



Agenda

Board of Trustees

Regular Meeting

Location: Center for Advanced Technical Studies

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

October 23, 2023

1. Call to order at 6:00 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. Employment matter regarding Director of Internal Auditing (Exhibit C)
 - d. Contractual matters regarding Professional Development Services (Exhibit D)
4. Call to order and convene regular meeting at 7:00 p.m.
5. Welcoming remarks – Rebecca Blackburn Hines, Board Chair
6. Invocation – Matt Hogan, Board of Trustees
7. Pledge of Allegiance – Matt Hogan, Board of Trustees
8. School Board Spotlight
9. Superintendent's Report
 - a. District FOCUS: Strategic Plan Update for 2022-2023 to 2026-2027
 - I. 2023 Graduation Rate Update
 - II. 2023 School Report Card Ratings Update
 - III. Strategic Plan Implementation and Progress-Monitoring Update (Exhibit E)
 - b. Monthly Financial Update – August (Exhibit F)
10. Approval of the minutes of the October 9, 2023, board meeting

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"We Love and Grow Our Students!"

11. Public Participation*

ACTION AGENDA

12. Action as Necessary or Appropriate on Matters Discussed in Executive Session
13. Approval of June 30, 2023, Fund Balance Analysis and Assignment Recommendation (Exhibit G)
14. Second and Final Reading Approval of Proposed Revisions to Board Policy IKF “Graduation Requirements” (Exhibit H)
15. First Reading Approval of new Board Policy JICFB “Gavin’s Law Implementation” (Exhibit I)
16. First Reading Approval of proposed revisions to Board Policy GBEB “Staff Conduct” (Exhibit J)
17. Approval of Extension for District Review Committee (Exhibit K)

DISCUSSION AGENDA

18. McMillan | Pazdan | Smith Facilities Condition Assessment
19. District’s Realtor Listing for 2023-2024 (Exhibit L)
20. Discussion of Proposed Revisions to Board Policy AE “Accountability/Commitment to Accomplishment” (Exhibit N)
21. Adjourn

INFORMATION AGENDA

22. The next regular scheduled board meeting will be November 13, 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/October 9, 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 October 9, 2023, board meeting.

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

Rebecca Blackburn Hines, Board of Trustees, gave the Invocation and Pledge of Allegiance.

The Board conducted the School Board Spotlight.

During the Superintendent's report, Dr. Ross provided updates on the District FOCUS Strategic Plan for the years 2022-2023 to 2026-2027. Additionally, Dr. Ross recognized the new LR5 2023-2024 principals in honor of National Principals Month. Mrs. Sara Wheeler, Director of Magnet Programs, and Mr. David Prigge, Director of CTE, presented an update on Magnet/CTE Collaborations during the meeting, while Mrs. Lynn Collins provided a District 5 Foundation update.

During public participation Kim Weinbach spoke about book banning and the removal of books from libraries, and Kim Murphy spoke about excess tax dollars being collected.

The Board presented for discussion:

- June 30, 2023, Fund Balance Analysis and Assignment Recommendation (Exhibit F)
- New Board Policy JICFB "Gavin's Law Implementation" (Exhibit G)
- Revisions to Board Policy GBEB "Staff Conduct" (Exhibit H)
- Sales Tax Exemption for Capital Projects (Exhibit I)

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"We Love and Grow Our Students!"

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

The Board presented for information:

- 2023-2024 Comprehensive Health Education Board Advisory Committee (CHEBAC) (Exhibit J)

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

Record of Voting

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

Meeting of October 9, 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
1.	M. Hogan			S. Snipes				
	Approve the agenda.	X	X	X	X	X	X	X
2.	M. Hogan			S. Barnhardt				
	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 retaining wall at Harbison West Elementary; d.) Legal advice regarding construction defects at Chapin High School; e) Legal advice regarding active lawsuits (Exhibit C).	X	X	X	X	X	X	X
3.	M. Hogan			S. Snipes				
	I move that we approve the minutes of the September 25, 2023, board meeting.	X	X	X	X	X	X	X
4.	M. Hogan			S. Snipes				
	I move that we approve the selected employment items as shown in Exhibit A for action.	X	X	X	X	X	X	X
5.	M. Hogan			S. Huddle				
	I move that the Board approve for bidding by the pre-qualified contractors for the new Irmo High School East Wing in Exhibit D.	X	X	X	X	X	X	X

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X = Yes
R = Recuse

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

Meeting of October 9, 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
7. M. Hogan S. Snipes I move that the Board approve the first reading approval of proposed revisions to Board Policy IKF "Graduation Requirements" (Exhibit E).	X	X	X	X	X	X	X
8. M. Huddle S. Hogan Adjourn at 9:46 p.m.	X	X	X	X	X	X	X

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R = Recuse

Notes to be added to 10/9/2023 Minutes As Requested by Trustee Huddle

On 6/4/23 I sent the attached email to all board members and Dr. Ross including the attached spreadsheet which shows since 2017 the board has re-allocated \$8,865,606 from the Operating Fund Balance to Capital Expenditures.

This information showed our existing operating fund balance was too high and the planned tax collections for 23-24 were underestimated, which together would cause us to overtax our taxpayers and increase the fund balance even more. We still passed that tax increase. There were many arguments for and against. I know everyone was doing what they thought at the time was best for our district. However, we now know for certain that we increased the operating millage rate too much.

Now we are again, looking at reallocating operating fund balance to capital expenditures. This time the request is \$3,500,000. If passed, this will put the total operating fund balance moved to the capital budget since 2017 at over \$12 million.

We now know with 100% certainty that our district has consistently over collected taxes for the operating fund. As Trustees I believe we have a duty to be transparent with finances:

- If the overcollection of operating taxes to fund construction is intentional, we should build it into the budget that is discussed and voted on each spring – not slide \$ over every 1-2 years when people aren't really paying attention.
- If the overcollection is not intentional, we are consistently misjudging the millage rate needed and failing to incorporate excess fund balance into setting the millage rate – something we should correct through policy and action.

Regardless of our long-term plan to correct this habitual issue, we are now again faced with at least \$3.5m in excess operating funds (after funding an employee bonus).

I encourage us to use the operating fund for the purpose it was intended for – operating our schools. We have huge needs and we have the \$ at our disposal to make a difference. We have a choice between using that \$3.5m for buildings or directly for the benefit of our students and teachers.

If we spend that money on tutoring, at \$50 an hour plus benefits (estimated at a total of \$75 an hour), we could provide 46,000 hours of tutoring for our students or almost 3 hours of tutoring per student. Teachers who wished to volunteer would also be able to generate additional income. Especially when so many students scoring under proficient in English and Math, this would be a win-win for our students and teachers.

Attachment #1, pg. 2 is included with
the minutes of the 10-9-23
meeting, at the request of Board member
Cathy Studdler
pursuant to South Carolina Code
Ann. Section 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.



Cathy Huddle <chuddle@lexrich5.org>

Option 4 Budget Consideration

Cathy Huddle <chuddle@lexrich5.org>

Sun, Jun 4, 2023 at 7:17 PM

To: Akil Ross <aross@lexrich5.org>

Bcc: Rebecca Hines <rhines@lexrich5.org>, Matt Hogan <mhogan@lexrich5.org>, Kimberly Snipes <ksnipes@lexrich5.org>, Elizabeth Barnhardt <ebarnhardt@lexrich5.org>, Michael Satterfield <msatterf@lexrich5.org>, Kevin Scully <kscully@lexrich5.org>

Dr. Ross, Please note that I have blind-copied all of the other trustees.

Attached is an Option 4 that I hope the administration will consider. Basically, this is Option 2 (the administration's preferred option) with the CHS portables, new positions and HVAC increase removed and using a more accurate tax collection rate.

This would allow us to keep the millage rate the same and still have over \$700,000 available for allocation to new positions and/or HVAC once there has been more time to evaluate those needs.

In addition, because we have a fund balance of 25.4% we have almost \$11,000,000 excess funds in our operating fund balance. \$11m is the difference between the 25.4% and the high end (18%) of the 15-18% recommended by policy. These excess funds would allow us to vote to increase the budget later this year if needed for additional positions. Even if we added the remainder of the \$2.1m in requested positions (\$2,100,000 - \$700,000 available discretionary = \$1,400,000) we could pull the \$1,400,000 from the fund balance and still be able to fund those positions from the excess fund balance for the next 7 years.

I believe this is the right way to approach the budget as \$2.1m in additional positions and the possibility of portables deserves careful consideration before moving forward. In addition, I don't think the public expects us to keep extra in our "piggy bank" while we ask for a millage increase.

Thank you for your consideration. I know this has been a lot of work for the administration and finance staff.

Cathy

--

Catherine Huddle
Lexington Richland Five School Board Trustee

2 attachments



FUND BALANCE LR5.xlsx
21K



Option 4 for 23-24 Budget.xlsx
11K

Attachment #1 pg. 3 is included with
the minutes of the 10-9-23
meeting, at the request of Board member
Cathy Huddle
pursuant to South Carolina Code
Ann. Section 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

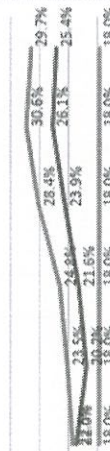
FUND BALANCE LR5.XLSX

Open with



	A	B	C	D	E	F	G	H
1	LEXINGTON SCHOOL DISTRICT FIVE							
2	FUND BALANCE							
3								
4	YEAR	Budget	Fund Bal	Fund Bal w/o Trans	Fund Bal % Budget	Fund Bal % w/o Trans	TRANSFERS TO BUILDING FUND	
5	2017	174,506,667	38,336,237	39,336,237	22.0%	22.5%	1,000,000	
6	2018	181,714,755	36,655,331	42,655,331	20.2%	23.5%	5,000,000	
7	2019	187,823,296	40,533,048	46,533,048	21.6%	24.8%		
8	2020	194,794,553	46,518,549	55,384,155	23.9%	28.4%	2,865,606	
9	2021	196,524,672	51,205,387	60,070,993	26.1%	30.6%		
10	2022	204,968,206	52,089,114	60,954,720	25.4%	29.7%		
11							8,865,606	
12	2024 at 18%	226,126,621	40,702,792		18.0%			
13	Excess Fund Balance		11,386,322					
14								
15								
16								
17								
18								
19	Fund Bal % of Budget	2017	2018	2019	2020	2021	2022	
20	Fund Bal % w/o Trans	22.0%	20.2%	21.6%	23.9%	26.1%	25.4%	
21	Policy Minimum	22.5%	23.5%	24.8%	28.4%	30.6%	29.7%	
22	Policy Maximum	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	
23		18.0%	18.0%	18.0%	18.0%	18.0%	18.0%	
24								
25								
26								
27								
28								
29								
30								

Fund Balance as % of Annual Budget



Attachment #1 pg. 4 is included with the minutes of the 10-9-23 meeting, at the request of Board member Cathy Huddle pursuant to South Carolina Code Ann. Section 30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: 2022/23 to 2026/27

Upcoming School Year: 2022/23

District:	School District 5 of Lexington and Richland Counties
SIDN:	3205
Plan Submission	School Utilizes Cognia
Address 1:	1020 Dutch Fork Road
Address 2:	
City:	Irmo, SC
Zip Code:	29063
School Renewal Contact Person:	Vann Holden
School Plan Contact Phone:	803-476-8189
School Plan E-mail Address:	vholden@lexrich5.org



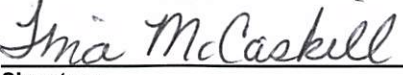
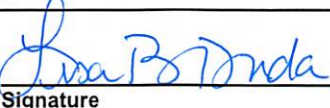

Required Signature Page

The district strategic plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 et seq. (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 et seq. (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the district strategic planning contact, the district Read to Succeed Leadership Team Lead, and the district Gifted and Talented coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the District Strategic Plans

The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 (S.C. Code Ann. §59-139-10 et seq. (Supp. 2004)); EAA (S.C. Code Ann. §59-18-1300 et seq. (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. § 59-10-330); Read to Succeed (S.C. Code Ann. § 59-155-180 et seq.); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

Required Printed Names and Signatures

Superintendent		
Dr. Akil E. Ross, Sr. Printed Name	 Signature	<u>4/26/23</u> Date
Principal		
Chairperson, District Board of Trustees		
Mrs. Rebecca Blackburn Hines Printed Name	 Signature	<u>4/25/23</u> Date
District Read To Succeed Literacy Leadership Team Lead		
Mrs. Tina McCaskill Printed Name	 Signature	<u>4.20.2023</u> Date
District Gifted and Talented Coordinator		
Mrs. Lisa Duda Printed Name	 Signature	<u>4.27.23</u> Date
District Strategic Planning Contact Person		
Dr. Vann Holden Printed Name	 Signature	<u>4/24/23</u> Date

Assurances for District Strategic Plan

Assurances checked below, along with the signature page signed by the superintendent, attest that the district complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	Academic Assistance, PreK–3 The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. The district will provide a copy of their updated technology plan to the S.C. Department of Education on an annual basis.
Yes	Innovation The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	Developmental Screening The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	Half-Day Child Development The district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
Yes	Developmentally Appropriate Curriculum for PreK–3 The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation levels and take into account the student’s social and cultural context.
Yes	Parenting and Family Literacy The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
Yes	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
Students Health and Fitness Act Assurance (S.C. Code Ann. § 59-10-330)	

Yes	Each school district shall establish and maintain a Coordinated School Health Advisory Council (CSHAC) to include members of the community, school representatives, students, parents, district food service employees, and school board members. The CSHAC will assess, plan, implement, and monitor district and school health policies and programs including the district wellness policy initiated in the 2006–07 school year. Each district, in collaboration with the CSHAC, shall develop, within the district's wellness policy, a school health improvement plan, in compliance with Section 59-10-310, that addresses strategies for improving student nutrition, health, and physical activity. The goals for the school health improvement plan, and progress toward those goals, must be included in the district's strategic plan required pursuant to Section 59-20-60.
Education and Economic Development Act Assurances for Districts (S.C. Code Ann. § 59-59-10 <i>et seq.</i>) The superintendent certifies that:	
Yes	Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
Yes	All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
No	Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. (<i>Flexibility Provisos 1.26 and 1A.14 suspends professional staffing ratios for 2017–18 in eligible districts.</i>)
Yes	Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
Yes	All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
Yes	All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
Yes	All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
Yes	All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
Yes	Each high school in the district is organized around a minimum of three of the 16 national career clusters.
Yes	Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at-risk of dropping out actually graduate from high school with a state diploma.
Yes	Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
Yes	Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
Yes	Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.
Read To Succeed Assurances (Act 284) (S.C. Code Ann. § 59-155-180 <i>et seq.</i>)	
Yes	District Reading Plan The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.
Yes	4K and 5K Readiness Assessment The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.
Yes	Third Grade Retention The district provides support to ensure all students who are not reading on grade level by the end of third grade are provided with an instructional program based upon students' needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students needing retention at the beginning of the 2017–18 school year.
Yes	Reading Coaches The district supports school based reading coaches in every elementary school.
Yes	Interventions The district provides interventions based on data for all students identified.
Yes	Summer Reading Camps The district offers summer reading camps for those students identified.
Gifted and Talented Assurances (SBE Regulation 43-220) Students Served The district serves:	
Yes	Academically gifted and talented students in elementary school (grades 3–5).
Yes	Academically gifted and talented students in middle school (grades 6–8).
Yes	Academically gifted and talented students in high school (grades 9–12).
No	Artistically gifted and talented students in elementary school (grades 3–5).
Yes	Artistically gifted and talented students in middle school (grades 6–8).
Yes	Artistically gifted and talented students in high school (grades 9–12).
N/A	Academically gifted and talented students in grades 1 and 2 (optional).

Academically and Artistically Gifted and Talented Plan	
The district plan provides a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of academically and artistically gifted and talented students. The following components must be included in the planning:	
Yes	Differentiated curriculum, instruction, and assessments that maximize the potential of the identified students;
Yes	Support services that facilitate student learning and personalized education;
Yes	Programming models that facilitate the delivery of differentiation in curriculum and instruction;
Yes	Classroom ratios that foster positive results;
Yes	Appropriate and sufficient time in instruction to assure that the goals and objectives of the programming are met; and
Yes	Systematic assessment of student progress and programming effectiveness relative to goals.
Curriculum, Instruction, and Assessment	
Curriculum, instruction, and assessment that maximize the potential of the identified students and educational programming for academically gifted and talented students include these characteristics:	
Yes	Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;
Yes	Goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;
Yes	Instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;
Yes	Confluent approach that incorporates acceleration and enrichment;
Yes	Opportunities for the critical consumption, use, and creation of information using available technologies; and
Yes	Evaluation of student performance and programming effectiveness.
Programming Models and Time	
The district:	
Yes	Abides by the approved programming models (special class, special school, or resource room/pullout) for academic Gifted and Talented services,
Yes	Abides by the approved programming models (in-school, after-school, Saturday programming, summer programming, or approved hybrid) for artistic Gifted and Talented services, and
Yes	Meets or surpasses the minimum programming minutes for the approved model of services.
N/A	Innovative Model (SCDE approved) Any innovative model, outside of those listed above, has the required annual approval from the South Carolina Department of Education.
Staffing Requirements	
The district must:	
Yes	Employ teachers who hold a valid teaching certificate in the appropriate grade level(s) or subject area(s) included in the programming.
Yes	Employ Gifted and Talented endorsed teachers or Gifted and Talented certified teachers. <i>(A one year grace period is permitted in order to obtain endorsement for certified teachers teaching a Gifted and Talented course for the first time. The Gifted and Talented endorsement is encouraged for Gifted and Talented artistic teachers.)</i>
Yes	Provide planning times for Gifted and Talented teachers. The standard is 250 minutes a week or the appropriate grade-level equivalent.
Yes	Provide all teachers working with gifted and talented students annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other Gifted and Talented student-focused topics.
Yes	Provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process.
Yes	Utilize an evaluation placement team to evaluate the Gifted and Talented identification process and to interpret and to evaluate student data in such a way as to insure appropriate student placement.
Communication and Reporting Requirements	
Yes	The district provides all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements.
Yes	If the district utilizes trial placement, local identification, and/or Gifted and Talented removal policies, those are readily accessible.
Yes	The district annually submits Form A Reports signed PDF.
Yes	The district annually submits Form A Reports Excel file.
Yes	The district annually submits Strategic Plan updates on its progress towards meeting the Gifted and Talented Goals.
Provide comments on why any of the Gifted and Talented assurances above are not met :	
<div style="border: 1px solid black; height: 30px; width: 100%;"></div>	
District Proficiency-Based System	
(SBE Regulation 43-234)	
Yes	The superintendent has approved the district's Proficiency-Based System that is aligned to the local school board policy. <ul style="list-style-type: none"> The Proficiency-Based System plan has been evaluated annually by the SCDE and the results have been reported back to the district.

Yes	<p>The district's Proficiency-Based System Plan:</p> <ul style="list-style-type: none"> • Explains how the needs assessment substantiates the district's Proficiency-Based System; • Describes the subject area course procedures for the high school proficiency-based credits the district will implement; • Proffers a complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught; • Provides documentation that demonstrates each course and all proficiency assessments for direct instruction are aligned to the State adopted subject area academic standards for the current year; • Contains a list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required; and • Offers an explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
Yes	The district has communicated NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
Yes	<p>Proficiency-based courses meet all relevant state statutes and regulations unless the State Board of Education (SBE) approved the district's waiver request.</p> <ul style="list-style-type: none"> • Teachers of all proficiency courses hold valid South Carolina certifications and are appropriately certified for the proficiency subjects in which they teach.

Assurances and Terms and Conditions for State Awards

As the district superintendent of Lexington/Richland 5, I certify that this applicant:

Yes	Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
Yes	Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
Yes	Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
Yes	Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
Yes	Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
Yes	Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
Yes	Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
Yes	Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 <i>et seq.</i> and § 8-13-100 <i>et seq.</i> (Supp. 2016)).
Yes	Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 <i>et seq.</i> (Supp. 2016)) if the amount of this award is \$50,000 or more.

Terms and Conditions

Yes	<p>Completeness of Proposal</p> <p>All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.</p>
Yes	<p>Non-awards/Termination</p> <p>The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).</p> <p>After a grant has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.</p> <p>Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.</p>
Yes	<p>Reduction in Budgets and Negotiations</p> <p>The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may, at that time, negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project, but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.</p>
Yes	<p>Amendments to Grants</p> <p>Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.</p>
Yes	<p>Use of Grant Funds</p> <p>Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.</p>
Yes	<p>Submission of Expenditure Reports</p> <p>Claims for reimbursement must be made at least quarterly and must be consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).</p>

Yes	<p>Obligation of Grant Funds</p> <p>Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.</p>
Yes	<p>Deobligation of Funds</p> <p>After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.</p>
Yes	<p>Documentation</p> <p>The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/.</p>
Yes	<p>Travel Costs</p> <p>Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of the document at http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.</p>
Yes	<p>Honoraria</p> <p>Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.</p>
Yes	<p>Reports</p> <p>The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.</p>
Yes	<p>Copyright</p> <p>The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.</p>
Yes	<p>Certification Regarding Suspension and Debarment</p> <p>By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the</p> <ul style="list-style-type: none"> • Applicant and/or any of its principals, subgrantees, or subcontractors <ul style="list-style-type: none"> • are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and • are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above. • Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.
Yes	<p>Audits</p> <p>Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:</p> <ul style="list-style-type: none"> • Entities expending \$750,000 or more in federal awards: Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, et seq. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward. • Entities expending less than \$750,000 in federal awards: Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
Yes	<p>Records</p> <p>The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.</p>

Stakeholder Involvement for District Strategic Plan

List the name of persons who were involved in the development of the District Strategic Plan.
A participant for each numbered position is required.

	Position	Name
1.	Superintendent	Dr. Akil E. Ross, Sr.
2.	Principal	Mr. Jason Pollock
3.	Teacher	Mr. Ramiro R. Salazar
4.	Parent/Guardian	Ava R. Dean, BSN MPH
5.	Community Member	Mrs. Lucy Bailey
6.	Private School Representative	n/a
7.	District Level Administrator	Dr. Vann Holden
8.	Paraprofessional	Ms. Kim Weber
9.	District Read To Succeed Literacy Leadership Team Lead	Mrs. Tina McCaskill
10.	District Read To Succeed Literacy Leadership Team Member	Dr. Robin Cox
11.	School Improvement Council Member	Mrs. Beth White
12.	District Gifted and Talented Coordinator	Mrs. Lisa Duda
13.	District Federal Programs Coordinator	Mrs. Lisa Duda
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed	
	Director of Communications	Mrs. Amanda Taylor
	Chief of Academics and Administration	Mrs. Anna M. Miller
	Chief Student Services and Planning Officer	Dr. Michael R. Harris
	Chief Human Resources Officer	Dr. Tamara D. Turner
	Chief Finance Officer	Ms. Maddison Paul
	Executive Director of Operations	Mr. David Weissman

District Requested Strategic Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	59-18-325 - Assessments - Paper/Pencil Testing Waiver - Grades 3 and 4 - This is the second year our students in grades three and four have had individual devices. While the students are able to respond to multiple choice-style questions on the devices, we have found that the students in grades three and four best express their writing via paper and pencil. Composing essays and written responses on the computer requires students to master the location of each letter on the keyboard as well as the keyboard commands for functions such as capitalization and punctuation. Their participation in the computer format of this assessment will therefore produce results that reflect students' computer proficiency rather than their mastery of the writing standards for their grade level. We cannot ensure internet access and reliability when we assess students in settings outside of school district control, i.e., homebound and homebased administration.
6. Other (Include the SBE Regulation number to be waived)	

District or School Plans

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Read to Succeed
Gifted and Talented Required Tables (Districts only)
District Proficiency-Based System (Districts only)
District Summer School Programs Site Identification (Districts only)

School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: 2022/23 to 2026/27

Upcoming School Year: 2022/23

District:	School District 5 of Lexington and Richland Counties
SIDN:	3205
Plan Submission	School Utilizes Cognia
Address 1:	1020 Dutch Fork Road
Address 2:	
City:	Irmo, SC
Zip Code:	29063
School Renewal Contact Person:	Vann Holden
School Plan Contact Phone:	803-476-8189
School Plan E-mail Address:	vholden@lexrich5.org

Required Signature Page

The district strategic plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 et seq. (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 et seq. (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the district strategic planning contact, the district Read to Succeed Leadership Team Lead, and the district Gifted and Talented coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the District Strategic Plans

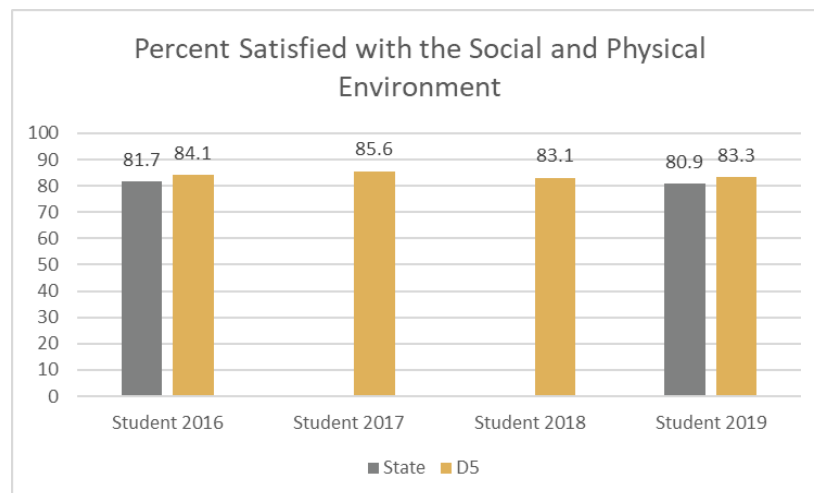
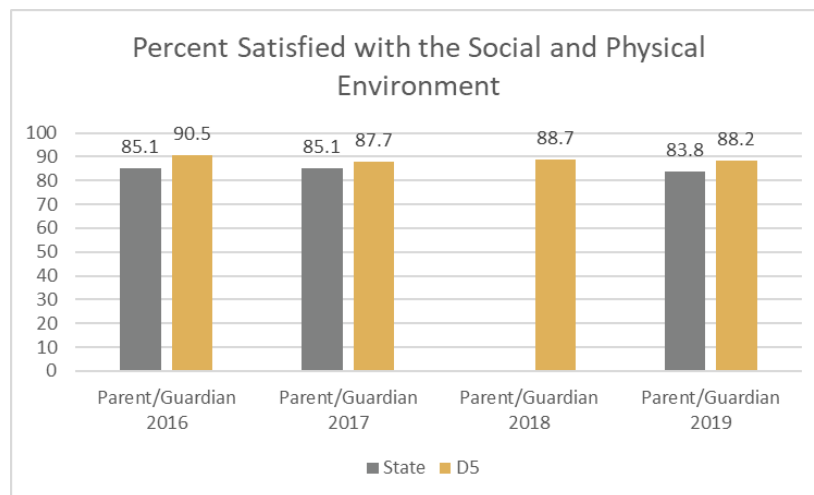
The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 (S.C. Code Ann. §59-139-10 et seq. (Supp. 2004)); EAA (S.C. Code Ann. §59-18-1300 et seq. (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. § 59-10-330); Read to Succeed (S.C. Code Ann. § 59-155-180 et seq.); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

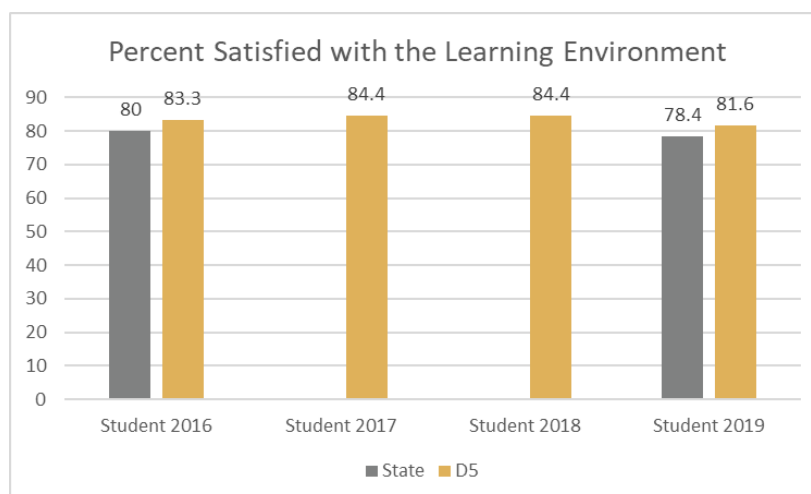
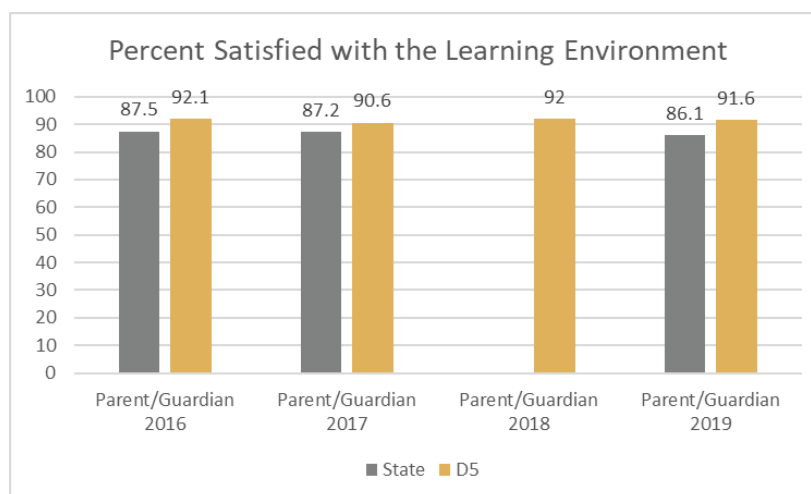
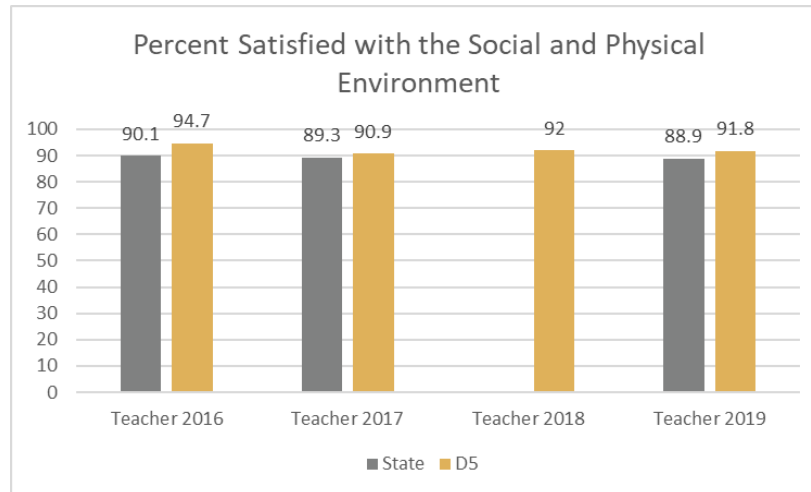
NEEDS ASSESSMENT DATA

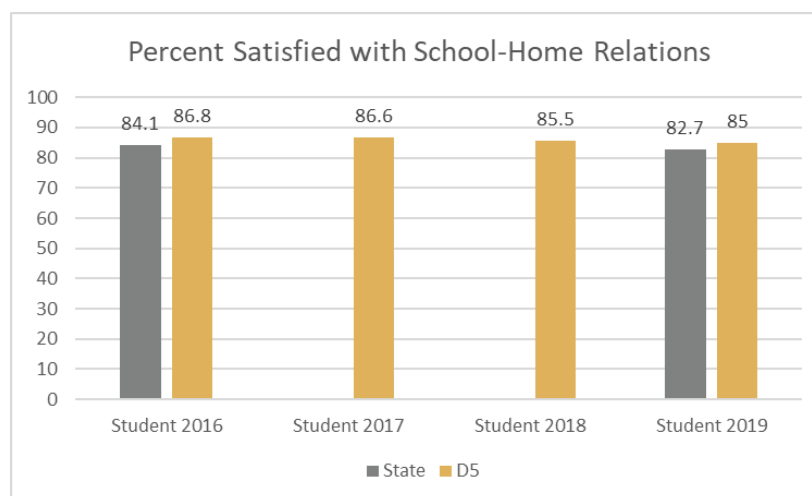
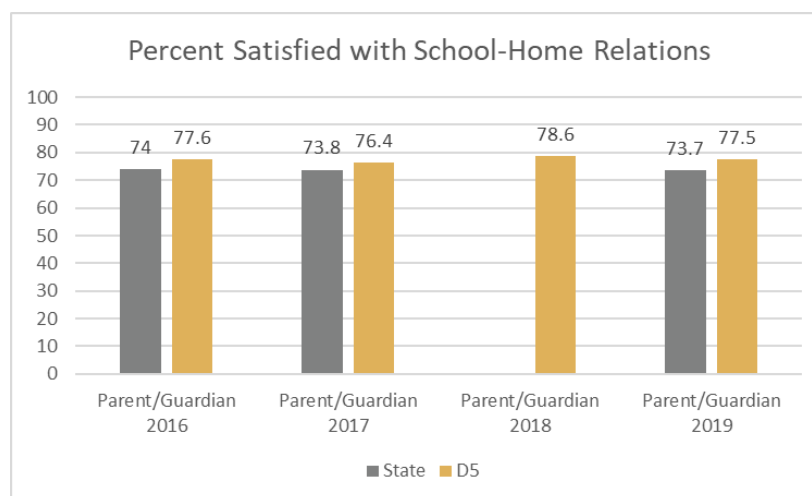
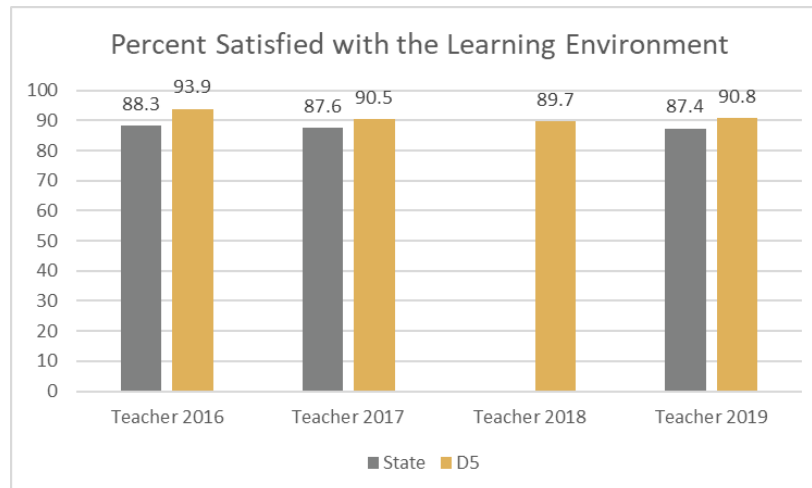
Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning, **especially if any performance goals are using data not found in the state report card.** (Charts, graphs, or other formats of data may be used.)

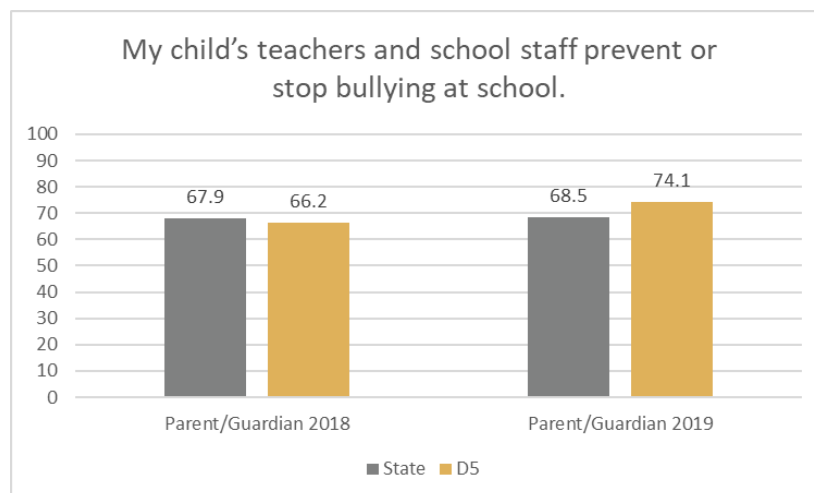
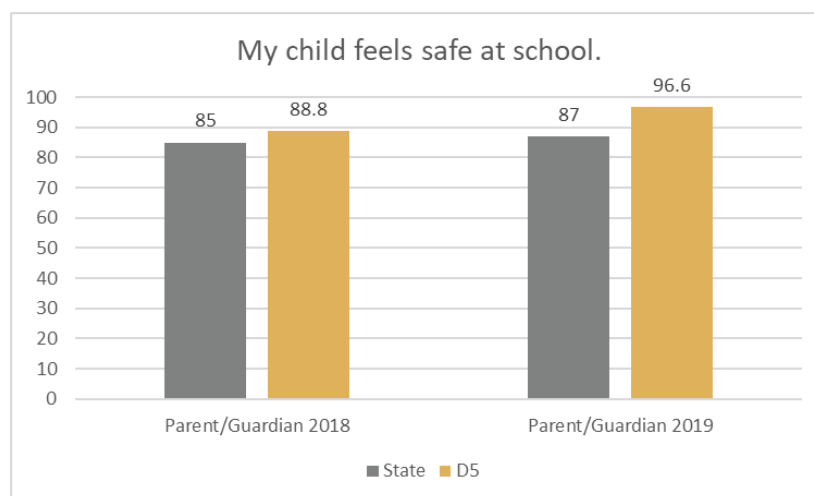
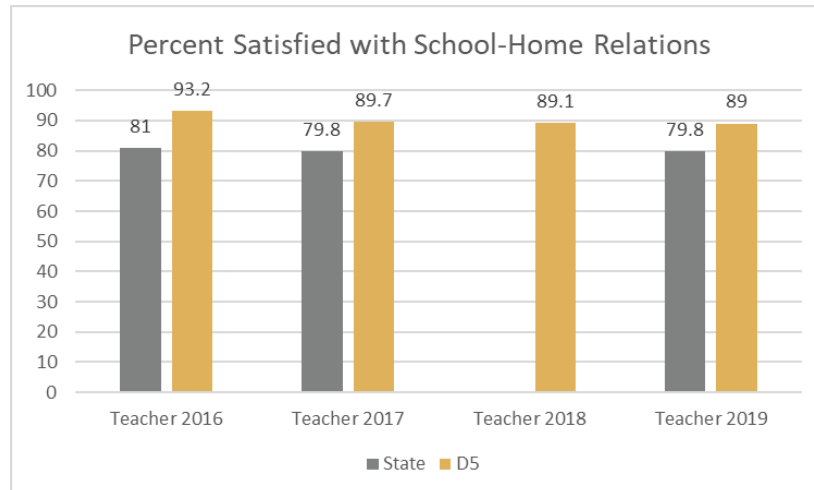
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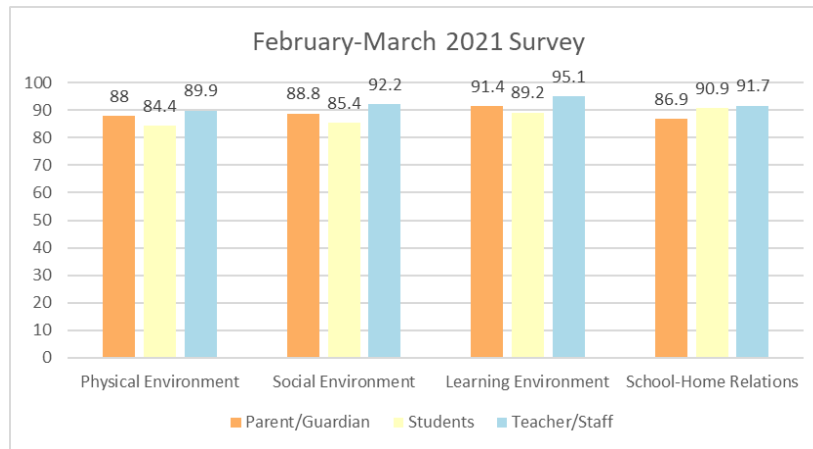
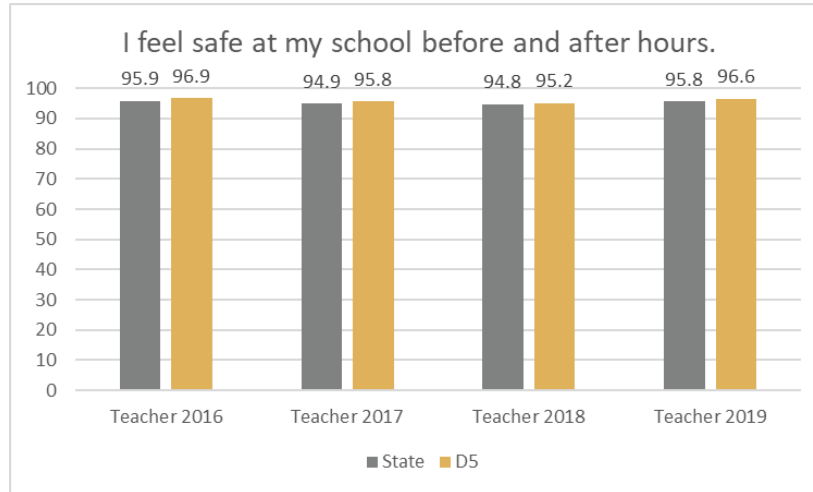
School Climate



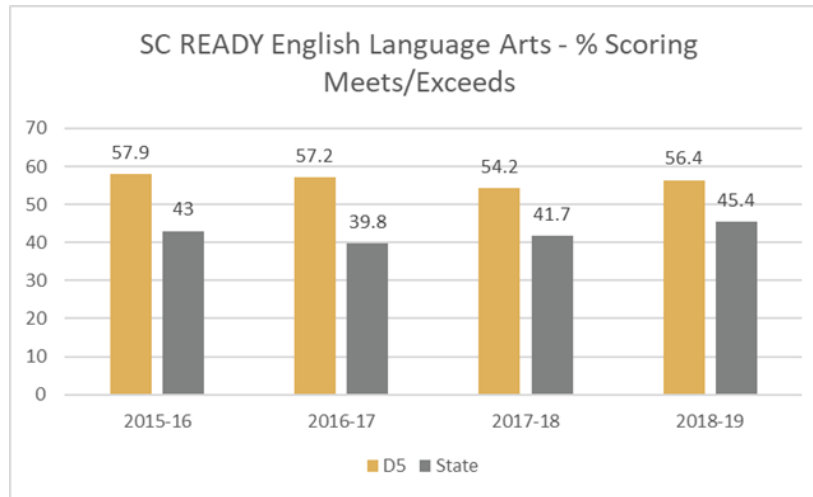




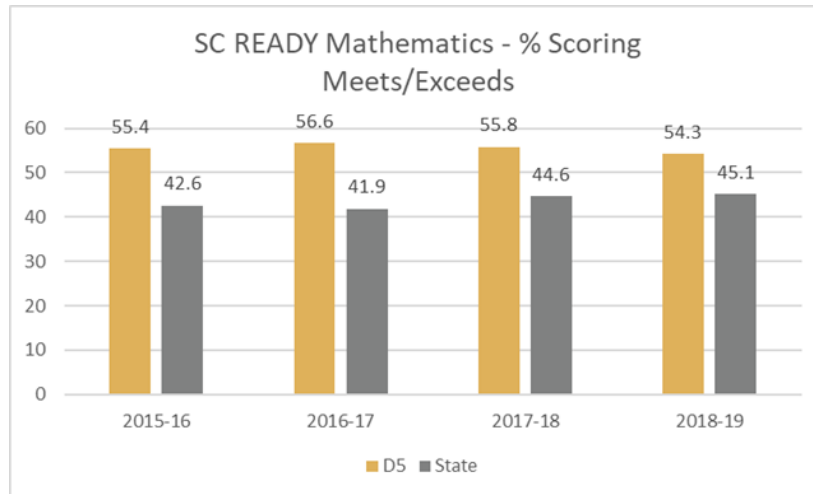




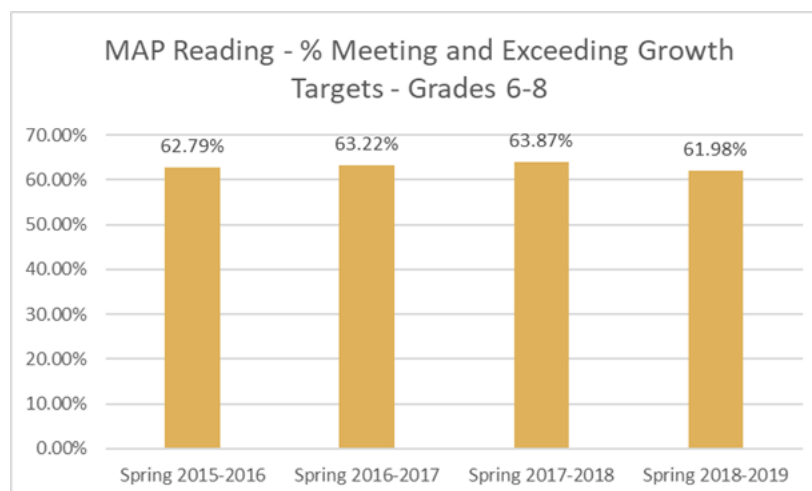
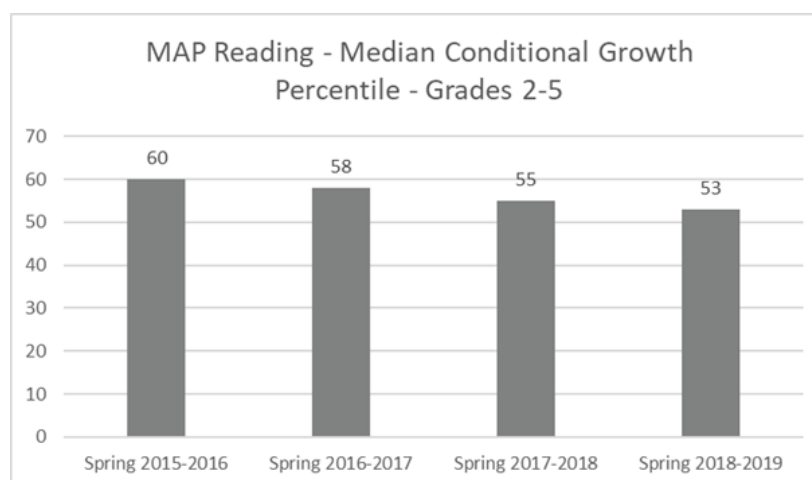
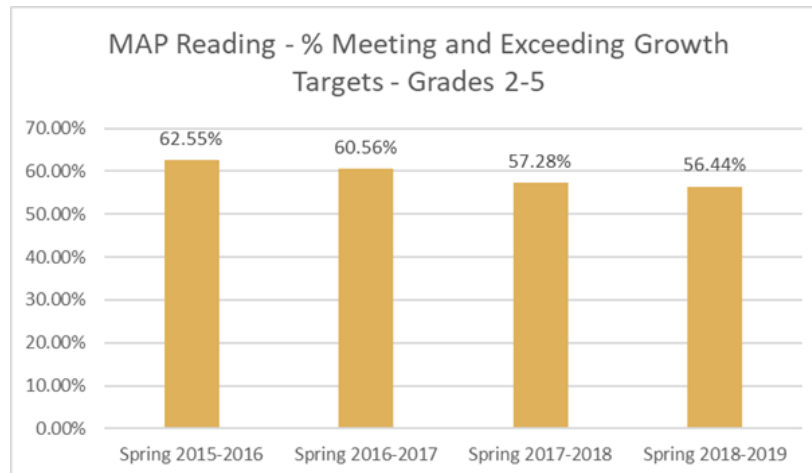
Student Achievement

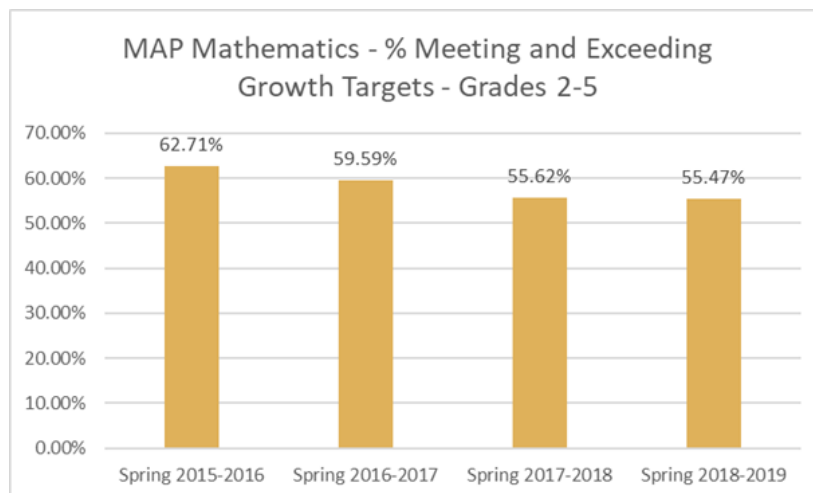
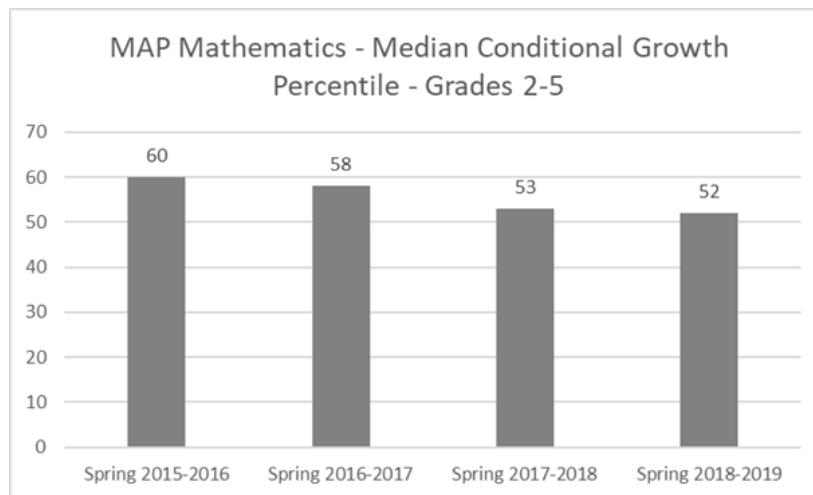
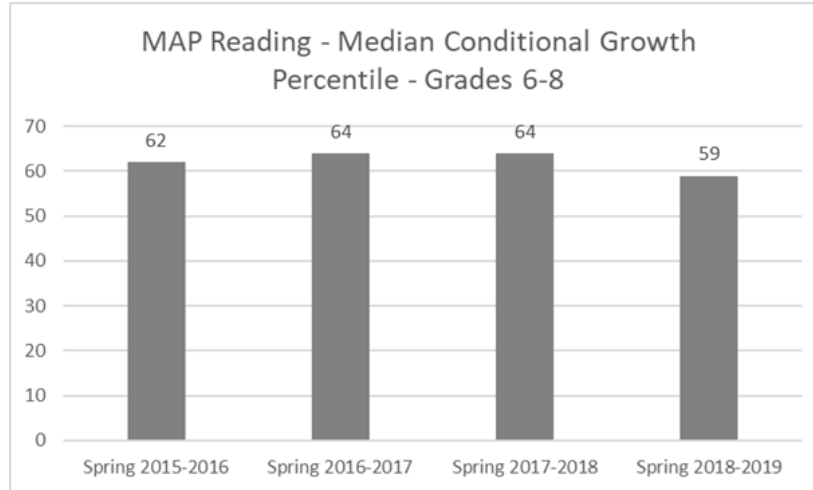


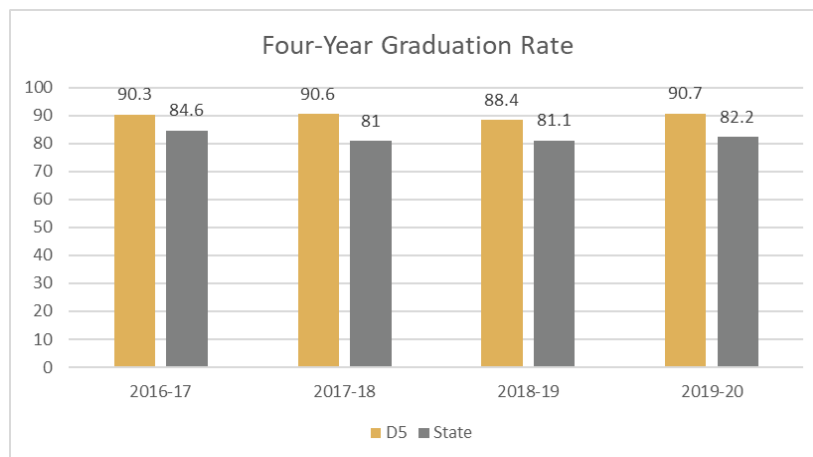
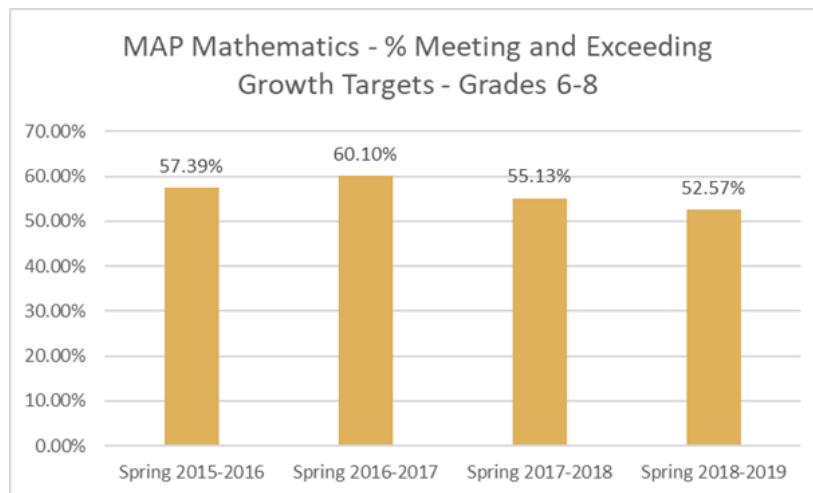
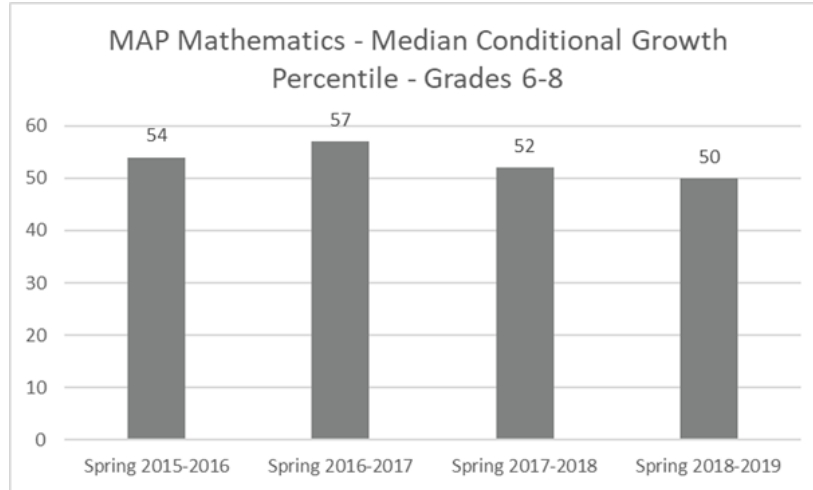
D5 Ranking Among SC School Districts – SC READY ELA			
2015-16	2016-17	2017-18	2018-19
3	2	4	5



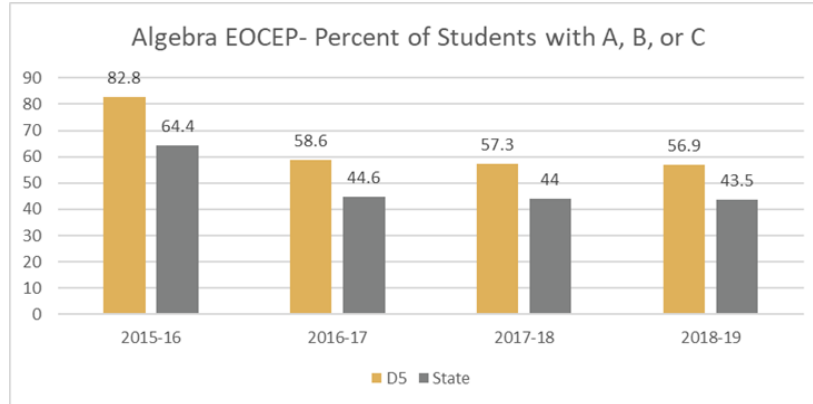
D5 Ranking Among SC School Districts – SC READY Mathematics			
2015-16	2016-17	2017-18	2018-19
6	6	8	12



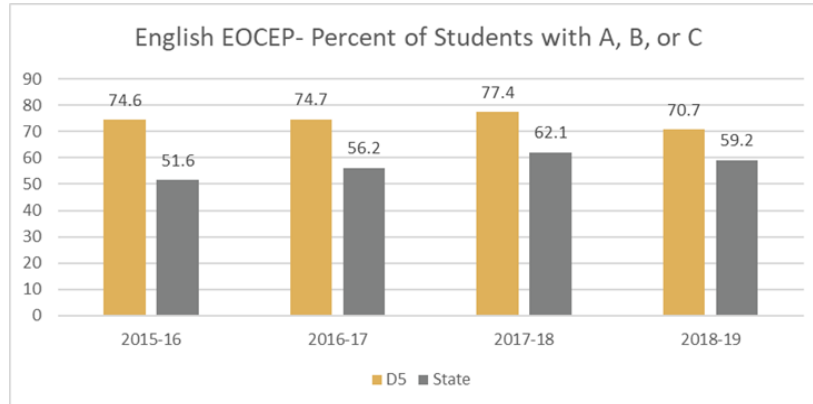




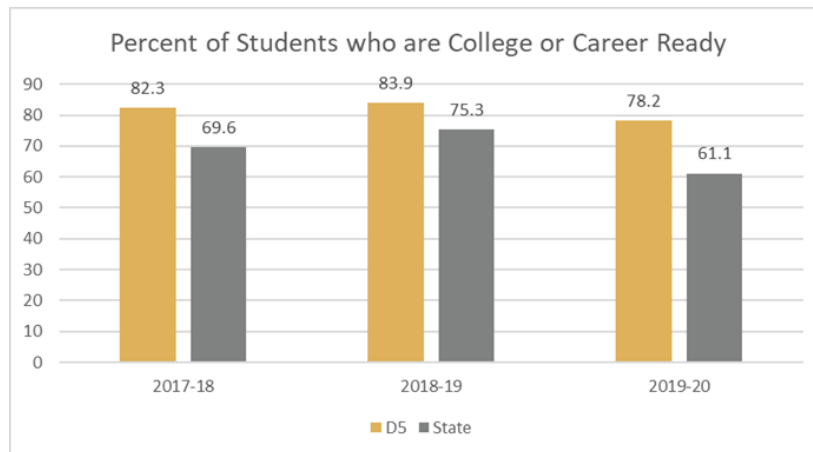
D5 Ranking Among SC School Districts			
2016-17	2017-18	2018-19	2019-20
9	7	15	10



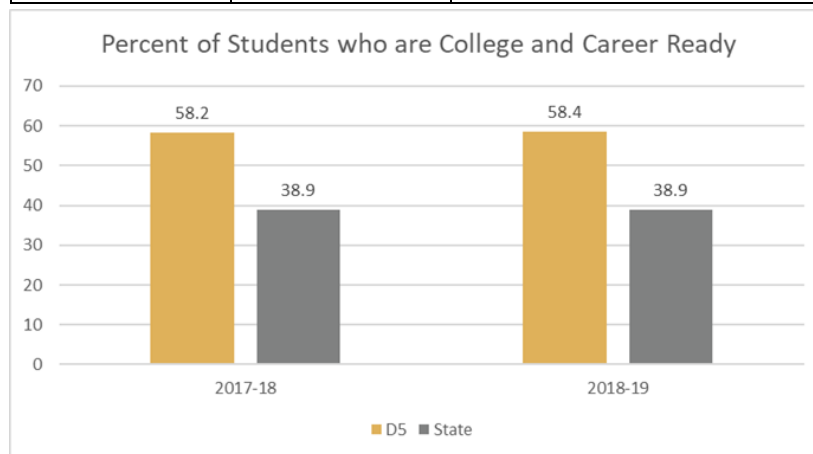
D5 Ranking Among SC School Districts – Algebra EOCEP			
2015-16	2016-17	2017-18	2018-19
5	7	7	8



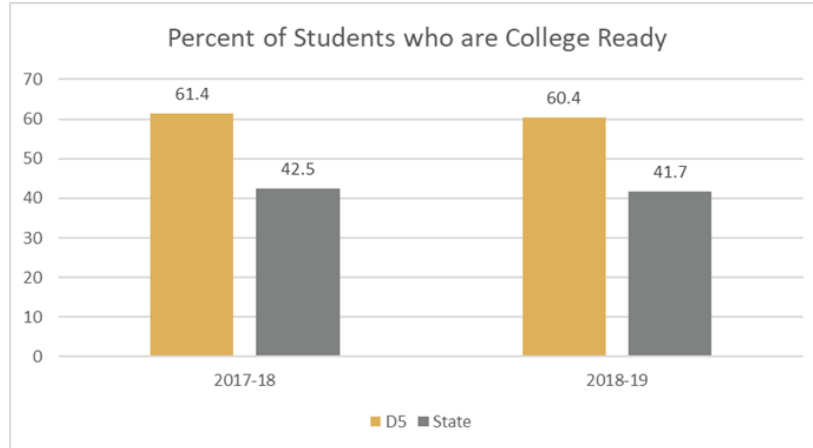
D5 Ranking Among SC School Districts – English EOCEP			
2015-16	2016-17	2017-18	2018-19
3	2	2	4



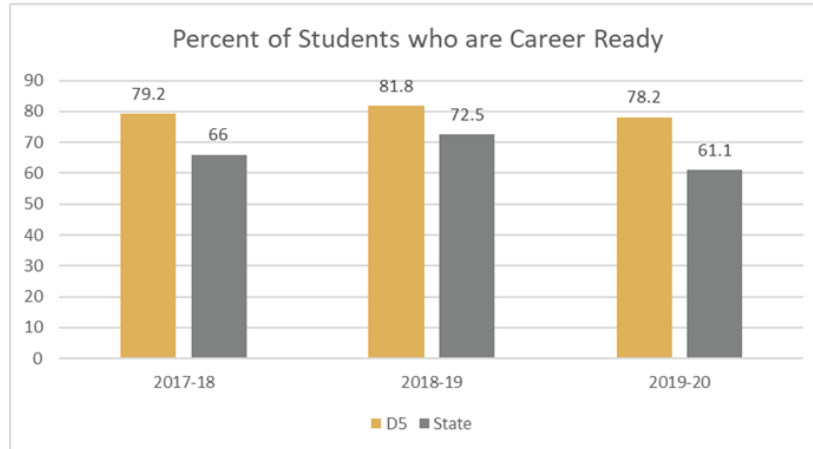
D5 Ranking Among SC School Districts – College or Career Ready		
2017-18	2018-19	2019-20
3	13	3



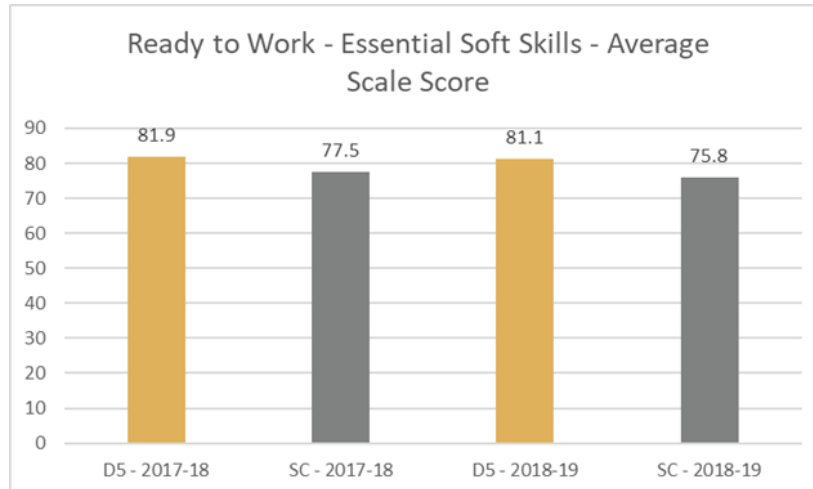
D5 Ranking Among SC School Districts – College and Career Ready		
2017-18	2018-19	2019-20
2	2	n/a

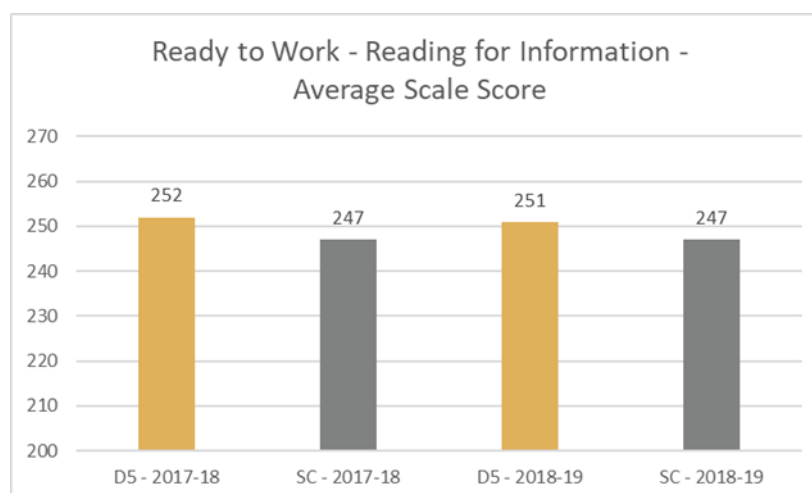
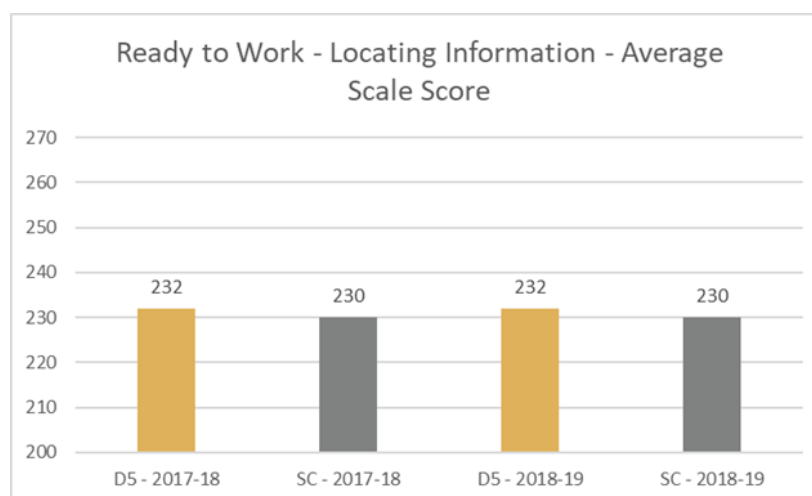
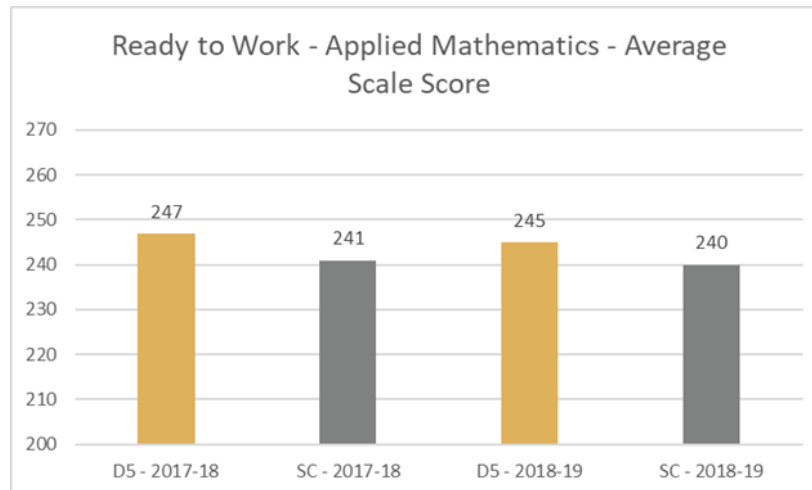


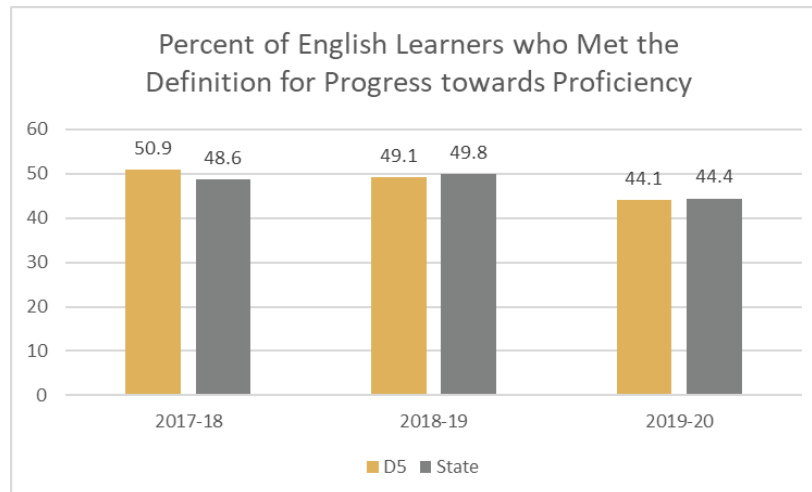
D5 Ranking Among SC School Districts – College Ready		
2017-18	2018-19	2019-20
2	3	n/a



D5 Ranking Among SC School Districts – Career Ready		
2017-18	2018-19	2019-20
3	13	3

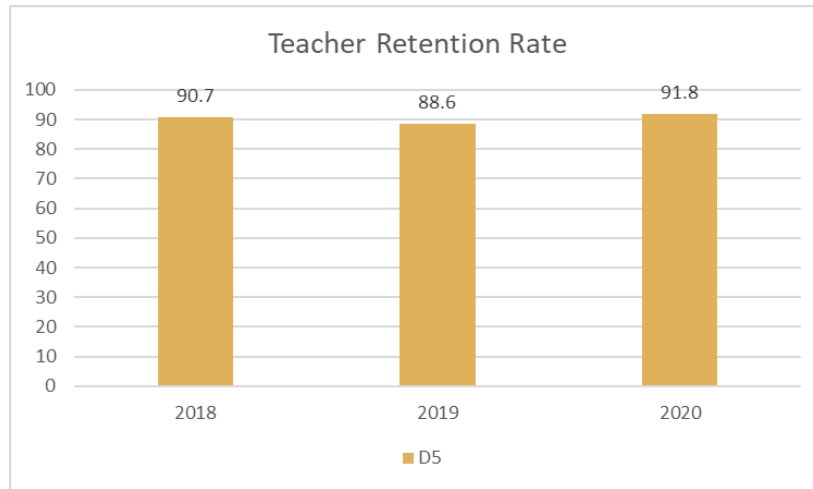






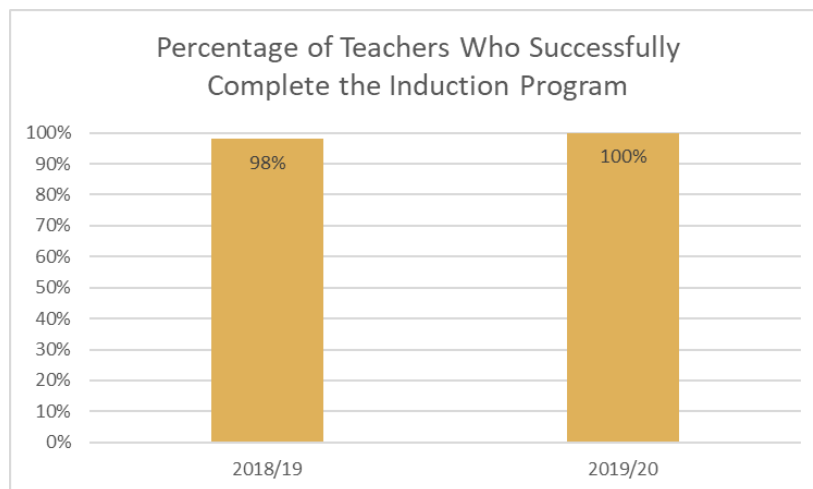
D5 Ranking Among SC School Districts – Career Ready		
2017-18	2018-19	2019-20
25	26	34

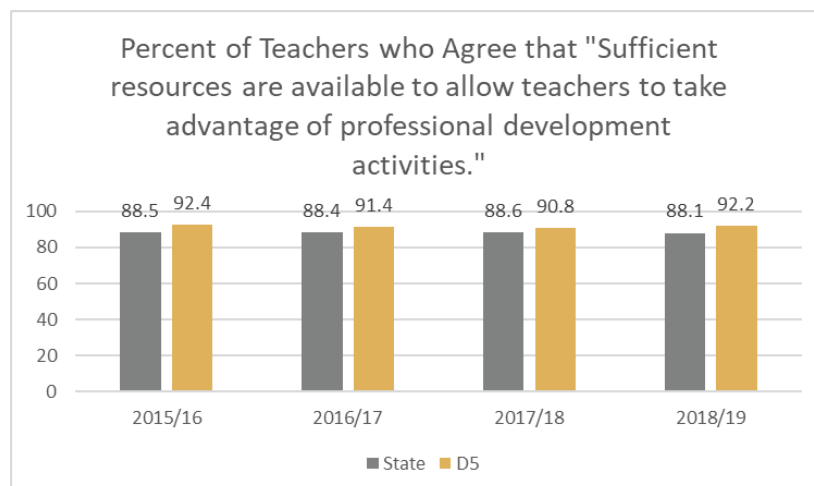
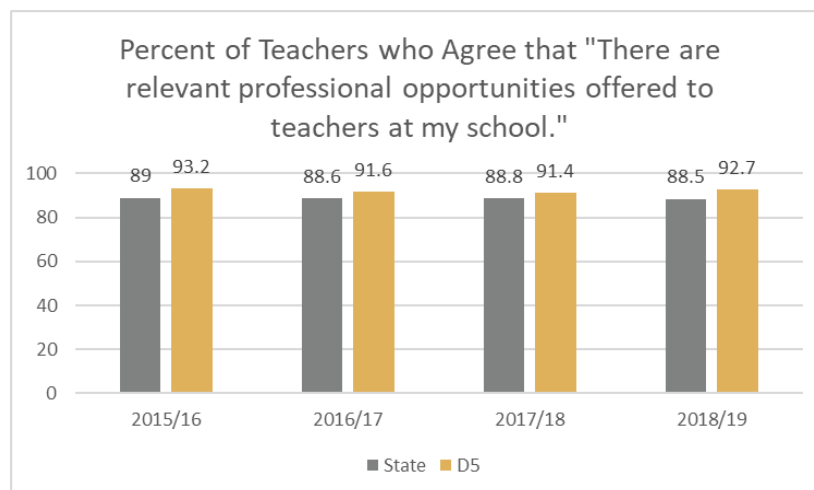
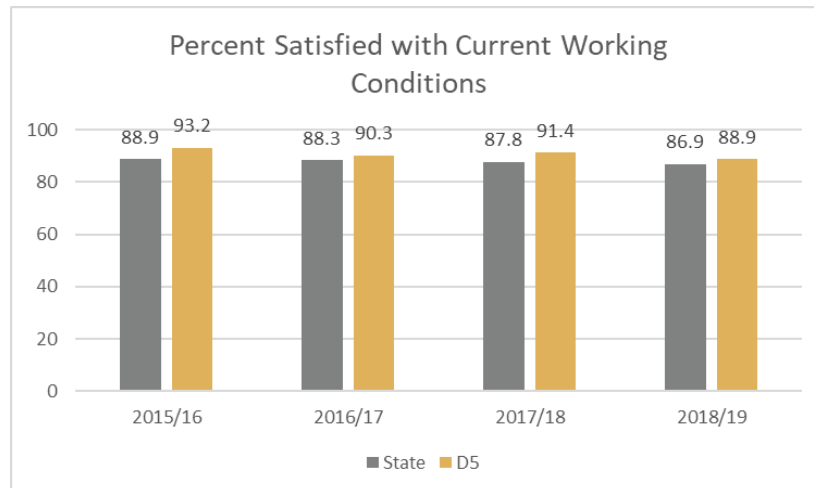
Teacher/Administrator Quality

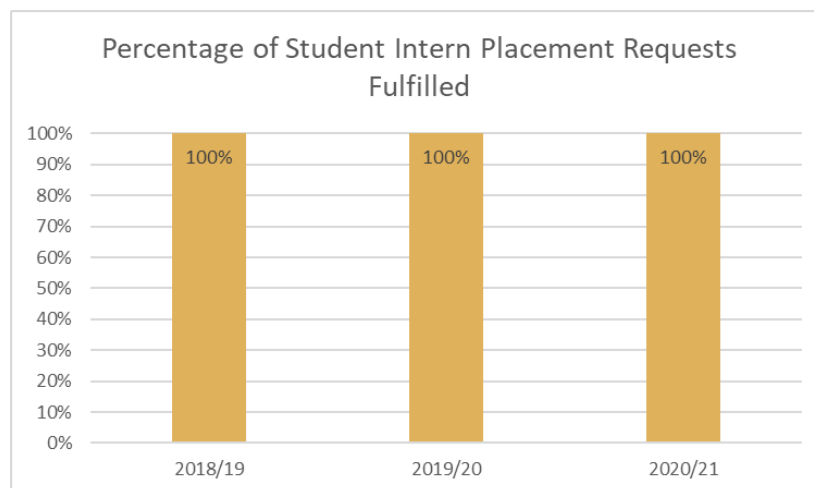
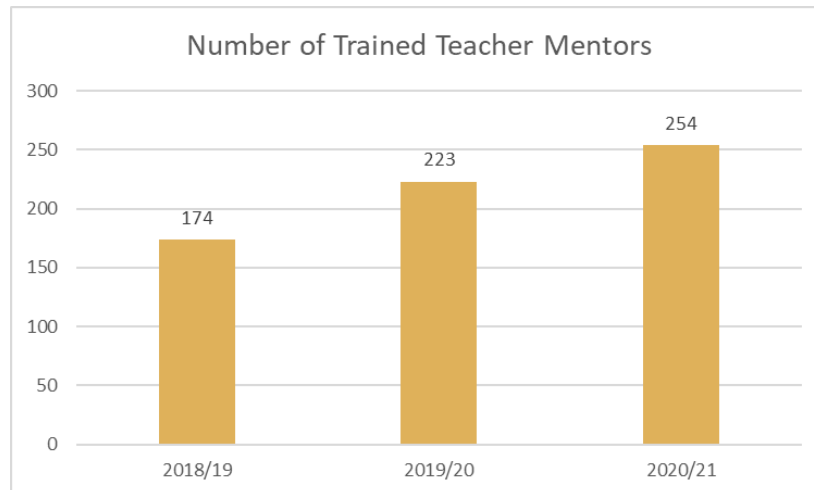


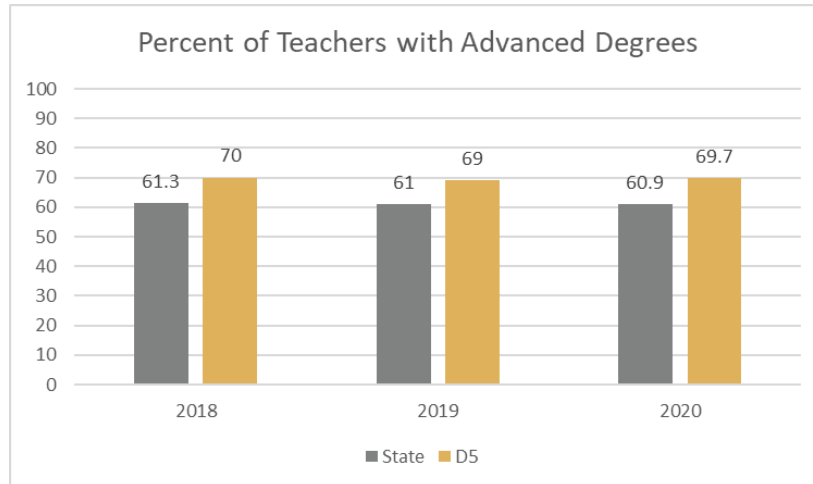
Retention Rate Ranking Among South Carolina School Districts*		
2018	2019	2020
11	19	14

*** Note: Only 1 district in the state employed a greater number of teachers AND had a higher teacher retention rate than District 5.**

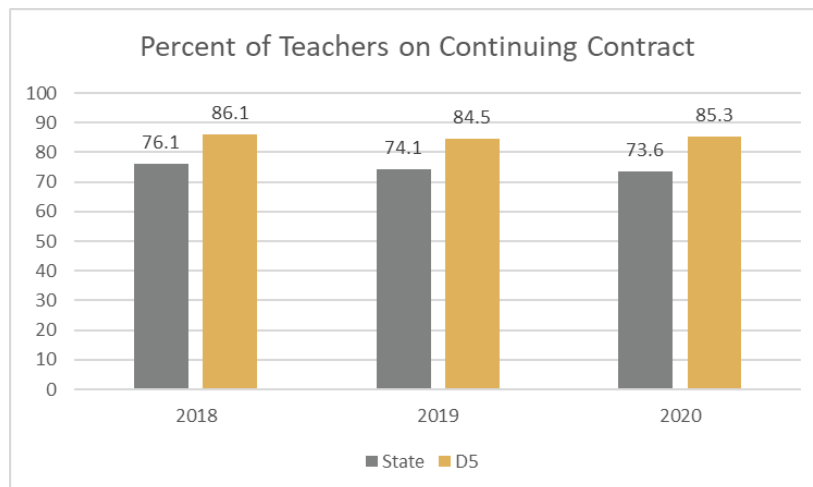




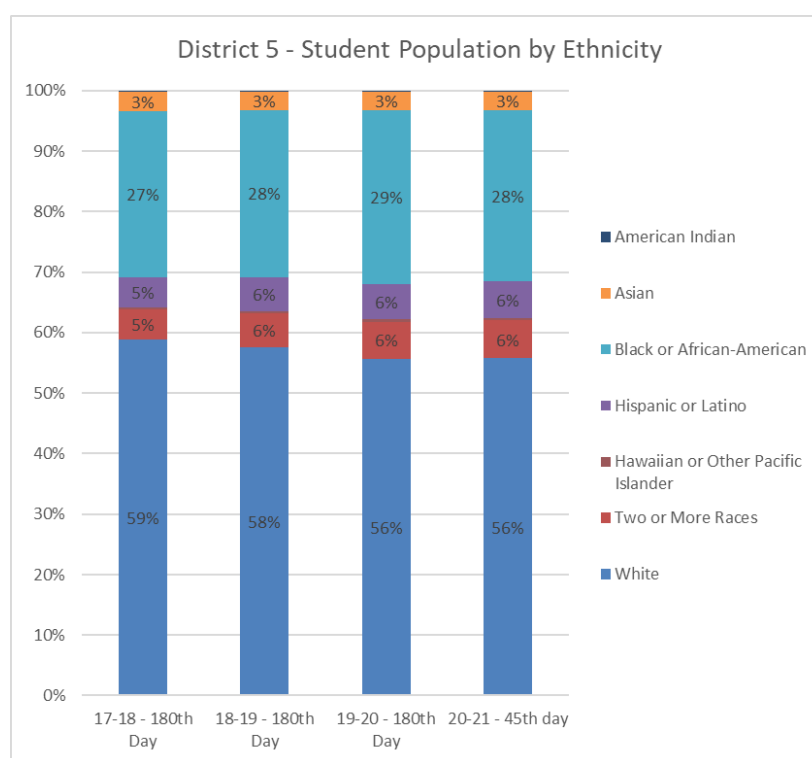
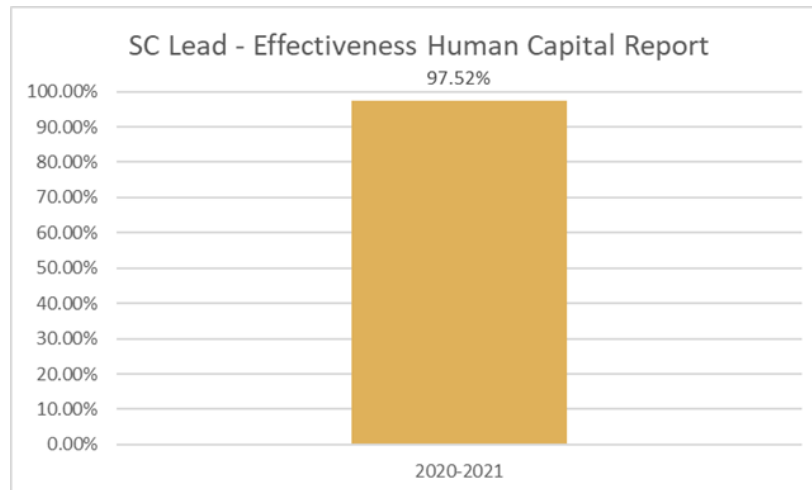


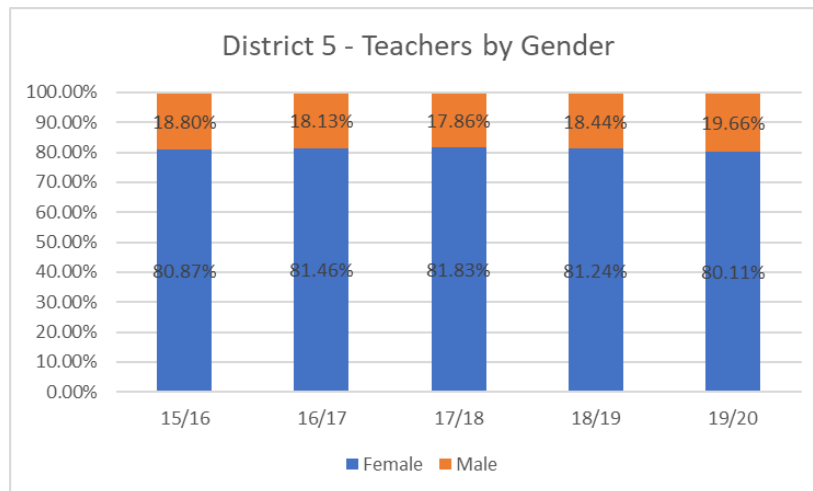
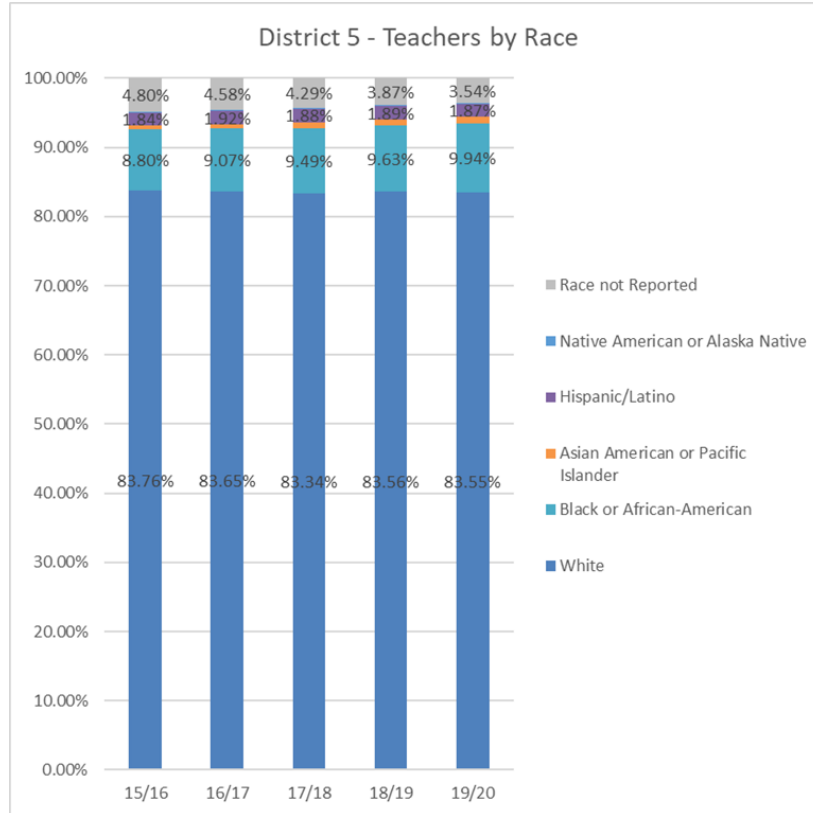


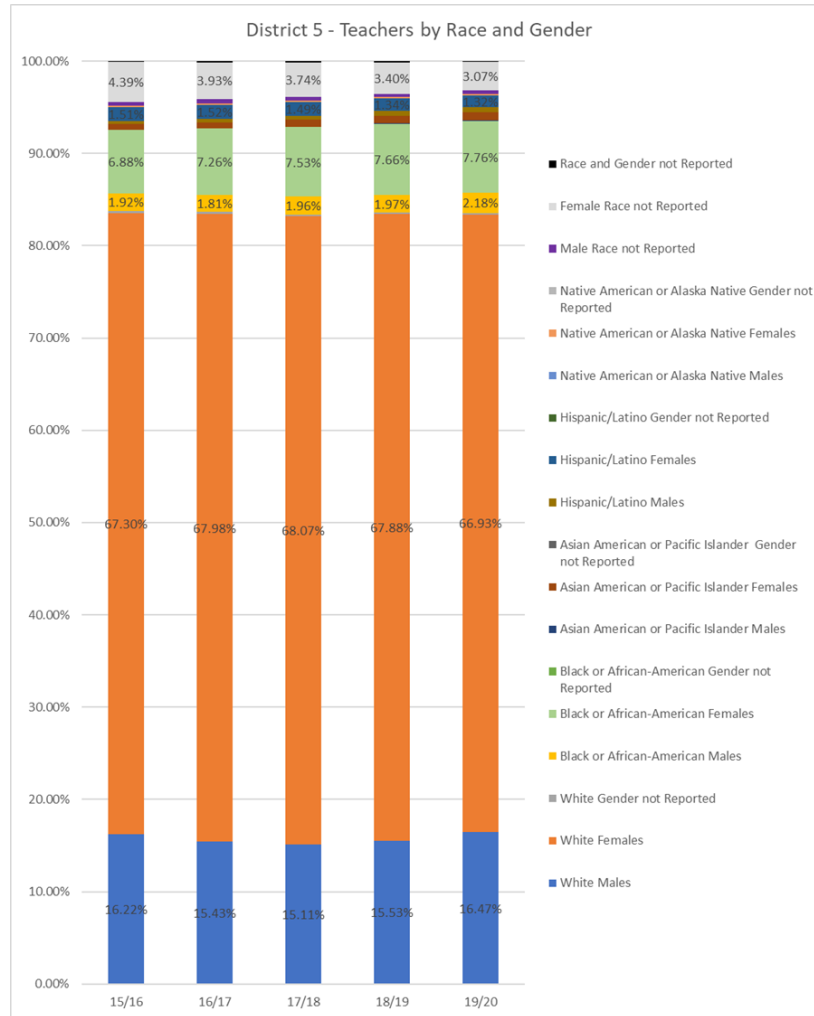
Percent of Teachers with Advanced Degrees Ranking Among South Carolina School Districts		
2018	2019	2020
6	7	6



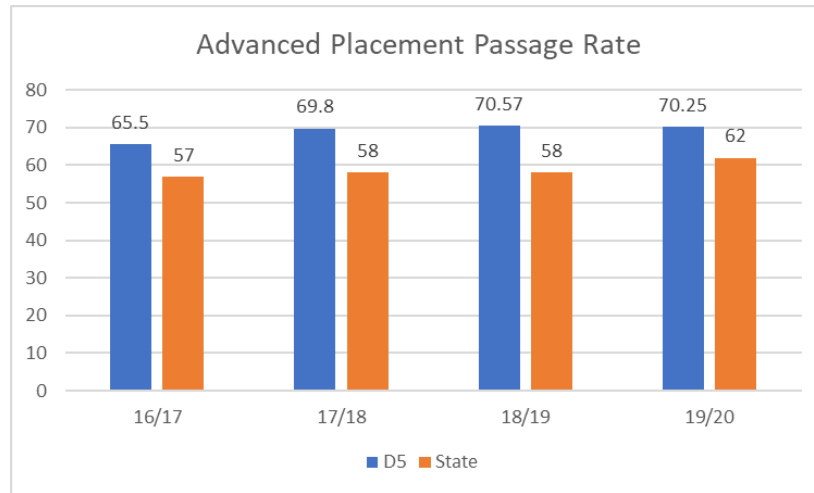
Percent of Teachers on Continuing Contract Ranking Among South Carolina School Districts		
2018	2019	2020
7	12	12



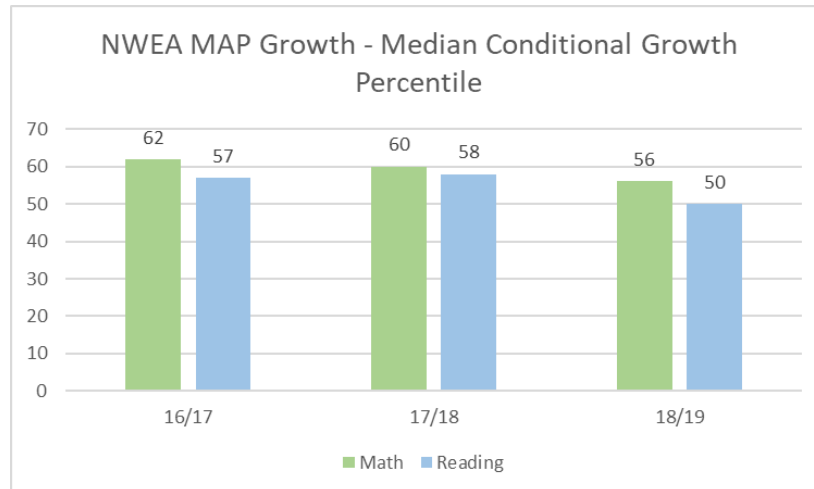


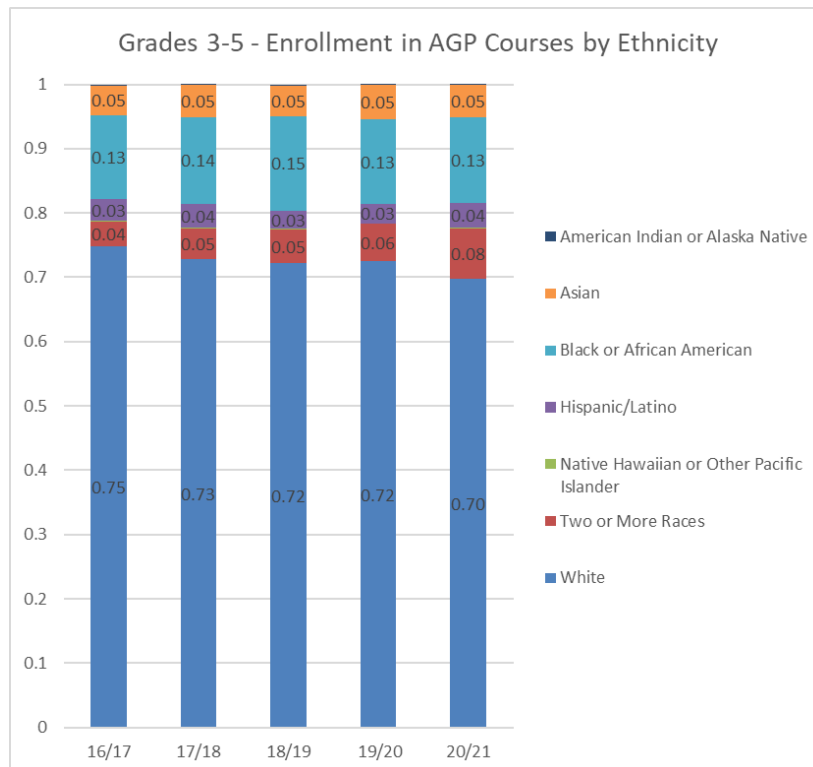
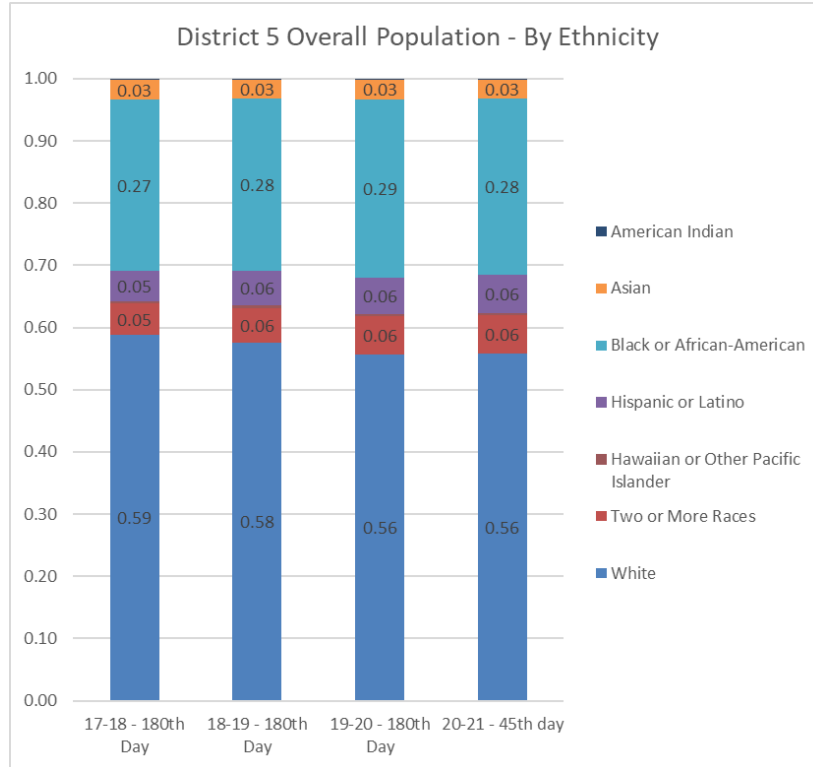


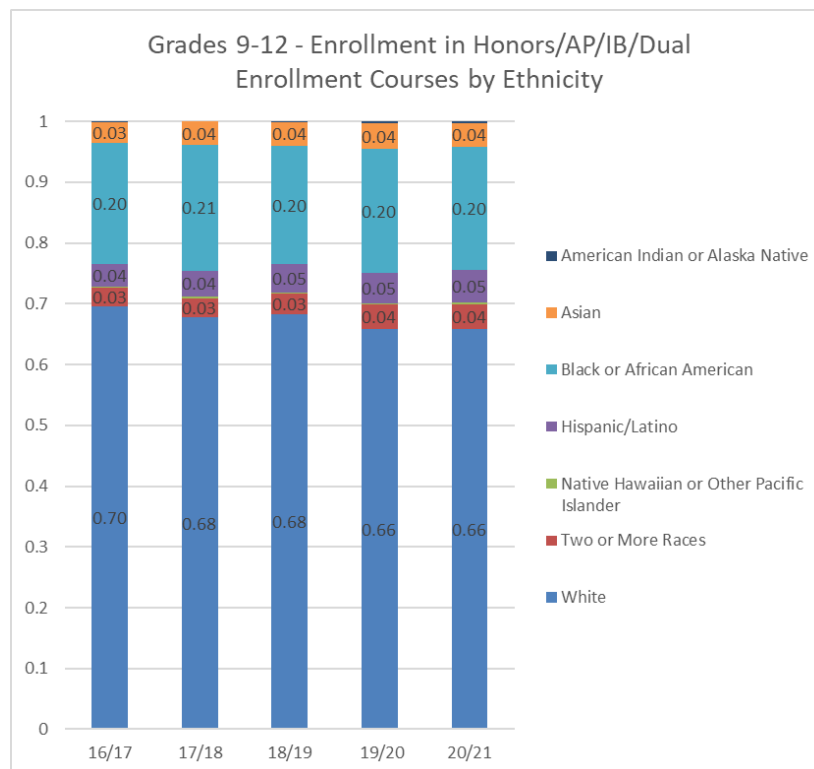
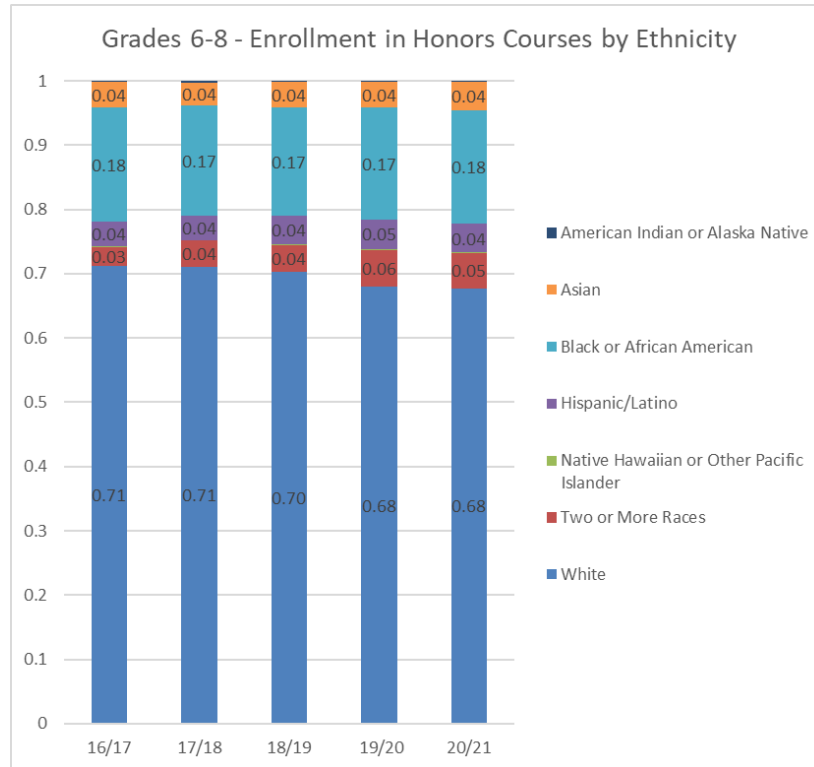
Gifted and Talented

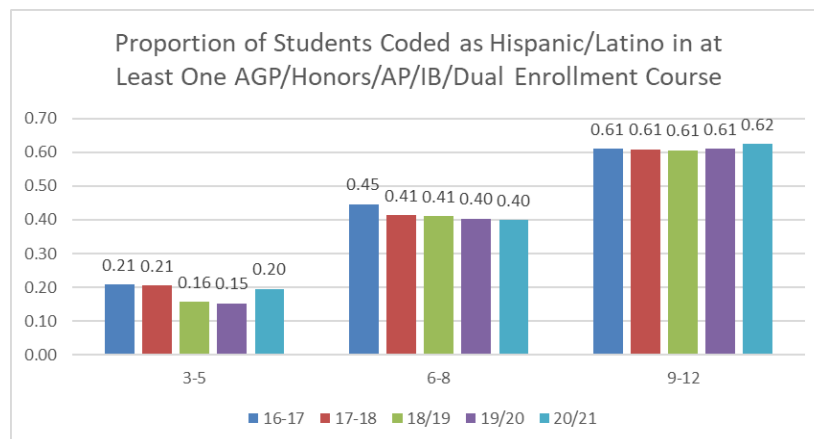
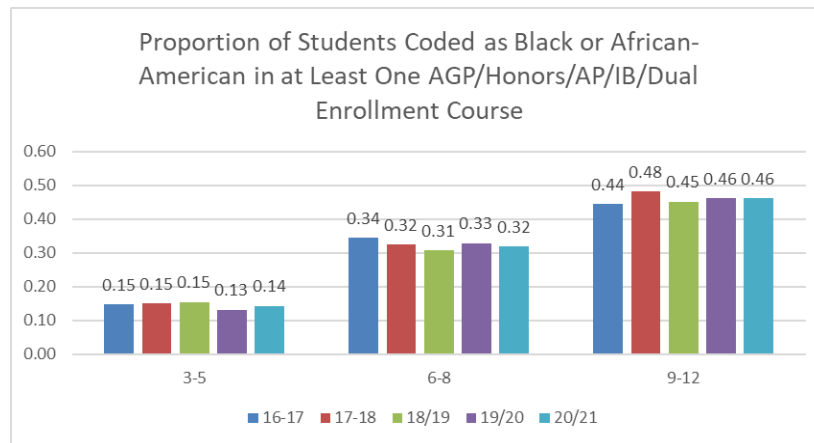
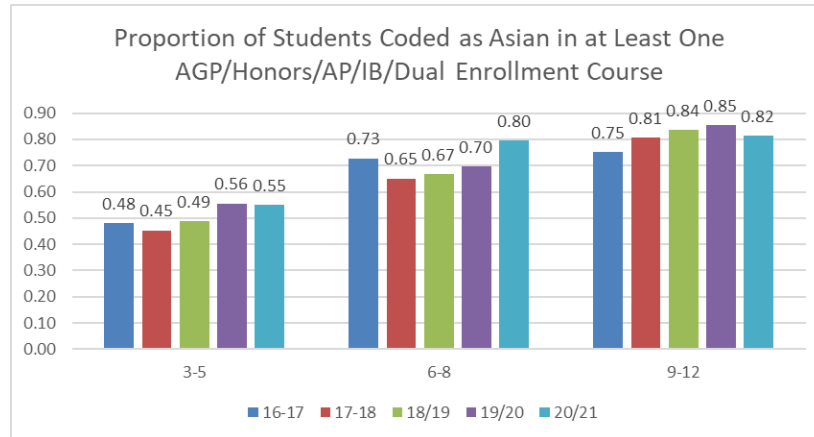


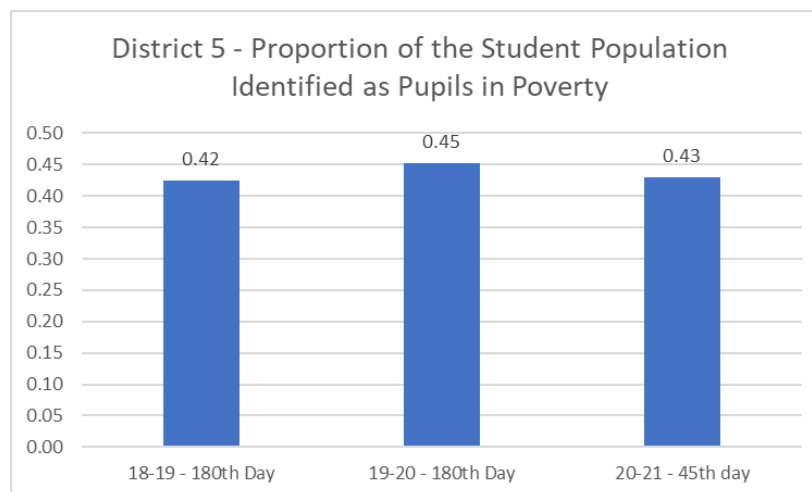
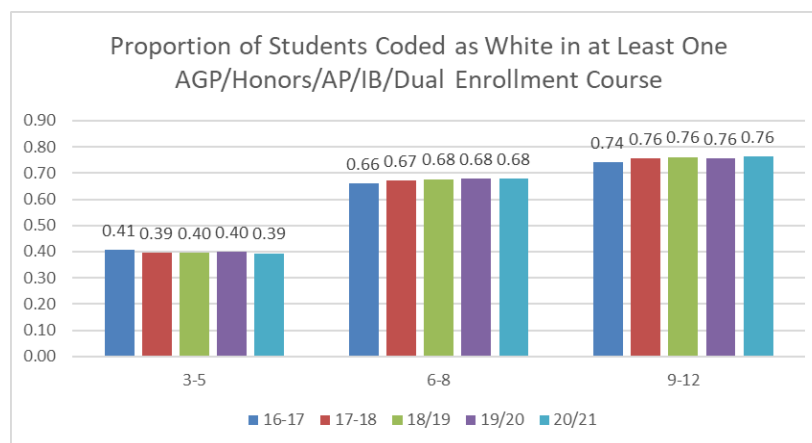
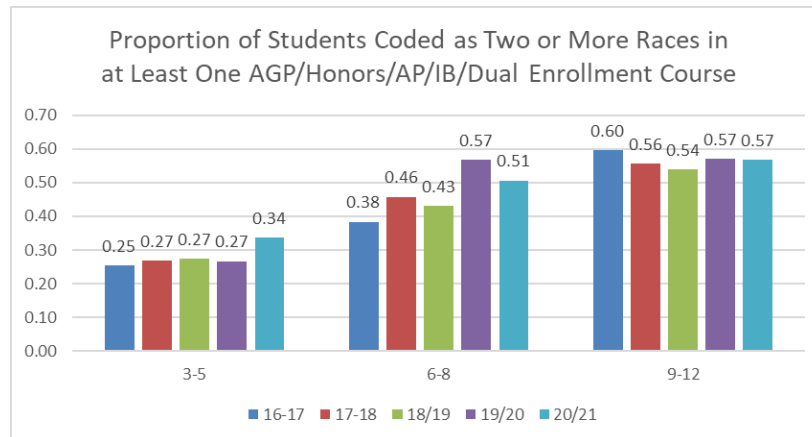
In this measure, we have isolated students in grades 2-8 who began the year at or above the 90th percentile on MAP Growth Mathematics or Reading.











Grades 3-5 - Enrollment in AGP by Poverty Indicator

■ 16/17 ■ 17/18 ■ 18/19 ■ 19/20 ■ 20/21

16/17	17/18	18/19	19/20	20/21
Full Pay Meals 0.81	Full Pay Meals 0.81	Non-PIP 0.73	Non-PIP 0.72	Non-PIP 0.70
Subs. Meals 0.19	Subs. Meals 0.19	PIP 0.27	PIP 0.28	PIP 0.30

Grades 6-8 - Enrollment in Honors Courses by Poverty Indicator

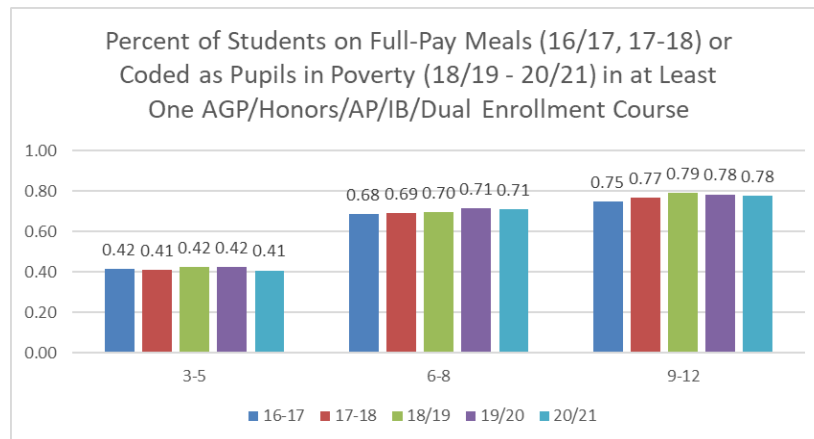
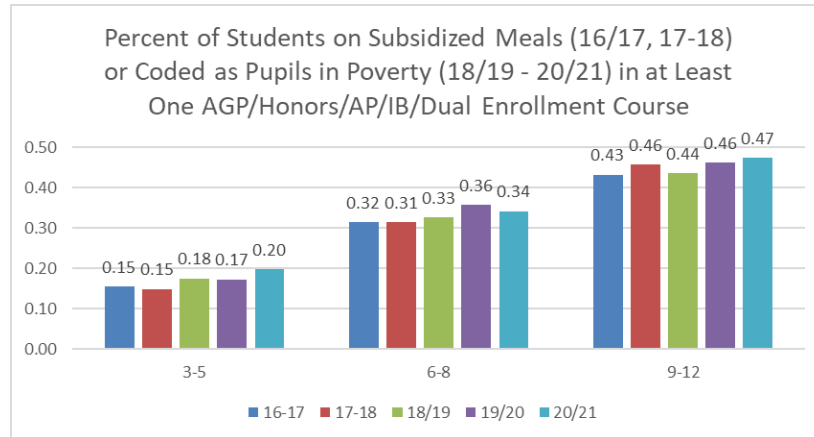
■ 16/17 ■ 17/18 ■ 18/19 ■ 19/20 ■ 20/21

16/17	17/18	18/19	19/20	20/21
Full Pay Meals 0.79	Full Pay Meals 0.78	Non-PIP 0.74	Non-PIP 0.71	Non-PIP 0.72
Subs. Meals 0.21	Subs. Meals 0.22	PIP 0.26	PIP 0.29	PIP 0.28

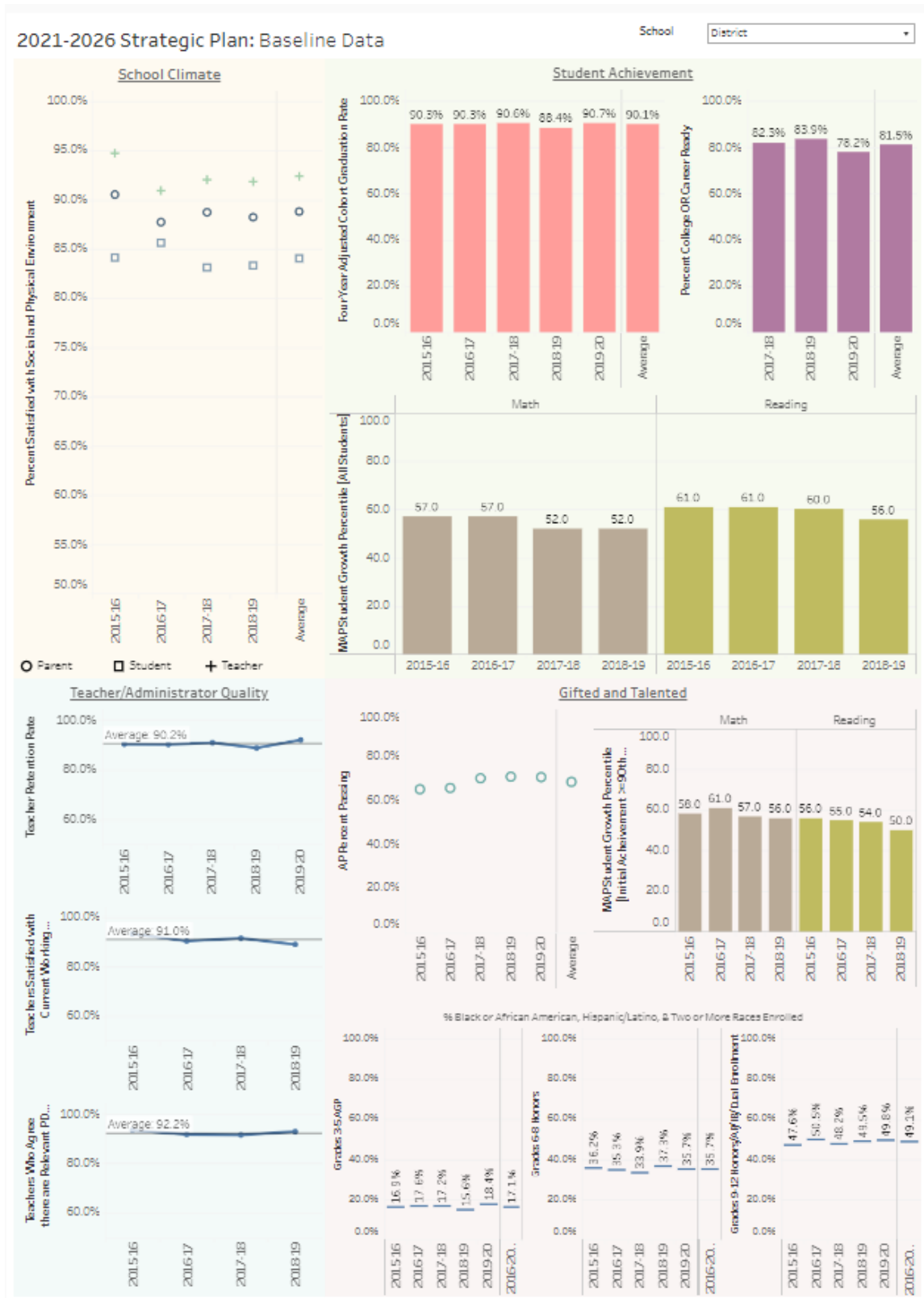
Grades 9-12 - Enrollment in Honors/AP/IB/Dual Enrollment Courses by Poverty Indicator

■ 16/17 ■ 17/18 ■ 18/19 ■ 19/20 ■ 20/21

16/17	17/18	18/19	19/20	20/21
Full Pay Meals 0.78	Full Pay Meals 0.77	Non-PIP 0.75	Non-PIP 0.72	Non-PIP 0.72
Subs. Meals 0.22	Subs. Meals 0.23	PIP 0.25	PIP 0.28	PIP 0.28



Overall



EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

[State Report Card for districts and schools data](#)

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

<i>Student Achievement, including sub-groups</i>
<i>Early Childhood/Primary (PK–2)</i>
<p>District 5 continuously monitors achievement and growth data for students in kindergarten, first grade, and second grade. This includes the administration of the Kindergarten Readiness Assessment, FastBridge, and MAP Growth.</p> <p>During the 2017-18, 2018-19, 2019-20, and 2020-21 school years, between 35% and 41.2% of our kindergarten students entered kindergarten demonstrating readiness to learn on the Kindergarten Readiness Assessment.</p> <p>In 2019, the district transitioned to FastBridge as a progress-monitoring tool for reading. This is administered three times per year to students in kindergarten and first grade. Between 27.67% and 36% of kindergarten and first grade students were identified as high-risk on the Spring 2019, 2021, and 2022 administrations of FastBridge.</p> <p>We also consider growth data. Students in first and second grade now participate in MAP Growth testing in both mathematics and reading in the Fall, Winter, and Spring. The Fall to Spring Median Conditional Growth Percentiles in reading ranged from 47 to 58. The Fall to Spring Median Conditional Growth Percentiles in mathematics ranged from 50 to 65.</p> <p>We must continue to focus on providing the highest quality instruction to our students in Kindergarten through second grade.</p>
<i>Elementary/Middle (3–8)</i>
<p>District 5's student achievement data consistently exceeds the state data. The percentage of students scoring Meets or Exceeds Expectations on SC READY ranged from 54.2 to 57.9.</p>

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The percentage of students scoring Meets or Exceeds Expectations on SC READY English Language Arts ranged from 54.2 to 57.9. District 5 ranked in the top five of all districts in the state on this measure between 2015-16 and 2018-19. The percentage of students scoring Meets or Exceeds Expectations on SC READY Mathematics ranged from 54.3 to 56.6. District 5 ranked in the top ten of all districts in the state on this measure between 2015-16 and 2017-18. However, the committee also noted a decrease in the percentage of District 5 students scoring Meets or Exceeds Expectations between 2016-17 and 2018-19. The Needs Assessment committee has identified student growth measures as the most appropriate goal for our elementary, intermediate, and middle schools. NWEA MAP Growth Median Conditional Growth Percentiles (MCGP) were selected as the most appropriate metric in Reading and Mathematics as the MCGP quantifies how much students grew compared to the historical trends of similar scoring students. The committee recommended that the district put strategies in place to address the growth and achievement of students with disabilities and multilingual learners.

High School (9–12)

The percentage of students earning a C or above on Algebra 1 EOCEP ranged from 56.9 to 58.6 between 2016-17 and 2018-19. District 5 ranked in the top ten of all districts in the state on this measure in all three years. The percentage of students earning a C or above on English 1 EOCEP ranged from 70.7 to 77.4 between 2015-16 and 2018-19. District 5 ranked in the top five of all districts in the state on this measure in all four years. The four-year graduation rate ranged from 88.4 to 90.7 from 2016-17 to 2019-20. District 5 was ranked in the top ten of all districts in the state in three of those years. The percentage of students who are college or career ready ranged between 78.2 and 82.3 between 2017-18 and 2019-20. District 5 ranked third in the state on this measure in two of the three years. The Needs Assessment committee identified graduation rate and College or Career Readiness as the goals for high schools. These goals ensure that schools are focused on students' successful completion of PK-12 programs and are prepared for life after PK-12 education. The committee recommended that the district put strategies in place to address the growth and achievement of students with disabilities and multilingual learners.

Teacher/Administrator Quality

The Needs Assessment committee reviewed data from three general areas: teacher retention; teacher development; and teacher characteristics. Every data point suggested that District 5 excels in these areas. Between 2018 and 2020, the district's teacher retention rate ranged from 88.6 to 91.8. This was among the highest of all districts in the state and consistently one of the best retention rates of districts with a similar number of teachers. Districts with higher retention rates typically had a smaller number of teachers in the district. The retention rate was likely influenced by teacher satisfaction with working conditions. Between 2015-16 and 2018-19, 88.9 to 93.2 percent of District 5 teachers stated that they were satisfied with working conditions when completing the annual South Carolina Department of Education survey. The state satisfaction ranged from 86.9 to 88.9. District 5's Lead5 professional development program has offered teachers' choices in professional development. Between 2015-16 and 2018-19, 91.4 to 92.7 percent of District 5 teachers stated that there were relevant professional development opportunities offered to

teachers at their schools. The state satisfaction rate ranged from 88.5 to 89 percent. Over the same time period, 90.9 to 92.4 percent of teachers agreed that sufficient resources were available for teachers to take advantage of professional development activities. The state satisfaction rate ranged from 88.1 to 88.6.

The district has also increased the number of teacher mentors and consistently filled all placement requests for student teachers. Committees also noted teacher satisfaction with technology and other courses that were offered without cost or with minimal cost.

Between 2018 and 2019, 69.7 to 70 percent of the district's teachers possessed advanced degrees. The state percentage ranged from 60.9 to 61.3. The percentage of District 5 teachers on continuing contracts ranged from 84.5 to 86.1 while the state percentage ranged from 73.6 to 76.1.

The committee noted that the racial and gender characteristics of the district's teachers is not representative of the student body. White students typically made up between 56 and 59 percent of the student body between 2017-18 and 2020-21. Between 2015-16 and 2019-20, White teachers accounted for between 83.34 and 83.76 percent of the district's teachers. Over the same time period, male teachers made up between 17.86 and 19.66 percent of the district's teachers.

The Needs Assessment identified teacher retention and teacher development as key goal areas for the district. The measures selected were teacher retention rate, teacher satisfaction with working conditions, and teacher perceptions of professional development.

The committee recommended that the district focus on retention by seeking out and utilizing strategies to help teachers find work/life balance, address teacher development by continuing to offer professional development choices for teachers, and correct the lack of racial and gender diversity in the district's faculty by developing and implementing strategies to recruit and sustain teachers from minoritized populations.

School Climate

Results from the South Carolina Department of Education Survey were reviewed to better understand parent, student, and teacher perceptions of educational experiences. This analysis showed that parent, student, and teacher satisfaction with the learning environment, social and physical environment, and school-home relations was greater for District 5 than for the state between 2016 and 2019.

Parent satisfaction with the learning environment ranged from 90.6% to 92.1%. Student satisfaction with the learning environment ranged from 81.6% to 84.4%. Teacher satisfaction with the learning environment ranged from 89.7% to 93.9%.

Parent satisfaction with the social and physical environment ranged from 87.7% to 90.5%. Student satisfaction with the social and physical environment ranged from 83.1% to 85.6%. Teacher satisfaction with the social and physical environment ranged from 90.9% to 94.7%.

Parent satisfaction with school-home relations ranged from 76.4% to 78.6%. Student satisfaction with school-home relations ranged from 85% to 86.8%. Teacher satisfaction with school-home relations ranged from 89% to 93.2%.

When the 2018 and 2019 data for each district was reviewed, the committee leaders noted that most of the districts that tended to outperform our district on this measure had fewer

responses from parents, students, and teachers.

The committee also noted that published survey data showed that District 5 parents and teachers were more satisfied with school safety than parents and teachers around the state. In 2018, District 5 parents were less satisfied with bullying programs than parents statewide. In 2019, parent satisfaction in this area increased by almost eight points and exceeded the state satisfaction level.

The committee noted the need to focus on parent, student, and teacher perceptions of social and physical environment. This goal will allow the district to focus on issues that emerged from the data and perceptions of needs in the district.

The committee recommended that the district put strategies in place to support the social and physical environment goal. These strategies should address the following areas as they reflected underlying areas of need in the survey data: family engagement; social and emotional learning; Positive Behavioral Interventions and Supports; bullying; and school safety. The family engagement strategy was seen by the committee as being of high importance as this could address both the social and physical environment priority as well as parent perceptions of school-home relations.

Gifted and Talented (District Only)

The Gifted and Talented Committee reviewed data on the outcomes and opportunities associated with the district's gifted and talented programs. Between 2016 and 2020, the percentage of District 5 students served by gifted and talented programs ranged from 27.9 to 35 annually. District 5 ranked between the fourth highest and highest among all districts in the state during this time period.

High achieving students typically performed well on achievement and growth measures. Between 2017 and 2019, students who began the year at or above the 90th percentile typically grew at levels that exceeded the performance of similar scoring students nationally on the NWEA MAP Growth assessment. This was measured by the Median Conditional Growth Percentile.

At the high school level, a high number of students participate in Advanced Placement programs. Between 1,660 and 1,854 students annually participated in Advanced Placement exams between 2016 and 2020. These students took between 3,220 and 3,466 exams annually. Students received a passing score on 68.2% of the 16,609 total exams administered during that time period. The annual passage rate ranged from 64.9% to 70.57% between 2016 and 2020. During the same time period, the statewide Advanced Placement passage rate ranged from 57% to 62%.

The committee noted disparities between the overall population of the district and the population in the district's gifted programs. For example, between 2017-18 and 2020-21, the percentage of District 5 students coded as Black or African-American, Hispanic or Latino, or Two or More Races ranged from 37% to 41%. However, this was not representative of the populations of students served in programs for gifted students. This was most pronounced in grades 3-5. Between 2017-18 and 2020-21, 22% to 25% of students served in gifted programs in grades 3-5 were coded as Black or African-American, Hispanic or Latino, or Two or More Races. In grades 6-8, the percentage was between 25% and 28%. In grades 9-12, the percentage was between 28% and 29%.

The committee recommended that the district set goals to continue its high growth and achievement levels for students in gifted programs and to address the disparity between the district's overall student demographics and the demographics of the students in the gifted programs.

PERFORMANCE GOAL AREA (1): *School Climate*

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

We will maintain a safe and secure environment focused on the social and emotional growth and development of all students as measured by:

- the **percentage of parents, students, and teachers satisfied with the social and physical environment** on the annual State Department of Education Report Card Opinion Survey increasing from 88.78% to 89% (parents), 84.03% to 84.6% (students), and 92.35% to 94.1% (teachers) by 2026.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): Annual State Department of Education Report Card Opinion Survey

	Average Baseline		2022–23	2023–24	2024-25	2025-26	2026-27
Parent Satisfaction with Social and Physical Environment	88.78% (2015-16 to 2018-19)	Projected Data	88.82%	88.87%	88.91%	88.96%	89.00%
		Actual Data	89.4%				
Student Satisfaction with Social and Physical Environment	84.03% (2015-16 to 2018-19)	Projected Data	84.14%	84.26%	84.37%	84.49%	84.60%
		Actual Data	81.8%				
Teacher Satisfaction with Social and Physical Environment	92.35% (2015-16 to 2018-19)	Projected Data	92.70%	93.05%	93.40%	93.75%	94.10%
		Actual Data	89.6%				

School Climate Strategy 1

We will **partner and engage with families** in order to better understand and address the safety, social, and emotional needs of our students.

ACTION PLAN FOR STRATEGY 1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide family engagement through Parent Night outs two times a year to address the social and emotional and physical well being of our students.	2 times per year (fall and spring) annually, 2021-2027	Coordinator of Parenting and Social Work	\$5,000	ESSER-2024	Completion of feedback cards with a success indicator of 50% of responses stating "satisfied" or above on the Likert scale. Attendance Calendar Registration of Guests Documentation of Presentation
2. We will provide family engagement through Let's Talk: Virtual Family Engagement Presentations through Indie Flix for all families.	February, Annually, 2022-2027	Coordinator of Parenting and Social Work	\$10,000	ESSER-2024	Completion of feedback cards with a success indicator of 50% of responses stating "satisfied" or above on the Likert scale. Attendance Calendar Registration of Guests Documentation of

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					Presentation
3. We will provide a Superintendent's Virtual Community Forum once a semester on Facebook Live to increase family engagement.	August, 2021; November 2022; February 2022; and May 2022 Beginning in 2023, we will choose a date based on the availability of the Superintendent.	Superintendent Director of Communications	\$0	n/a	<p>Number of participants that log on to the webpage will increase to 20% of D5 families between August 2021 and May 2022 (starting from 10%) Beginning in 2023, we will use the same criteria as 2021-22.</p> <p>Based on the number of parents that participate, we hope to be able to capture the data that allows us to do a post session feedback parent survey that will ask 3 -5 questions. We would like a completion rate of 20% on survey.</p>
4. We will distribute an electronic district-wide survey focused on various areas determined by the SC Department of Education.	Spring, annually, 2024-2026	SCDE Survey	\$0	n/a	Completion of surveys with a success indicator of 89% of results ranging from satisfied or above on the Likert scale.
5. We will conduct district-wide Parent Advisory group meetings to include a parent representative from the School Improvement Council and the Parent Teacher Organization from each school.	September through May, monthly, 2022-2027	Office of Communications with support from other departments Office of	\$5,000	Superintendent's Budget	Participants will complete a yearly survey focused on the success of the group measured by organization, ability to express ideas and

		Superintendent			opinions, and the facilitation of the groups. We will use a Likert scale with 89% of responses stating “satisfied” or above on the Likert scale.
6. We will offer Ready by 5 Parenting services to all families of children age birth to 5 that sign up for the program.	June 2023-July 2026, daily	Office of Parenting	\$5,000	Parenting	We will increase the number of referrals we receive each year by 10%.
7. We will offer family engagement opportunities to families such as Literacy nights, Math nights, Big Day for PreK and others as decided by the schools and district as a whole.	September, November, and March, Annually, 2021-2027	Schools, Academics and Administration, Parenting and Youth and Family Services	\$3,000	Parenting and Youth and Family Services	We will increase the percentage of attendance by 10% each year.

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School Climate Strategy 2:

We will implement research-based practices to ensure the **social and emotional development** of our students.

ACTION PLAN FOR STRATEGY 2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. The district's Pk-12 Social Emotional Learning (SEL) Committee will include representatives from a range of support services (including mental health/wellness supports, nursing, administrators) to address SEL needs and recommend responses.	Meetings in the months of September, October, November, February, March, and April, 2022 - 2027	Coordinator of Parenting and Social Work	\$0	n/a	100% of committee members will rate at least a 6 on a scale of 1-7 that efforts of the committee lead to the expansion and/or improvement of district initiatives supporting SEL Calendar of meetings, documentation of agendas; action items assigned and follow-up notes from each meeting.
2. The Professional Development Schools - District (PDS-D) partnership with USC will provide leadership in applying the principles of improvement science to enhance the social, emotional, and physical wellbeing of students and staff.	Sessions in the months of October, November, February, and March, 2022 - 2027	Chief of Academics and Administration Director of Elementary Education	\$0	n/a	Teaching Pyramid Observational Tool (TPOT) data will indicate that 100% of participating teachers have met the fidelity criteria; a minimum of one educator from each of the PDS-D

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		Director of Secondary Education			<p>Goal 2 schools will participate in the Inquiry Matters conference in 2023-2026.</p> <p>Calendar of meeting dates, slide decks utilized in training, artifacts from Teacher Leaders and participating staff activities.</p>
3. The district's Mental Health Wellness Team will include leads from school social workers, school psychologists, behavior interventionists, school counselors, school-based mental health counselors, clinical counselors, and student services to monitor, assess needs, and align district-wide efforts for research-based direct services for students and families.	Quarterly meetings each year in August, November, February, and May, 2022-2027	Coordinator of Parenting and Social Work	\$0	n/a	<p>100% of team members will rate at least a 6 on a scale of 1-7 that the team's actions help identify needs and redundancies in the actions that support mental health/wellness of students, families, faculty/staff</p> <p>Calendar of meetings, meeting agendas.</p>
4. We will utilize a multi-tiered system of support (MTSS) model to provide leadership, professional development, and resources to address student needs as a whole (e.g., academic, attendance, social/emotional) and to integrate systems across the district.	Meetings in September, November, February, and April, 2022-2027	<p>Director of Academic Intervention and Leadership Development</p> <p>Director of Elementary Education</p>	\$0	n/a	<p>100% of administrators report that their MTSS/triage teams include a review of academic, behavior, and attendance data.</p> <p>Calendar of meetings, meeting agenda, resources shared.</p>

		Director of Secondary Education			
		Chief of Student Services and Planning			
5. We will provide individual and family counseling services through our Clinical Counseling team in order to address the increase in mental health needs of students and their families.	February 2022 - February 2025, daily	Coordinator of Mental Health Services	\$0	n/a	100% of principals will rate the value of clinical counselor support to student mental health across the district as a 6 or 7 on a scale of 1-7 on a survey conducted in December of 2022, 2023, and 2024.

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School Climate Strategy 3:

We will promote a safe and secure environment through the establishment, teaching, and reinforcement of **school-wide expectations**.

ACTION PLAN FOR STRATEGY 3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide discipline code training to all appropriate school and district personnel.	August, annually, 2022-2027	Student Services Officer	\$0	n/a	100% of administrators will rate as at least a 6 on a scale of 1-7 that they are able to identify immediate action steps when addressing a school threat, a discipline infraction, and/or recommendation for expulsion process on the exit forms from trainings. Calendar for professional development session, attendance log from training.
2. We will provide school administration teams with resources and support in best practices for establishing, teaching, and reinforcing school-wide expectations.	August, annually, 2022-2027	Student Services Officer Safety Officers	\$0	n/a	100% of school-based action plans cite specific strategies for establishing, teaching, and reinforcing

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					<p>school-wide expectations.</p> <p>Google doc including resources and contacts for support shared with Principals and on agenda for Principals' meeting; documented school visits; Safety Audit documentation; calendar of professional development sessions.</p>
3. We will provide expectations coaches with training and support for their role in teaching and reinforcing school-wide expectations.	Training will be held during the months of: October, November, January, February, and March, 2022-2027	Student Services Officer	\$0	n/a	<p>100% of surveys of principals with expectation coaches rate satisfaction with the coach's role in teaching and reinforcing school-wide expectations as at least a 4 out of 5.</p> <p>Calendar of professional development sessions, documents and artifacts relevant to training.</p>
4. We will provide parents with opportunities to learn about their role in supporting school-wide expectations via community events.	October and February of each year, 2022-2027	Chief of Student Services and Planning	\$0	n/a	<p>After district-wide parenting events, an exit survey will be provided for parents. The survey will indicate that at least 80% of parents are satisfied with the information, resources,</p>

					<p>and strategies provided during the parenting event.</p> <p>Calendar of events, creation of video and/or documents, attendance data</p>
<p>5. We will review discipline data each quarter to identify trends by incident type, school, location, time of day, or student. District administration will also look for trends in bullying/harassment and state and federally reported data to determine potential school and district level actions.</p>	<p>At the beginning of each month, 2022-2027</p>	<p>Student Services Officer</p> <p>Department of Accountability</p>	<p>\$0</p>	<p>n/a</p>	<p>After quarterly discipline data is shared with each school by Student Services, 100% of administrative teams will be able to identify two areas of focus on the Discipline Data Review form for the following quarter that are specifically related to discipline data provided.</p>

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School Climate Strategy 4:

We will promote a safe and secure environment through our **bullying prevention and intervention** programs and practices.

ACTION PLAN FOR STRATEGY 4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide a training on discipline infractions, discipline procedures, and threat assessments to all school administrators	August, annually, 2022-2027	Student Services Officer Director of Student Services	\$0	n/a	Exit forms will indicate that 100% of administrators will state that they are able to identify immediate action steps when addressing a school threat, a discipline infraction, and/or recommendation for expulsion process at a rate of at least a 6 on a scale of 1-7.
2. We will provide additional bullying, intimidation, harassment, and cyberbullying resources for teachers, students, and families to all school administration teams.	August and January, annually, 2022-2027	Student Services Officer Director of Student Services	\$0	n/a	At least 90% of administrators will indicate on a survey that they are able to successfully access the section pertaining to Bullying on the Student Services Google site and on the District 5 website. At least 90% of Parent

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					<p>Forum attendees will respond that they know how to access resources, who to contact to address concerns, and are aware of the STOPit feature.</p> <p>Other evidence will include Think Tank 2.0 agenda items, Think Tank sessions/sign in logs on bullying, creation of video and/or documents.</p>
3. We will create a Think Tank 2.0 Team to assist in providing resources, implementing professional development, suggesting curriculum, and communicating strategies to school administrators on various topics to include bullying, intimidation, harassment, and cyberbullying.	August of the 2022-2023 academic year.	<p>Student Services Officer</p> <p>Think Tank 2.0 Team</p>	\$0	n/a	<p>Calendar of professional development sessions, documents and artifacts relevant to initial Think Tank session; 100% of principals will state they are satisfied at a level of at least a 4 out of 5 with the resources and training provided by the Student Service Officer related to teaching and reinforcing bullying expectations.</p>
4. We will continue to promote the implementation of STOPit across all schools in District 5 including Spanish access for students.	August, October and January, annually, 2022-2027	<p>Student Services Officer</p> <p>Director of Student Services</p>	\$0	n/a	<p>100% of new school administrators will attend StopIT training and will state they are satisfied at a level of at least a 4 out of 5 with the StopIT resources and training</p>

					<p>provided by the Student Service Officer.</p> <p>100% of administrators across the district will have access to StopIT in order to monitor reports, data collection, and to identify situations students are experiencing that need further support.</p> <p>100% of Elementary School Counselors teaching framework will state include StopIt lessons for all students.</p>
<p>5. We will review discipline data connected directly with bullying, intimidation, harassments, and/or cyberbullying with school administration to identify and address trends, hot spots, and intervention. Plans related to these areas will be included in future action steps.</p>	<p>November and March, annually, 2022-2027</p>	<p>Student Services Officer</p> <p>Director of Student Services</p>	<p>\$0</p>	<p>n/a</p>	<p>100% of school-based action plans will list two specific strategies for establishing, teaching, and reinforcing school-wide expectations related to bullying, intimidation, harassment, and/or cyberbullying.</p> <p>Google Site to include Bullying information; Meeting agenda to document data and discussion that tracks ongoing monitoring of</p>

					bullying data, discipline data from PowerSchool to provide ongoing data and trends, STOPit reports data to identify trends in reports of our review of the data directly leading to schools creating action plans in response to trends.
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School Climate Strategy 5:

We will provide a safe and secure environment for students through the development and implementation of **school safety** procedures.

ACTION PLAN FOR STRATEGY 5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. The district and schools will develop and implement an annual calendar of safety drills.	August - Fire Drill within the first ten days of school September - Fire Drill & "Secure" drill (formerly known as lockdown drill) October - Fire Drill & Earthquake Drill (Great Shakeout) November - Fire Drill & Lockdown Drill (Active Shooter presentation/video) December - Fire Drill (If possible, allow for staff or student initiated) January - Fire Drill February - Fire Drill & Lockdown drill (Active Shooter presentation/video) March - Fire Drill (If possible, allow for staff or student initiated) & State-wide recommended Tornado Drill April - Fire Drill &	District Safety Officers School Administrators over Facilities	\$0	n/a	School Drills will be monitored monthly via Google Form. 100% of schools will have completed their monthly drill. District plan - District drill calendar will comply with all federal and state mandates (All required drills scheduled on calendar)

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	"Secure" drill (formerly known as lockout drill) May - Fire Drill June - Fire Drill				
2. We will develop an Emergency Operations Plan for the district and each school. The plans will be revised annually.	October, annually, 2022-2027	Safety Officers School Administrators over Safety School Resource Officers	\$0	n/a	School Plans - 100% of schools will have a plan. 100% of schools will have an accurate count of students and count of students with specific transportation needs. 100% of schools will submit updated school maps with relevant safety details.
3. We will conduct semi-annual active shooter training and gunfire recognition training in collaboration with local law enforcement.	Active Shooter Training - August and January, annually, 2022-2027 Gunfire Recognition Training - July and August, annually, 2022-2027	Safety Officers School Administrators over Safety	\$0	n/a	Safety Officers observe active shooter / "secure" drills at individual schools (see Drill action step). 100% of schools will follow the correct procedures during active shooter / "secure" drills.
4. We will revise and conduct staff training on its reunification plan.	Initial training and solicited input on the district plan - October 2021	Safety Officers	\$5,000 (2022 only)	General Budget	All Memorandum of Understandings with reunification sites will be updated by August of each year.

	<p>March 2022 - Plan is fully revised.</p> <p>May 2022 - Training on revised plans.</p> <p>October, annual training, 2022-2027</p>				After training, all members of the reunification team will be able to state their responsibility via Google Form.
5. We will purchase and distribute weather radios and bi-directional amplifiers for each school and site.	Safety Inspection to include check on weather radio - October, January, March, June, quarterly, 2022-2027	Safety Officers	\$2,000,000	General Budget Hazard Mitigation Grant	<p>100% of schools will have weather radios by 2021.</p> <p>During safety inspections, all schools will have their weather radios operational.</p>
6. We will revise and conduct staff training on school-specific rally points.	<p>Initial ALCE training - August 2022 - February 2023</p> <p>Training - August, annually, 2023-2027</p>	Safety Officers	\$0	n/a	After training, all school staff members will be able to state their school's specific rally point (can measure via Google Form).
7. We will ensure all Safety Officers are certified on ALICE Active Shooter Training and are Stop the Bleed	April 2022 - Two Safety Officers	Safety Officers	\$2000	Grants-specifically SLED grants	100% of the Safety Officers in the school district will be certified

Instructor-Certified.	<p>certified in ALICE Active Shooter Training, prior certification in Stop the Bleed</p> <p>New Safety Officers will obtain the ALICE Certification and Stop the Bleed Certification - 2022-2027</p>			geared toward schools and attempting to certify instructors	instructors in ALICE Active Shooter Training and Stop The Bleed Training
8. We will establish a central monitoring point for cameras and access controls within each school. The focus of this will be the high schools.	<p>July 2023 - Implement Standard Operating Procedures as to how cameras will be monitored and information dispatch</p> <p>September 2023 - June 2024 - Implement a pilot program at one high school to gauge how initiative works</p>	Safety Office w/ school administrators & DO Technology Department	\$15000	Combination of general funds and potential grants	Decrease in overall student discipline. Would strive for a 20 to 25% decrease in overall discipline referrals.

	<p>July 2024 - Assess pilot program with community input</p> <p>August 2024-June 2027 - Potential implementation of centralized monitoring/incident command room per school</p>				
<p>9. We will create a safe location for individuals to stay between the dismissal of school and the beginning of a sporting event. This is focused on the football season but could expand to year-round implementation.</p>	<p>August 2023 - Implement a study hall prior to each home football game at each high school.</p> <p>December 2023 - Review overall operation and any issues that arose</p> <p>January 2024 - June 2027 - Continue providing a</p>	<p>School administrators & school specific sport coaches (rotate supervision amongst all teams). The Safety Office can assist with scheduling.</p>	\$0	n/a	<p>Decrease in overall student discipline w/ goal of decrease by 15%. Also any measurable increase in student athlete academic grades.</p>

	study hall prior to home football games in the district				
10. We will train after-school programs in ALICE and Stop The Bleed protocols.	Initial Training - August - December, 2023 Training for new staff, quarterly, January 2024 - January 2027	Safety Officers	\$0	n/a	All counselors are trained to the same level.
11. We will implement a staggered roll out of weapon detectors.	June 2023 - Begin placing additional metal detectors in high schools August 2023- Implement 100% student check at high school level January 2024- Implement 100% student check at middle school level August 2025 - Implement	District Administration and Safety Office	\$400,000	General Budget/ Potential Grants	All schools will have weapon detectors and utilize them for 100% of the student population.

	100% student check at elementary school level, district-wide check August 2025-June 2027, daily, Continue to check students via weapon detectors on school grounds as standard practice				
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School Climate Strategy 6:

We will provide a safe, secure, and equitable **physical environment** for all students by monitoring, maintaining, and improving district-owned **facilities**.

ACTION PLAN FOR STRATEGY 6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. To provide an additional layer of security, we will add a vestibule to the front entry of our schools and main offices.	Start Summer of 2023 and complete Summer 2027	Director of Facilities	\$1,500,000	Capital Funds	25% of schools to be completed by 2024 50% of schools to be completed by 2025 75% of schools to be completed by 2026 100% of schools to be completed by 2027
2. To ensure proper conditioning of our schools, we are conducting an assessment of our HVAC assets. We will replace a minimum of 5 end-of-life (EOL) units per year.	Start Summer of 2023 and complete Summer 2027	Director of Facilities	\$4,000,000	Capital Funds	5 units to be replaced by 2024 10 units to be replaced by 2025 15 units to be replaced by 2026 20 units to be replaced

					by 2027
3. We will ensure that 100% of district stadiums have separate home and visitor sides. Gates will be installed to separate.	Start Summer 2023 and complete by 2027	Director of Facilities along with Safety Office	\$300,000	Capital Funds	33% of stadiums will be completed by 2024 66% of stadiums will be completed by 2025 100% of stadiums will be completed by 2027
4. We will replace the freezers at the following schools: CIS, IHS, DFHS, DFMS.	Start summer 2023 and complete summer 2027	Director of Facilities along with Student Nutrition Office	\$500,000	Capital Funds	25% of schools to be completed by 2024 50% of schools to be completed by 2025 75% of schools to be completed by 2026 100% of schools to be completed by 2027
5. We will provide upgrades to high school athletic fields. This includes drainage, lighting, and facilities.	Start summer 2023 and complete summer 2027	Director of Facilities	\$1,000,000	Capital Funds	33% of stadiums will be completed by 2024 66% of stadiums will be completed by 2025 100% of stadiums will be completed by 2027

PERFORMANCE GOAL AREA (2): *Student Achievement*

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

We will provide challenging curricula focused on the academic development and college and career readiness of all students as measured by:

- students in grades 2-8 will have a Median Student Growth Percentile of 55 or above on MAP Growth Math and 56 or above on MAP Growth Reading by 2026
- the graduation rate will increase from 90.06% to 91.16% by 2026
- the percentage of students who are college or career ready will meet or exceed 78% through 2026

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): NWEA MAP Growth Reports and South Carolina School Report Card

	Average Baseline		2022–23	2023–24	2024-25	2025-26	2026-27
MAP Growth - Fall to Spring - Median Student Growth Percentile - Math	2015-16 - 57 2016-17 - 57 2017-18 - 52 2018-19 - 52	Projected Data	55	55	55	55	55
		Actual Data	61				
MAP Growth - Fall to Spring - Median Student Growth Percentile - Reading	2015-16 - 61 2016-17 - 61 2017-18 - 60 2018-19 - 56	Projected Data	56	56	56	56	56
		Actual Data	57				
Graduation Rate	90.06% (2015-16 to 2019-20)	Projected Data	90.28%	90.50%	90.72%	90.94%	91.16%
		Actual Data	TBD - School Report Card - October 2023				
College or Career	81.5% (2017-18 to	Projected Data	78%	78%	78%	78%	78%

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Readiness	2019-20), 78.2% (2019-20, Method for calculating CCR changed in 2019-20)	Actual Data	TBD - School Report Card - October 2023				
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Student Achievement Strategy 1:

We will provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of **all students**.

ACTION PLAN FOR STRATEGY 1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide Professional Development for teachers and administrators on high effect size teaching strategies.	August, February, March, annually, 2022-2027	Coordinator of Professional Development Director of Elementary Education Director of Secondary Education Content Coordinators	\$80,000	Title II and Title IV	At the conclusion of the professional development, 80% of participants will agree or strongly agree that professional development will positively impact their teaching.
2. We will utilize pertinent data to ensure that each student is provided with appropriately challenging, developmentally appropriate curricula, and appropriate targeted interventions.	Progress Monitoring meetings with schools in October/ November, January/	Director of Elementary Education Director of Secondary Education	\$0	n/a	Students will have a median conditional growth percentile of 55 for math and 56 for reading. Science Benchmark Data

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	February, and March/April, annually, 2022-2027				Review for grades 6 and high school biology, courses 3 times each year to support standards mastery at 60% or above.
3. We will use reading universal screeners to monitor students' progress in K-1 and as needed in grades 2 - 5 to ensure that students are receiving needed interventions.	BOY: August-September, MOY: November-December EOY: March, annually, 2022-2027	Coordinator of ELA Director of Elementary Education School level Reading Coaches	\$62,585.00	General Fund - Office of Academics and Administration	100% of at-risk students will have documented interventions in Enrich. Elementary Multi-Tiered System of Support meetings and data reviews (FastBridge, MAP).
4. We will continue the implementation of Professional Learning Communities (PLC) to foster the discussion of individual student needs and how best to meet those needs within the classroom setting.	Monthly, August 2021 - June 2027 2nd Tuesday of each month elementary; 3rd Tuesday of each month Secondary; Schools will have PLCs as well.	School Level Principals Director of Elementary Education Director of Secondary Education Content Coordinators	\$30,000	Title II and Title IV	At least 80% of teachers will be actively assigned to a Professional Learning Community.
5. We will utilize updated curriculum frameworks and Instructional	August 2021-June	Content Coordinators	\$56,000 Classlink	Essex and Office of	We will use Classlink to monitor usage of

Technology to develop assessments, adaptive assignments, and curricula to meet the rigor and demands of state standards.	2027, daily	Digital Integration Specialists	<p>\$259,000 Progress Learning for 3 years</p> <p>\$62,539 6-8 DreamBox Learning for 3 years</p> <p>K-5 DreamBox Learning State funded for 3 years</p> <p>Apex Learning \$115,000 a year for unlimited 6-12 Courses and Tutorial usage</p> <p>\$39,600 All in Learning</p> <p>\$79,270 Pear Deck or 3 years</p> <p>\$43,875 Screencastify for 3 years</p> <p>\$29,732 Kami for grades 6-12</p>	<p>Academics and Administration</p> <p>Technology Services (Class Link)</p>	<p>software with a goal of at least 80% implementation of programs purchased by the district.</p> <p>The 9GR Graduation Rate percentage will be greater than 88%.</p>
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			<p>\$56,306 Seesaw for 3 years grades PK-2</p> <p>Discover Education/SAF ARI Montage: State Funded</p>		
<p>6. We will provide all high school students with high quality personalized college and career preparation materials and resources. This includes career activities such as résumé workshops and career planning as well as college readiness activities to include parent workshops on dual enrollment, the college application process, and college showcases.</p>	<p>Jan 2022-Oct 2024 USATestPrep</p> <p>Each year - AP Classroom</p>	<p>Directors</p> <p>Digital Integration Specialists</p> <p>Career Development Facilitators</p> <p>Content Coordinators & Specialists</p> <p>AP Testing Coordinators</p>	<p>\$300</p> <p>\$259,000 Progress Learning for 3 years</p>	<p>General Fund - Office of Academics and Administration</p> <p>Esser</p>	<p>The Progress Learning Dashboard will indicate a usage of 80% or higher (ACT, SAT, AP, Accuplacer, WIN, ASVAB).</p>
<p>7. We will use NWEA MAP to monitor students' progress in secondary intervention (5th-8th) to ensure that students are receiving targeted instruction in intervention. This will include monitoring Dreambox usage and growth.</p>	<p>BOY: August-September, MOY: November-December EOY: March,</p>	<p>Assistant Principals for Instruction</p> <p>Coordinator of ELA/Secondary Specialist</p>	<p>\$0</p>	<p>n/a</p>	<p>We expect that the Median Conditional Growth Percentile for Reading Intervention students will be 56 when monitored in the Winter and Spring.</p>

	annually, 2022-2027	of Math/ Elementary Specialist Director of Secondary Education			At least 80% of students will complete at least 5 lessons in Dreambox per week.
8. We will use Academic Assessment Coaches in high schools to assist students in developing test-taking skills and strategies to increase performance on high-stakes testing associated with college and career readiness.	Monthly during the school year, August 2021 - June 2027	Supervised by the Office of Academics and Administration and school principals	\$3000 stipend per coach. 2 at each high school. \$24,000	General Fund	College and Career Readiness percentages will be at least 78% at the end of the year and the monthly reports from Enrich will indicate at least 78% of students are on track to be College or Career Ready. SAT/PSAT Recognition awards. Number of National Merit Semi-finalists.
9. We will hold Individual Graduation Plan (IGP) meetings with all students in grades 8 through 12 and their parents or guardians in order to assist with planning courses (9-12), reviewing graduation requirements, and preparing for post-secondary opportunities.	September - April, annually, September 2021 - April 2027	Director of Secondary Education School Counseling Specialist	\$0	n/a	The percentage of parents or guardians attending IGP meetings will be at least 80%.

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Student Achievement Strategy 2:

We will provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of **multilingual learners**.

ACTION PLAN FOR STRATEGY 2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide professional development for general education teachers to help them serve their multilingual students as well as communicate with our multilingual families.	Monthly, August-May 2021-2027	ML Teachers	\$0	n/a	We will use an end of year Google Survey that indicates 90% of teachers state that the monthly PD improved their ability to work with ML students and/or their families.
2. We will implement the curriculum resource, ILit ELL, with multilingual students at the secondary level to increase language proficiency.	Weekly, September-May 2021-2024	ML Teachers	\$10,393.85	Federal Funds Title III	Using ILit ELL dashboard reports for the implementation year, student use will reflect not less than 1 hour per week.
3. We will implement Lexia English, an online language learning program, with elementary and intermediate level students to increase language proficiency.	Weekly, September-May 2021-2024	ML Teachers	\$8,750	Federal Funds Title III	Using Lexia English dashboard reports for the implementation year, student use should reflect 30-45 minutes per week.

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4. We will hold Family Literacy Nights once a month to engage families in language learning activities across the content areas.	Monthly, September-May 2021-2024	ML Teachers	\$6,321.81	Federal Funds Title III	On surveys administered to Family Night attendees throughout the year, 90% of respondents will state that they were satisfied with the events at a level of 4 out of 5 on a Likert scale.
5. We will staff our Summer Reading Camp with a certified ESOL teacher to serve multilingual camp attendees and support the teachers of those multilingual.	Summer 2021-24	ML Program Specialist	\$8,000	Federal Funds Title III	100% of ML students attending Summer Reading Camp will maintain or show growth in their text reading level from the Spring administration to the post-camp administration. Summer School Data Reports.
6. We will, as schedules allow, level the secondary ML blocks, according to ACCESS scores. (Beginner- 1.0-2.5 Intermediate- 2.6-3.5.)	Fall 2023-27	MLPT MLPS	\$0	n/a	80% of ML students in this leveled class will reach their growth points. ACCESS data will be used for this determination.

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Student Achievement Strategy 3:

We will provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of **students with disabilities**.

ACTION PLAN FOR STRATEGY 3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will monitor the progress of students with disabilities in each 9GR cohort towards graduation (grades, test scores, least restrictive environment) and college and career readiness. Implement appropriate interventions to address concerns (tutoring participation, instructional setting).	Monthly (end of month), September-May, 2022-2027	Director of Special Services High School Placement Chairs High School Assistant Principals for Instruction Director of Secondary Education	\$80,000 in salary and benefits annually for two assistants (\$40,000 per assistant) \$108,000 for tutoring (\$12,000 per month)	Grant - ATSI Funds Federal funds (IDEA)	1. Increased graduation rate of diploma track students with disabilities from 59.73% to 65%. 2. Tracking documents by 9GR for each high school.
2. We will monitor grades 2-8 ELA and math MAP data for the special education subgroup after the fall, winter, and spring testing windows through special services instructional data team. This will include a review of grades 2-8	Review data after Fall (September), Winter (January), and Spring (April)	Director of Special Services Coordinator of Special	\$0	n/a	1. Winter and Spring MAP data will indicate that students with disabilities have a Median

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ELA and math MAP with elementary and middle level placement chairs after each testing window.	administrations of MAP and Fastbridge in data team and with PC's, annually, 2022-2027	Services Special Services Instructional Specialist Placement Chairs			Conditional Growth Percentile (Fall to Winter, Fall to Spring) of 55 or above in Math and 56 or above in Reading. 2. Running Special Services Instructional Data Team meeting minutes. 3. Placement Chair Meeting presentations
3. We will provide monthly professional development on High Leverage Practices for teachers of students with disabilities.	Monthly, August-May, 2021-2027: Second Tuesdays for middle and high Third Tuesdays for elementary and preschool	Director of Special Services Coordinator of Special Services Instructional Specialist for Special Services	\$600 per facilitator (Up to \$6,000)	IDEA	1. PPTs and handouts from Leadership Tuesdays 2. Pre and post surveys of staff to measure understanding of high leverage practices for students with disabilities. 90% of respondents will indicate satisfaction with the professional development at

					level of 4 or 5 out of 5.
4. We will monitor the progress of South Carolina High School Credential students towards earning at least one industry recognized credential.	Quarterly, August-May, 2021-2026: PATH planning	Director of Special Services Coordinator of Special Services Instructional Specialist for Special Services District Job Coach	Estimation of \$1000 per year for cost related to registration for certification exams.	IDEA	<ol style="list-style-type: none"> 1. PATH planning notes will show that 75% of SC Credential-path students will earn an industry recognized credential. 2. CCR data for special education subgroup. 3. Tracking data of SC Credential students that have earned at least one industry recognized credential.
5. We will provide professional development to paraprofessionals in the areas of academic and behavioral supports.	August, October, and February, annually, 2021-2027: 3x yearly #LeaD5 professional development days for teachers	Special Education Coordinators	\$0	n/a	<ol style="list-style-type: none"> 1. PPTs from each training 2. Pre and post surveys of staff to measure understanding of high leverage practices for students with disabilities. 90% of respondents

					will indicate satisfaction with the professional development at level of 4 or 5 out of 5.
6. We will create and maintain a guidance document for teachers and paraprofessionals that provides recommendations for curriculum and instructional material based on student academic or behavioral needs.	<p>Monthly review, August-May, 2021-2027:</p> <p>Review monthly in the special services instructional data team</p>	<p>Director of Special Services</p> <p>Coordinator of Special Services</p> <p>Instructional Specialist for Special Services</p>	\$0	n/a	<p>1. Running notes from the Special Services Instructional Data Team.</p> <p>2. Curriculum Resources document shared and reviewed at least 4 times during Placement Chair meetings.</p> <p>3. Curriculum survey distributed to teachers BOY, MOY, and EOY to measure their level of satisfaction with the recommended curriculum. 90% of respondents will indicate satisfaction with the curriculum at level of 4 or 5 out of 5.</p>

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Student Achievement Strategy 4:

We will provide challenging **Career and Technical Education** curricula and opportunities to ensure graduates are **career ready**.

ACTION PLAN FOR STRATEGY 4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will monitor the number of Career and Technical Education program completers.	Monitoring, October, January, March and June, annually, 2022-2027	Director of Career and Technical Education Assistant Director of Career and Technical Education High School Department Chairs Career Coordinator Career Specialists	\$0	n/a	Increase the student completer rate by 2% by 2026. In October, we will analyze the number of CTE students with a passing grade at the end of the first nine weeks. In January, we will analyze the number of CTE students with a passing grade at the end of the second nine weeks. In March, we will analyze the number of CTE students with a passing grade at the end of the third nine weeks. In June, we will analyze the number of CTE students with a passing final grade. 2021 number of completers 615

2. We will monitor Career and Technical Education student industry certifications that align with their program of study.	Calculate the rate in June of each school year, annually, 2022-2027	<p>Director of Career and Technical Education</p> <p>Assistant Director of Career and Technical Education</p> <p>High School Department Chairs</p> <p>Career Coordinator</p> <p>Career Specialists</p>	\$10,000 for student industry certification fees	South Carolina Office of Career and Technical Education student certification funds. Fund Code 328	Exceed the State CTE Perkins V determined performance level 5S1: Program Quality – Attained Recognized Postsecondary Credential. State determined performance level: 2022-2023 35.7%, 2023-2024 36%
3. We will develop and implement a Career and Technical Education mathematics curriculum.	June 6 - 10, 2022	<p>Director of Career and Technical Education</p> <p>Assistant Director of Career and Technical Education</p> <p>High School Department Chairs</p>	\$1,200.00 in supplemental pay for one math teacher.	District General Fund	Development of a 10-hour mini math course for CTE programs by June 2022.

		CTE Teachers			
4. We will develop and implement a Career and Technical Education science curriculum.	June 6 - 10, 2022	Director of Career and Technical Education Assistant Director of Career and Technical Education High School Department Chairs CTE Teachers	\$1,200.00 in supplemental pay for one science teacher	District General Fund	Development of a 10-hour mini science course for CTE programs by June 2022.
5. We will develop and implement a Career and Technical Education ELA curriculum	June 6 - 10, 2022	Director of Career and Technical Education Assistant Director of Career and Technical Education High School Department Chairs CTE Teachers	\$1,200.00 in supplemental pay for one ELA teacher	District General Fund	Development of a 10 hour mini ELA course for CTE programs by June 2022.

6. We will increase the CTE Four-Year graduation rate.	Calculate the rate in June of each school year, annually, 2022-2027	<p>Director of Career and Technical Education</p> <p>Assistant Director of Career and Technical Education</p> <p>High School Department Chairs</p> <p>School counselors</p>	\$0	n/a	Exceed the State CTE Perkins V determined performance level 1S1: Four-Year Graduation State determined performance level: 2022-2023 91.5%, 2023-2024 92%
7. We will increase CTE Postsecondary Placement or advanced training, military service, a service program, the Peace Corps or employment.	Calculate the rate in June of each school year, annually, 2022-2027	<p>Director of Career and Technical Education</p> <p>Assistant Director of Career and Technical Education</p> <p>Career Coordinator</p> <p>Career Specialists</p>	\$0	n/a	Exceed the State CTE Perkins V determined performance level 3S1: Post-Program Placement State determined performance level: 2022-2023 93.7%, 2023-2024 94%

8. We will increase Nontraditional Program Enrollment.	Monitor enrollment numbers at the 10 day mark and in June of each school year, annually, 2022-2027	Director of Career and Technical Education Assistant Director of Career and Technical Education School counselors Career Coordinator Career Specialista	\$0	n/a	Exceed the State CTE Perkins V determined performance level 4S1: Non-traditional Program Concentration State determined performance level: 2022-2023 12.2%, 2023-2024 12.4%
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Student Achievement Strategy 5:

We will provide meaningful opportunities for **adult learners** to become college or career ready.

ACTION PLAN FOR STRATEGY 5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will offer courses in the following areas: GED preparation, High School Diploma Attainment, English Language Acquisition, Standardized Test Preparation, Career Preparation, and Academic Enrichment.	September - July, daily, 2021-2027	Director of Adult Education	\$10,000	Federal Funds State Funds	Quarterly check of the LACES database will show active student enrollment in GED prep, Diploma, ESL, Test Prep, Career Prep, and Academic Enrichment classes.
2. We will develop an Individual Learning Plan for each Adult Education student who is enrolled in GED and Diploma classes. The Individual learning plans will outline the students' progress towards his/her academic goals.	Plan Development at the beginning of each monthly orientation period, monthly, 2021-2027	Coordinator of Adult Education	\$0	n/a	100% of Adult Education students enrolled in GED and Diploma programs will have Individual Learning Plans by the end of the academic year.
3. We will monitor student progress towards academic goals that are outlined in the Individual Learning Plans and provide support (tutoring, additional resources, placement changes, etc.) as indicated by student progress.	October, January, April and June, annually, 2021-2027	Coordinator of Adult Education	\$0	n/a	The end of year Desktop Monitoring Tool (DMT) will show measurable skills gains as measured by pre and post TABE testing or high school

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					credential attainment for 50% of enrolled students.
4. We will increase the number of students who, while enrolled in Adult Education, also are engaged in activities that introduce and prepare them for post-exit outcomes (i.e. military service, employment and/or postsecondary education/training programs).	September - July (AE Academic Year), daily, 2021-2027	College and Career Navigator	\$0	n/a	The end-of-year review of the College and Career Navigator Accountability Report (CNAR) will show 70% of students have been engaged in at least one activity that prepares them for post-exit outcomes.
5. In an effort to provide equity in access to all Adult Education students seeking a high school diploma, we will implement a proficiency-based grading system in awarding high school credits.	August-June, daily, 2022-2027	Director	\$0	n/a	We will have on file an approval letter from the State Department of Education as well as a copy of the approved proficiency-based grading plan.

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Student Achievement Strategy 6:

We will offer and support differentiated opportunities for challenging curricula through **magnet and choice programs**.

ACTION PLAN FOR STRATEGY 6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide professional development on cooperative learning during the period in which the grant is funded.	October 1, 2022- September 30, 2023 (Grant fiscal year)	Cooperative Learning Coach	\$60,000 (through September 30, 2023)	MSAP Magnet Grant funds (through September 30, 2023)	The Implementation rubric tracked by Magnet Lead Teacher will indicate that: In the annual teacher survey, at least 80% of teachers will report that students are engaged in learning. The percentage of administrative staff at each school who participate in at least 24 hours of annual PD in systemic reforms (desegregation, equity, and cooperative learning strategies) will be at least 95%. The percentage of teachers at each school who participate in at least 60 hours of annual

					professional development in systemic reforms will be at least 95%
2. We will offer the Discover 5 magnet programs at LES STEAM Magnet, IHS IB Career-related Programme, NRES Arts Magnet, and HECES Montessori Magnet.	October 1, 2022- June 30, 2027, daily	Magnet Director Magnet school principals Magnet Lead Teachers	\$2,500,000 (through September 30, 2023)	MSAP Magnet Grant funds (through September 30, 2023)	The Implementation rubric tracked by Magnet Lead Teacher will indicate that: In the annual teacher survey, at least 80% of teachers will report that students are engaged in learning. The percentage of administrative staff who participate in at least 18 hours of annual professional development in site-based, thematic content will be at least 95%. The percentage of teachers who participate in at least 30 hours of annual PD in site-based, thematic content will be at least 95%.
3. We will offer the following magnet programs: STEM at DFHS, Escolares at HWES, SHHS Career Pathways Magnet, SOES Media Magnet, DFES Academy of Environmental Sciences,	October 1, 2022- June 30, 2027, daily	Magnet Office Magnet school principals Office of Academics	n/a	General Fund	100% of existing magnet schools/programs will be offered. Four magnet schools/programs will

HECES Leadership Magnet, I AM Escolares at IMS, This Is Escolares at IHS and IB Diploma Programme at IHS International School of the Arts.					apply for the MSA Merit Award. Annual magnet booklet will be created annually. Booklet lists and describes current magnet programs and magnet schools in the district.
4. We will market the Choice & Magnet opportunities through the magnet office using flyers, information nights, magnet fairs (November - January) Choice & Magnet booklet, and community events.	October 1, 2022- June 30, 2027, daily	Magnet Office and Communication Office, Marketing specialist	\$10,000 (supplies,etc) \$60,000 Marketing specialist (salary) (through September 30, 2023)	MSAP Magnet Grant funds (through September 30, 2023)	Attendance at Magnet Fairs: at least 150 families will attend the annual Magnet Fair. 80% of parents will indicate satisfaction on the exit survey at the Magnet Fair. Marketing resources included:a magnet booklet, postcard mailers, 2 billboards, Chapin Chamber marquee, Lake Murray Lifestyle magazine ad, Irmo Chamber Visitors/Relocation guide, Facebook ads, social media posts. Displays at local parks, Chamber meetings, Juneteeth, National Night Out, Pop Up events, Okra Strut
5. Each magnet school will be responsible for their own open house	December-January,	Magnet school Principals and			Attendance will be recorded and schools will

information nights.	2022-2027, annually	designated magnet leads			reach out to attendees with follow up information
6. Magnet information will be disseminated through the community to improve internal and external communication. Engage and enlist parents/students to speak about programs that work for their child and why they selected them.	October 1, 2022-June 30, 2027, daily	Magnet school director will speak before various stakeholder groups; Year end meetings, Nuts and Bolts, Leadership Summit Board Meetings	n/a	n/a	Magnet Director will answer questions to confirm understanding of the magnet options
7. The Discover 5 magnet schools will participate in the Equity of Effort Framework professional development.	October 1, 2022-September 30, 2023 (Grant fiscal year)	Magnet Office ELI (Dr. Donna Elam)	\$110,000 (through September 30, 2023)	MSAP Magnet Grant Funds (through September 30, 2023)	The Implementation rubric tracked by Magnet Lead Teacher will indicate that: The percentage of administrative staff at each school who participate in at least 24 hours of annual PD in systemic reforms (desegregation, equity, and cooperative learning strategies) will be at least 95%. The percentage of teachers at each school who participate in at least 60 hours of annual PD in systemic reforms will be at least 95%.

8. We will utilize a choice lottery system.	January-February, 2022- 2027, annually	Magnet Office - Prepaid by MSA Grant through Y5 Y2 - \$12,360.00 Y3 - \$12,730.80 Y4 - \$13,112.72 Y5 - \$13,506.11	\$30,000 \$51,709.63	MSAP Magnet Grant Funds	We will maintain or increase the number of applicants each year (updated annually) with current data: How many applications received How many 1st choice % How many 2nd choice % How many opening per grade level at "schools open to choice"
9. We will offer transportation to the Discover 5 magnet schools.	October 1, 2022- September 30, 2023, daily (Grant fiscal year)	Transportation Office	\$160,000 (through September 30, 2023)	MSAP Magnet Grant Funds (through September 30, 2023)	The district will offer transportation to 100% of students enrolling in Discover 5 magnet programs.
10. We will continue professional development in the various magnet themes (training and supplies).	October 1, 2022-June 30, 2027, determined by schools	Office of Academics Magnet Office	\$20,000 (through September 30, 2023)	MSAP Magnet Grant Funds and General Fund (through September 30, 2023)	Each Magnet School will determine the PD needed to enhance and sustain their magnet theme.

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PERFORMANCE GOAL AREA (3): *Teacher Administrator Quality*

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

We will recruit, retain, and develop a highly effective, diverse staff as measured by:

- the annual teacher retention rate increasing from 90.24% to 91.3%
- the percentage of teachers who are satisfied with current working conditions increasing from 90.95% to 92% on the annual State Department of Education Survey
- the percentage of teachers who agree that there are relevant professional development opportunities offered at their school increasing from 92.23% to 93% on the annual State Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): South Carolina School Report Card; Annual State Department of Education Report Card Opinion Survey

	Average Baseline		2022–23	2023–24	2024-25	2025-26	2026-27
Teacher Retention Rate	90.24% (2015-16 to 2018-19)	Projected Data	90.45%	90.66%	90.88%	91.09%	91.30%
		Actual Data	TBD - School Report Card - October 2023				
SCDE Survey - Percentage of teachers who are satisfied with current working conditions	90.95% (2015-16 to 2018-19)	Projected Data	91.16%	91.37%	91.58%	91.79%	92.00%
		Actual Data	86.4%				
SCDE Survey - Percentage of teachers who agree that there are relevant professional development opportunities offered at	92.23% (2015-16 to 2018-19)	Projected Data	92.38%	92.54%	92.69%	92.85%	93.00%
		Actual Data	90.7%				

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their school							
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Teacher Administrator Quality Strategy 1:

We will provide an equitable learning environment which ensures the development of all students by **retaining a highly effective faculty and staff.**

ACTION PLAN FOR STRATEGY 1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will monitor teacher retention and attrition to: a. identify factors contributing to teacher attrition and then implement targeted responses; b. look for changes in teacher retention over time; and c. update stakeholders periodically on trends at the classroom, school, and system levels.	Annually in December and June 2022-2027	Director of Personnel Coordinator of Personnel Chief Human Resources Officer	\$0	n/a	At least two updates provided to stakeholders each year.
2. We will offer teachers an opportunity to transfer within the district through the district transfer process.	January of each year, 2022-2027	Coordinator of Personnel	\$0	n/a	100% of employees will be offered the opportunity to to be considered for a transfer.
3. We will provide professional Development to principals on the topic of staff retention.	January, Annually, 2022-2027	Director of Personnel	\$0	n/a	Professional Development will be offered to Principals each year on an ongoing basis.

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4. We will conduct a salary study to ensure fair compensation to all staff.	September-December 2022	Chief Human Resources Officer	\$78,500	General Fund	100% of employees will be offered the opportunity to participate in the Salary Study
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Teacher Administrator Quality Strategy 2:

We will improve our ability to offer diverse and equitable learning environments by **retaining and sustaining faculty, staff, and administrators who come from populations that are traditionally underrepresented in our classrooms and schools.**

ACTION PLAN FOR STRATEGY 2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will use exit interview data from faculty, staff, and administrators who come from populations that are traditionally underrepresented in our classrooms and schools to uncover causes of turnover and inform targeted strategies to improve employee retention.	Ongoing, 2022-2027	Director of Personnel Coordinator or Personnel Chief Human Resources Officer	\$0	n/a	100% of employees who resign from their positions will be invited to complete an exit interview with a representative from the Office of Human Resources. The Office of Human Resources will evaluate all data to create targeted strategies.
2. We will offer a New Educator Retention Incentive (NERI) for educators with up to two years of prior teaching experience. These educators will be offered a \$2500 supplemental bonus for up to three years paid as a direct payment to the employee or paid directly to their qualifying student education loan.	July, annual, 2022-2027	Office of Human Resources Office of Finance Superintendent	\$500,000 per year	General Funds	The percentage of educators who come from populations that are traditionally underrepresented in our classrooms and schools retained through years 2 and 3 of the NERI program (baseline to be

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					collected in 2021-22).
3. We will be intentional with the selection of faculty, staff, and administrators who come from populations that are traditionally underrepresented in our classrooms and schools to participate in opportunities for professional growth (e.g., APEC, CREATE, Carolina-TIP, Teacher PREP).	July, annual, 2022-2027	Office of Human Resources Office of Special Services Office of Instruction	\$120,000 per year	General Funds Title II Grant	The percentage of educators who come from populations that are traditionally underrepresented in our classrooms and schools selected to participate in opportunities for professional growth. (baseline to be collected in 2021-22).

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Teacher Administrator Quality Strategy 3:

We will provide an equitable learning environment which ensures the development of all students by **recruiting a highly effective faculty and staff.**

ACTION PLAN FOR STRATEGY 3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will offer a yearly district recruitment event for all schools and offices.	January-February, annually, 2022-2027	Coordinator of Personnel	\$2,000	ADEPT Funds	We will have 100% school participation.
2. We will assist all schools with hosting an open house for teacher candidates.	January-March, annually, 2022-2027	Coordinator of Personnel	\$500	General Fund	The District will have 100% of the schools host an open house for teacher candidates.
3. We will offer on site or virtual small group meetings to applicants to inform about opportunities within the district and answer questions regarding application and interview process.	January-March, annually, 2021-2027	Coordinator of Personnel	\$1,000	ADEPT Funds	The District will offer at least five small group meetings.
4. We will post all certified vacancies to web job posting sites (ie. k12jobspot.com, Monster, CERRA)	August-July, weekly, 2021-2027	Coordinator of Personnel	\$500	ADEPT Funds	The District will post positions to at least two different online sites.
5. We will maintain job postings on the district website.	August-July Weekly, 2021-2027	Coordinator of Personnel	\$200	ADEPT Funds	The District will ensure 100% of jobs are posted to the District Website.

6. We will promote District opportunities through college/university recruitment events and publications	Annually, dates determined by colleges/ universities, 2021-2027	Coordinator of Personnel	\$1,000	ADEPT Funds	We will participate in five college/university events.
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Teacher Administrator Quality Strategy 4:

We will improve our ability to offer diverse and equitable learning environments by **recruiting faculty, staff, and administrators who are representative of the students and communities we serve.**

ACTION PLAN FOR STRATEGY 4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will partner with programs with an intentional focus on minority candidates to introduce candidates to opportunities in District Five.	Fall, Annually, 2023-2027	Coordinator of Personnel, Director of Personnel	\$5,000	ADEPT Funds	The District will partner with one or more programs.
2. We will advertise alternative certification opportunities to support employees.	Quarterly, 2022-2027	Coordinator of Personnel	\$200	ADEPT Funds	The District will advertise at least four opportunities.
3. We will work with the High Schools to offer information to increase interest in the education field. .	February, Annually, 2021-2027	Coordinator of Personnel	\$100	ADEPT Funds	The District will create an informational flyer to distribute to high school juniors.
4. We will offer professional development to principals on interview protocols that assist with diverse recruitment.	January, Annually, 2021-2027	Coordinator of Personnel	\$100	ADEPT Funds	The District will offer ongoing professional development to 100% of Principals.
5. We will offer individual assistance to candidates who have not passed necessary certification exams.	August - July, Quarterly 2021-2027	Coordinator of Personnel	\$200	ADEPT Funds	The District will ensure 100% of current employees who have not

					passed needed exams receive assistance.
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Teacher Administrator Quality Strategy 5:

We will improve our ability to offer a learning environment which ensures the development of all students by **providing ongoing support to teacher candidates entering the profession through alternative certification programs.**

ACTION PLAN FOR STRATEGY 5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will recruit teachers who have been certified through alternative routes to become certified mentors.	January-June, annually, 2022-2027	Coordinator of Personnel School Principals	\$1,200 per year for summer training sessions	ADEPT Funds	The number of certified mentors initially certified through alternative programs will increase by two each year.
2. We will assign an alternatively certified teacher mentor to incoming alternatively certified teachers to serve as a mentor for three years.	July, annually, 2022-2027	Coordinator of Personnel School Principals	\$0	n/a	100% of alternatively certified teachers will be assigned a certified mentor for their first three years of employment.
3. We will utilize a district buy-in option through Carolina TIP to offer TIP program to all alternatively certified teachers.	August, annually, 2022-2027	Coordinator of Personnel	\$5,000 per teacher	Title II Funds	100% of newly employed alternatively employed certified teachers will be offered the opportunity to work with Carolina TIP.
4. We will offer leadership opportunities to alternatively certified teachers in year three of alternate certificate (ie: LeadD5 facilitator training, SCTS 4.0 Evaluator	June, annually, 2023-2027	Coordinator of Personnel School	\$200 per teacher (LEAD5) SCTS 4.0- No	General Fund	100% of alternatively certified teachers will be offered a leadership opportunity in year three

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training).		Principals Coordinator of Professional Development	Cost		of alternative certification.
5. We will identify an alternatively prepared teacher to lead an affinity group for new alternatively certified teachers.	September, annually, 2023-2027	Coordinator of Personnel School Principals	\$500 per year	ADEPT Funds	One group will be coordinated for each year for alternatively certified teachers.

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Teacher Administrator Quality Strategy 6:

We will provide an equitable learning environment which ensures the development of all students by **continuing and expanding our professional development programs with an emphasis on choice offerings for faculty and staff.**

ACTION PLAN FOR STRATEGY 6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will utilize a district application and training system to attract and train teachers to lead professional development in a variety of areas.	May-June, annually, 2021-2027	Coordinator of Professional Development	\$68,250	Title II	Summer training for #LeaD5 facilitators. Participant surveys will indicate 80% of participants are satisfied or highly satisfied with PD received.
2. We will offer a choice of 65 sessions during #LeaD5 professional development three times per year on district professional development days.	August, October, February, annually, 2021-2027	Coordinator of Professional Development	\$5,000	Title II	Participant surveys will indicate 80% of participants are satisfied or highly satisfied with PD received.
3. We will offer graduate courses in instructional technology through partner universities.	Semester courses beginning each September, January, and July, annually, 2021-2027	Coordinator of Instructional Technology	\$6,000/course	Title II	Course completion certificates will indicate that at least 20 staff members take a graduate course each semester.

4. We will offer non-certified staff members 25 or more choice PD sessions throughout the school year and during #LeaD5 professional development days.	August, October, February, annually, 2021-2027	Coordinator of Professional Development	\$1500	Title II and Title IV	Participant surveys will indicate 80% of participants are satisfied or highly satisfied with PD received.
5. We will offer Summer Professional Development for teachers and administrators on a variety of topics.	June - July, annually, 2021-2027	Coordinator of Professional Development	\$10,000	Title II and Title IV	Participant surveys will indicate 80% of participants are satisfied or highly satisfied with PD received.
6. We will provide outside professional development conferences for teachers choosing to lead in-district professional development.	As scheduled according to outside organizations, 2021-2027	Coordinator of Professional Development	\$45,000	Title II	Course completion certificates; Participant surveys will indicate 80% of participants are satisfied or highly satisfied with PD received.
7. We will provide Advanced Placement (AP) summer institute training for teachers interested in becoming AP endorsed in order to teach AP courses.	June - July, annually, 2021-2027	Coordinator of Professional Development	\$30,000	Title II and Title IV	Participant completion data indicating that teachers are AP Endorsed. Participant surveys will indicate 80% of participants are satisfied or highly satisfied with PD received.
8. We will offer graduate courses to address gifted and talented instructional needs and teacher endorsements.	Semester course beginning each	Coordinator of Professional Development	\$5800 per course	Title II and Title IV	Course completion certificates will indicate that at least 20 staff

	September, January and July, annually, 2021-2027				members take a graduate course each semester.
9. We will offer graduate courses to examine the culture of poverty and its impact on children.	Semester course beginning each September, January and July, annually, 2021-2027	Coordinator of Professional Development	\$5500 per course	Title II and Title IV	Course completion certificates will indicate that at least 20 staff members take a graduate course each semester.

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PERFORMANCE GOAL AREA (4): *Gifted and Talented*

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

We will provide **challenging curricula focused on the academic development of students in gifted programs** and provide equitable opportunities for participation in gifted programs as measured by:

- students in grades 2-8 in the Initial Achievement Band of 90th percentile or above will have a Median Student Growth Percentile of 58 or above on MAP Growth Math and 55 or above on MAP Growth Reading by 2026
- the Advanced Placement passage rate will meet or exceed 68% through 2026
- the proportion of students who are coded as Black or African American, Hispanic or Latino, or Two or More Races who participate in AGP, Honors, AP, IB, and Dual Enrollment courses will increase from 17.1% to 27.1% (grades 3-5), 35.7% to 45.7% (grades 6-8), and 49.1% to 59.1% (grades 9-12) by 2026

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): NWEA MAP Reports, Advanced Placement reports, PowerSchool, and Tableau

	Average Baseline		2022-23	2023-24	2024-25	2025-26	2026-27
MAP Growth - Students in the Initial Achievement Band of 90th percentile or above - Fall to Spring - Median Student Growth Percentile - Math	2015-16 - 58 2016-17 - 61 2017-18 - 57 2018-19 - 56	Projected Data	58	58	58	58	58
		Actual Data	64				
MAP Growth - Students in the Initial Achievement Band of 90th percentile or above - Fall to Spring - Median Student Growth Percentile - Reading	2015-16 - 56 2016-17 - 55 2017-18 - 54 2018-19 - 50	Projected Data	55	55	55	55	55
		Actual Data	47				

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Advanced Placement passage rate	68.3% (2015-16 to 2019-20)	Projected Data	68%	68%	68%	68%	68%
		Actual Data	75.9%				
Proportion of students who are coded as Black or African American, Hispanic or Latino, or Two or More Races who participate in AGP, Honors, AP, IB, and Dual Enrollment courses	Grades 3-5 17.1% (2015-16 to 2019-20)	Projected Data	Grades 3-5 - 19.10%	Grades 3-5 - 21.10%	Grades 3-5 - 23.10%	Grades 3-5 - 25.10%	Grades 3-5 - 27.1%
			Grades 6-8 - 37.70%	Grades 6-8 - 39.70%	Grades 6-8 - 41.70%	Grades 6-8 - 43.70%	Grades 6-8 - 45.7%
			Grades 9-12 51.10%	Grades 9-12 - 53.10%	Grades 9-12 55.10%	Grades 9-12 57.10%	Grades 9-12 - 59.1%
	Grades 6-8 35.7% (2015-16 to 2019-20)	Actual Data					
	Grades 9-12 49.1% (2015-16 to 2019-20)		Grades 3-5 - 19.7%				
			Grades 6-8 - 37.7%				
			Grades 9-12 44.7%				

Gifted and Talented Strategy 1:

We will **provide a challenging and accelerated curriculum** to gifted and talented students in order to ensure their academic development.

ACTION PLAN FOR STRATEGY 1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Using the district ELA instructional units as a guide, we will create extension activities to supplement units for gifted learners.	September 2021 - May 2022 June 2023 - July 2027	AGP Lead ELA teacher Coordinator of Gifted and Talented	\$3,500	Title II	Supplemental extension activities added to all ELA Instructional units grades 3-5.
2. We will create two additional instructional units per grade level for gifted learners in grades 3 - 5 using purchased Vanderbilt texts.	June 2021 - May 2022 June 2023 - July 2027	AGP Lead ELA teacher Coordinator of Gifted and Talented	\$1,500	Title II	We will create two supplemental units per grade level.
3. We will create a new AGP math pacing guide aligned to the new textbooks to accelerate elementary math curriculum.	June 2021 - Dec. 2022	AGP Lead Math teacher Math Coordinator of Gifted and Talented	\$4,000	General Fund	Pacing guide will be created by December 2022. The district will lead instruction in implementation of curriculum units January 2023 - June 2024. The district will implement

					new curriculum units for the 2024 - 2025 school year.
4. We will implement new middle school math courses that will allow for multiple honors pathways for accelerated math students.	January 2021 - August 2022	Math Coordinator GT Coordinator Math Leadership team	\$5,000	General Fund	New math courses will be created and in place at the middle school level beginning with the 2022-2023 school year.

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Gifted and Talented Strategy 2:

We will ensure an equitable learning environment and the academic development of all students by **improving support to students who are taking AGP, Honors, AP, IB, or Dual Enrollment courses for the first time.**

ACTION PLAN FOR STRATEGY 2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide professional development to teachers on high effect size teaching strategies to improve student achievement and support.	August 2021 - June 2023 August 2023-July 2027	Coordinator of GT & Professional Development	\$12,000 per year	Title II and Title IV	Participant Survey after PD will indicate 80% satisfied or highly satisfied with support received.
2. We will utilize ongoing data from students to ensure that appropriate differentiation is provided in all AGP, Honors, AP, IB, or Dual Enrollment courses.	December and May, 2021-2027	Coordinator of Gifted and Talented APIs	\$0	n/a	Students in grades 2-8 in the Initial Achievement Band of 90th percentile or above will have a Fall to Winter and Fall to Spring Median Student Growth Percentile of 58 or above on MAP Growth Math and 55 or above on MAP Growth Reading by 2026. Students in grades 9-12 will have an AP passage rate of 68% or above.

3. We will provide professional development on small-group instruction in order to improve student achievement.	August 2021 - June 2023	Coordinator of GT & Professional Development	\$6,500	Title II	Participant Survey after PD will indicate 80% satisfied or highly satisfied with support received.
4. We will provide professional development support for implementing systems of in-class peer tutoring.	August 2021 - June 2023	Coordinator of GT & Professional Development	\$5,000	Title IV	Participant Survey after PD will indicate 80% satisfied or highly satisfied with support received.

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Gifted and Talented Strategy 3:

We will improve our ability to provide a learning environment which ensures the development of all students by **providing professional development opportunities on the needs of gifted learners to all teachers.**

ACTION PLAN FOR STRATEGY 3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide Gifted and Talented Endorsement courses for all teachers who wish to pursue endorsement.	Sept - Dec January - May June - July, annually 2021-2027	Coordinator of Gifted and Talented	\$5,500 per semester	Title II and Title IV funding	Completion of a GT endorsement course by at least 20 teachers per semester.
2. We will provide a Gifted and Talented graduate course for counselors.	January - May, 2023	Coordinator of Gifted and Talented	\$5,500 per course	Title II and IV funding	Completion of a GT graduate course by at least ten school counselors by May 2023.
3. Each Spring, we will provide one Gifted and Talented graduate course beyond basic endorsement for all teachers who wish to pursue coursework beyond the basic endorsement.	Spring 2023, 2024, 2025	Coordinator of Gifted and Talented	\$5,500 per course	Title II and IV funding	Completion of a GT graduate course by at least fifteen GT endorsed teachers per semester.
4. We will utilize Leadership Meetings to provide professional development about the needs of gifted and talented learners.	September, December, May 2021-2022	Coordinator of Gifted and Talented	\$0	n/a	Leadership rosters Participant Survey after PD will indicate 80% satisfied or highly

					satisfied with PD received.
5. We will provide professional development during district professional development days each year about the academic needs of gifted and talented learners.	August, October, March 2021-2022	Coordinator of Gifted and Talented	\$0	n/a	Participant Survey after PD will indicate 80% satisfied or highly satisfied with PD received.
6. We will provide professional development during district professional development days each year about the social and emotional needs of gifted and talented learners.	August, October, March 2021-2022	Coordinator of Gifted and Talented	\$0	n/a	Participant Survey after PD will indicate 80% satisfied or highly satisfied with PD received.
7. We will provide professional development for up to five teachers per year at the SC Gifted Consortium one day annual conference.	December 2021	Coordinator of Gifted and Talented	\$500	Title II	Attendance reports indicating completion of one-day professional development by five teachers per year.

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Gifted and Talented Strategy 4:

We will improve our ability to provide a learning environment which ensures the development of all students by **providing opportunities for collaboration between teachers at different schools.**

ACTION PLAN FOR STRATEGY 4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will utilize Leadership Meetings to provide collaborative time between teachers of gifted students from different schools.	October, November, January, Feb, March 2021-2022	Coordinator of Gifted and Talented	\$0	n/a	Leadership meeting rosters; Participant Survey at the end of each semester will indicate 80% satisfied or highly satisfied with leadership meetings received.
2. We will create a collaborative document linked to AGP Unit plans for teachers to provide feedback and ideas.	January 2022 - January 2023 June 2023-July 2027	Coordinator of Gifted and Talented	\$0	n/a	Collaborative document created and used by at least 50% of AGP teachers.
3. We will create additional unit plan extensions for existing AGP ELA Unit plans.	June - July 2022 June 2023-July 2027	Coordinator of Gifted and Talented AGP Leads	\$4,500	Title II and IV	Unit plan extensions created for all AGP units by July 2022. Implementation of extensions by all AGP teachers by May 2024.
4. We will create additional unit plan	June - July	Coordinator of	\$4,500	Title IV	Unit plan extensions

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extensions for existing AGP Math Unit plans.	2022	Gifted and Talented			created for all AGP units by July 2022. Implementation of extensions by all AGP teachers by May 2024.
5. We will provide a digital space for displays of student work and planning ideas for GT teachers.	January 2022 - January 2023	Coordinator of Gifted and Talented	\$0	n/a	Digital space established and utilized by at least 50% of teachers.

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Gifted and Talented Strategy 5:

We will improve our ability to provide an equitable learning environment which ensures the development of all students by **using district criteria for local identification to place academically talented students in AGP courses.**

ACTION PLAN FOR STRATEGY 5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will maintain records and monitor placement of AGP students placed according to local identification criteria.	August and January, annually, 2021-2027	Gifted and Talented Coordinator School Principals or Assistant Principals for Instruction	\$0	n/a	100% of schools will maintain documentation of placement as well as the placement criteria used for all locally identified students
2. We will review the local identification policy each year to review established criteria and adjust according to need.	April - May, annually, 2021-2027	Gifted and Talented Coordinator	\$0	n/a	The local criteria policy will be updated annually.
3. We will work with individual schools to establish school-based criteria for schools with fewer than 15 identified students per grade level.	April - June, annually, 2021-2027	Gifted and Talented Coordinator School Assistant principals for instruction	\$0	n/a	All schools will serve at least 15 students per grade level.

4. We will evaluate the success of locally identified gifted and talented students according to MAP data.	September, December, April, annually, 2021-2027	Gifted and Talented Coordinator	\$0	n/a	Students in grades 2-5 in the Initial Achievement Band of 90th percentile or above will have a Fall to Winter and Fall to Spring Median Student Growth Percentile of 58 or above on MAP Growth Math and 55 or above on MAP Growth Reading by 2027.
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Gifted and Talented Strategy 6:

We will improve our ability to provide an equitable learning environment which ensures the development of all students by **providing parent education about academic opportunities and supports needed for high achieving students.**

ACTION PLAN FOR STRATEGY 6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide a parent information meeting to welcome parents of newly identified gifted and talented students in order to explain opportunities available in District Five.	September, annually, 2021-2027	Coordinator of Gifted and Talented Page 5 Advocacy Group	\$0	n/a	Meeting agenda. Parent Survey after the welcome meeting will indicate 80% satisfied or highly satisfied with information received.
2. We will provide a parent information meeting for locally identified gifted and talented students to discuss supports and pathways in gifted education.	September, annually, 2021-2027	Coordinator of Gifted and Talented Elementary School Admin/AGP Teachers	\$0	n/a	Meeting agenda. Parent Survey after the meeting will indicate 80% satisfied or highly satisfied with information received.
3. We will coordinate with middle schools to offer a parent information night about honors courses available at the middle school level.	February, annually, 2021-2027	Coordinator of Gifted and Talented Middle School AGP Lead	\$0	n/a	Meeting agenda. Parent Survey after the welcome meeting will indicate 80% satisfied or highly satisfied with

		teacher/API/Counselor			information received.
4. We will provide a parent information meeting about the benefits of advanced coursework in high school.	February, annually, 2021-2027	Coordinator of Gifted and Talented HS Admin/API/Counselor	\$0	n/a	Meeting agenda. Parent Survey after the welcome meeting will indicate 80% satisfied or highly satisfied with information received.
5. We will coordinate with high school magnet programs to offer an information session about advanced offerings through magnet opportunities	March, annually, 2021-2027	Coordinator of Gifted and Talented Director of Magnet Programs	\$0	n/a	Meeting agenda. Parent Survey after the welcome meeting will indicate 80% satisfied or highly satisfied with information received.
6. We will partner with gifted and talented parent groups to provide a roundtable parent meeting about social emotional needs of gifted and talented students.	April, annually, 2021-2027	Coordinator of Gifted and Talented Page 5 Advocacy Group	\$0	n/a	Meeting agenda. Parent Survey after the welcome meeting will indicate 80% satisfied or highly satisfied with information received.

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Gifted and Talented Strategy 7:

We will improve our ability to provide an equitable learning environment which ensures the development of all students by **increasing communication regarding opportunities for students and the importance of taking AGP, Honors, AP, IB, and Dual Enrollment courses.**

ACTION PLAN FOR STRATEGY 7:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will communicate opportunities each month to school counselors for inclusion in school newsletters or parent information.	September - May, Monthly, 2021-2027	Coordinator of Gifted and Talented	\$0	n/a	100% of schools will include updates in their school newsletters.
2. We will coordinate with middle school AGP lead teachers regarding PSAT opportunities	September, annually, 2021-2027	Coordinator of Gifted and Talented	\$0	n/a	Emails to AGP Lead Teachers. PSAT test taker data indicating that at least 20% of 8th graders take the PSAT.
3. We will coordinate with middle school AGP lead teachers regarding junior scholar opportunities	December, annually, 2021-2027	Coordinator of Gifted and Talented	\$0	n/a	Emails to AGP Lead Teachers. Junior Scholar data indicating at least 85 Junior Scholars each year.
4. We will publish AP scholar data and will encourage increased participation	July, annually, 2021-2027	Coordinator of Gifted and	\$0	n/a	Communications publications. AP Scholar

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through this communication.		Talented District Testing Coordinator & AP Testing Coordinators at HS			data indicating that at least 200 high school students are named AP scholars each year.
5. We will work with high school PSAT/SAT coaches in order to increase participation in PSAT and SAT competition.	January, annually, 2021-2027	Coordinator of Gifted and Talented Testing Coordinators	\$0	n/a	9th and 11th grade PSAT participation data indicating at least 20% of honors freshmen and at least 30% of honors juniors take the PSAT.
6. We will work with Assistant Principals for Instruction at Directors of School Counseling at the high school level to review Advanced Placement Potential data and ensure that counselors actively recruit students.	December, annually, 2021-2027	Coordinator of Gifted and Talented AP/Testing Coordinator/Co unselors	\$0	n/a	AP Potential Report Data regarding AP student participation that indicates that at least 50% of identified students take at least one AP course.

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Gifted and Talented Strategy 8:

We will improve our ability to provide an equitable learning environment which ensures the development of all students by **providing access to experiential learning opportunities for all students in order to improve student engagement.**

ACTION PLAN FOR STRATEGY 8:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide professional development for teachers on project-based learning and other high effect size teaching strategies for experiential learning.	August 2021 - June 2023, graduate course, 2021-2027	Coordinator of Gifted and Talented	\$3,800 per course	Title II and Title IV	Participant Survey after PD will indicate 80% satisfied or highly satisfied with PD received.
2. We will provide professional development mini-sessions during school-level professional development time about experiential learning.	August 2021 - June 2023, as scheduled by schools, 2021-2027	Coordinator of Gifted and Talented	\$0	n/a	Participant Survey after PD will indicate 80% satisfied or highly satisfied with PD received.
3. We will utilize professional learning communities for teacher collaboration in order to offer more hands-on learning planning time.	Bi-weekly PLC time, 2021-2027 Monthly District PLCs 22-27	Coordinator of Gifted and Talented	\$0	n/a	Addition of 2 activities created in PLC planning time to the AGP units.
4. We will add experiential learning activities to each district AGP ELA unit.	January 2022 - June 2023, 2021-2027	Coordinator of Gifted and Talented	\$2,500 Curriculum Materials	General Fund	Addition of 2 activities created in PLC planning time to the AGP units.

5. We will add experiential learning activities to each district AGP Math unit.	January 2022 - June 2023, 2021-2027	Coordinator of Gifted and Talented	\$2,500 Curriculum Materials	General Fund	Addition of 2 activities created in PLC planning time to the AGP units.
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GIFTED AND TALENTED REQUIRED TABLES

DIRECTIONS: As a part of the District Strategic Plan, complete the following tables, save as one PDF file, and upload under the tab labeled Gifted and Talented Required Tables. Additionally, attach up to four documents to support the final table. All information should be saved as one PDF file and uploaded. The required tables are as follows:

- A. Gifted and Talented Policies and Practices**
- B. Gifted and Talented Scope and Sequence**
- C. Gifted and Talented Grades of Academic Service**
- D. Gifted and Talented Grades of Artistic Service**
- E. Gifted and Talented Screening and Identification Notification**

GIFTED AND TALENTED POLICIES AND PRACTICES**Directions:** Place an X for an affirmative response in columns marked Academic and Artistic.

		ACADEMIC	ARTISITIC
The district utilizes state identification of gifted and talented students for:	grades 1–2	X – Grade 2	
	grades 3–5	X	
	grades 6–8	X	X
	grades 9–12	X	X – GR 11-12
The district utilizes trial placement (1 year conditional placement) for:	grades 1–2		
	grades 3–5	X	
	grades 6–8	X	
	grades 9–12		
The district utilizes a local identification process (local criteria rubric) for:	grades 1–2	X – Escolares Grade 2	
	grades 3–5	X	
	grades 6–8	X	
	grades 9–12	X	
The district utilizes a formal withdrawal policy for:	grades 1–2		
	grades 3–5	X	
	grades 6–8	X	
	grades 9–12		

GIFTED AND TALENTED SCOPE AND SEQUENCE

A gifted and talented scope and sequence is utilized in the following grades for:	K	1	2	3	4	5	6	7	8	9	10	11	12
	Academic			X	X	X	X	X	X	X	X	X	X
	Artistic							X	X			X	X
Formal gifted and talented curriculum is utilized in the following grades for:	K	1	2	3	4	5	6	7	8	9	10	11	12
	Academic			X	X	X	X	X	X	X	X	X	X
	Artistic							X	X			X	X

GIFTED AND TALENTED GRADES OF ACADEMIC SERVICE

		CURRICULUM AREA					
GRADE	MODEL	<i>Use approved abbreviations for curriculum.</i>	INTERDISCIPLINARY	ELA	MATH	SCIENCE	SOCIAL STUDIES
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Pull Out or Special Class	Curriculum Used	Teacher Created	Vanderbilt Units William & Mary Units Junior Great Books Jacob's Ladder	Mentoring Mathematical Minds Hands On Fractions Hands On Equations Teacher Created Units		
4	Pull Out or Special Class	Curriculum Used	Teacher Created	William and Mary units MC Thompson Vocabulary and Grammar Materials Junior Great Books Jacob's Ladder Mini Q's Vanderbilt units CLEAR Curriculum units	Mentoring Mathematical Minds Hands On Fractions Hands On Equations		

5	Pull Out or Special Class	Curriculum Used	Teacher Created	William and Mary units MC Thompson Vocabulary and Grammar Materials Junior Great Books Jacob's Ladder Mini Q's Vanderbilt units CLEAR Curriculum units	Mentoring Mathematical Minds Hands On Fractions Hands On Equations		
6	Special Class	Curriculum Used		Teacher Created Honors ELA	Teacher Created Honors Math	Teacher Created Honors SStud	Teacher Created DBQs Honors Sci.
7	Special Class	Curriculum Used		Teacher Created Honors ELA	Teacher Created Honors Math Algebra 1	Teacher Created Investigating and Questioning Our World Through Science and Technology Honors SStud	Teacher Created DBQ's Honors Sci.
8	Special Class	Curriculum Used		Teacher Created Honors ELA English 1	Teacher Created Honors Math Geometry	Teacher Created	Teacher Created
9	Special Class	Curriculum Used		Teacher Created Honors ELA English 2	Teacher Created Honors Math Algebra 2	Teacher Created Physical Science Honors Biology Honors	Teacher Created Geography Honors AP Human Geography

10	Special Class	Curriculum Used		Teacher Created English 3	Teacher Created PreCalculus or AP Statistics	Teacher Created Chemistry Honors Anatomy Honors AP Environmental Science Earth Science Honors	Teacher Created World History Honors AP World History AP European History
11	Special Class	Curriculum Used		Teacher Created AP Language IB English HL	Teacher Created AP Statistics or Pre Calculus Honors AP Calculus AB or BC IB Math	Teacher Created Chemistry Honors Earth Science Honors Physics Honors Anatomy Honors Marine Science Honors Research Honors AP Biology AP Chemistry AP Environmental Science AP Physics 1&2 AP Seminar IB Biology IB Chemistry IB Environmental Systems and Societies IB Physics	Teacher Created US History Honors AP US History AP World History AP European History AP Psychology IB History of the Americas IB Business and Management IB Philosophy IB Theory of Knowledge

12	Special Class	Curriculum Used		Teacher Created AP Literature IB English HL	Teacher Created AP Statistics AP Calculus AB or BC Vector Calculus AP Computer Science AP Computer Science Principles IB Mathematics	Teacher Created Earth Science Honors Marine Science Honors Research Honors Physics Honors Anatomy Honors AP Biology AP Chemistry AP Environmental Science AP Physics 1,2&C AP Research IB Biology IB Chemistry IB Environmental Systems and Societies IB Physics	Teacher Created US Government Honors Economics Honors AP Government AP Economics IB History AP World History AP European History Psychology 101 AP Psychology IB History of the Americas IB Business and Management IB Philosophy IB Theory of Knowledge
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DISTRICT: District Five of Lexington and Richland Counties

GT INFORMATION FOR SCHOOL YEAR: 2022-2023

GIFTED AND TALENTED GRADES OF ARTISTIC SERVICES

Model Used: Special Class in addition to TriDistrict Arts Consortium (3 week summer arts program) for grades 6-8

GRADE	<i>(Use approved abbreviations for curriculum.)</i>	INTERDISCIPLINARY	DANCE	MUSIC	THEATRE	VISUAL ARTS	OTHER
K	Curriculum Used						
1	Curriculum Used						

2	Curriculum Used						
3	Curriculum Used						
4	Curriculum Used						
5	Curriculum Used						
6	Curriculum Used						
7	Curriculum Used			Teacher Created Vocal, Strings	Teacher Created	Teacher Created	
8	Curriculum Used			Teacher Created Vocal, Strings	Teacher Created	Teacher Created	
9	Curriculum Used						
10	Curriculum Used						
11	Curriculum Used			Teacher Created Chamber Choir, Band, Orchestra Honors AP Music Theory IB Music	Teacher Created	Teacher Created 2D and 3D Studio Concentrations Honors AP Drawing, 2D Design and 3D Design AP Art History IB Visual Arts	
12	Curriculum Used		Teacher Created Dance Honors IB Dance	Teacher Created Chamber Choir, Showchoir, Band, Orchestra Honors AP Music Theory IB Music	Teacher Created Theatre Honors Theatre 101 IB Theatre Arts	Teacher Created 2D and 3D Studio Concentrations Honors AP Drawing, 2D Design and 3D Design AP Art History	

GIFTED AND TALENTED SCREENING AND IDENTIFICATION NOTIFICATION

Describe the ways in which the district notifies parents and community of its nomination and identification.
School District Five of Lexington and Richland Counties provides information to parents about gifted programs and the identification process on the district website as well as in school handbooks and the high school course catalog. Students identified for gifted and talented education through local criteria are informed in writing by the school. Parents are given information about local placement and sign a waiver. Students who are stateidentified as gifted and talented receive written notification from the district along with a copy of the GIFT profile.

Attach up to four relevant files pertaining to notification to the parents and community on GT identification screening. These may include brochures, parent letters, non-English versions, etc.

[CogAT Qualified Letter](#)

[MAP Qualified Letter](#)

[CogAT/Iowa Not Qualified](#)



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

District Proficiency-Based System Plan Evaluation

(For use with the District Strategic Plan Annual Updates)

Office of Federal and State Accountability
South Carolina Department of Education
1429 Senate Street, Room 501
Columbia, South Carolina 29201

The district has an approved Proficiency-Based System Plan pursuant to State Board of Education Regulation 43-234. Please evaluate the district's plan by answering the questions below.

School District: School District Five of Lexington and Richland Counties

Name: Amy Taylor

Title/Position: Coordinator of Mathematics

Email Address: ataylor@lexrich5.org

Phone Number: 803-476-8173

1. Explain how your district/schools met its goals/needs by providing proficiency-based system instruction.

Providing a proficiency-based system supports Goal 2 of our Strategic Plan; "We will provide challenging curricula focused on the academic development and college and career readiness of all students." In particular, strategy 1 action 5, "we will utilize updated curriculum frameworks and instructional technology to develop assessments, adaptive assignments, and curricula to meet the rigor and demands of state standards," is supported by providing rigorous online course options that meet the varying needs of students. In addition, strategy 5 action items 1 and 5 addresses "providing meaningful opportunities for adult learners to become college and career ready by offering courses to receive either their GED or a high school diploma through a proficiency-based grading system in awarding high school credits."

Providing instruction through a proficiency-based system also helps the district meet its goal of increasing graduation rate by providing content recovery to support struggling students within a course, and by providing credit recovery for students needing to recover credits required to promote and/or graduate on time. Students may also have the opportunity to retake a course in a different setting or on a limited basis take a course for initial credit.

Proficiency-based instruction also provides an alternative instructional course option for students moving into the district and needing additional courses, for home-bound/home-based instruction, and for alleviate scheduling conflicts to meet individual student needs. The district's proficiency-based system also supports students who have been expelled and reassigned to an alternative educational setting. It allows students to remain in and complete courses they were previously enrolled in or take a course for initial credit.

2. Please list the specific courses students took.

Credit Recovery Course

English 1 CR
 English 2 CR
 English 3 CR
 English 4 CR
 Foundations in Algebra CR
 Intermediate Algebra CR
 Algebra 1 CR
 Algebra 2 CR
 Geometry CR
 Precalculus CR
 Probability & Statistics CR
 Biology CR
 Physical Science CR
 Chemistry 1 CR
 Modern World History CR
 US History and Constitution CR
 Economics and Personal Finance CR
 U.S. Government CR

Initial Credit or Retake Course

English 1
 English 2
 English 3
 English 4
 Foundations in Algebra
 Intermediate Algebra
 Algebra 2
 Geometry
 Probability and Statistics
 Physical Science
 Chemistry 1
 Earth Science
 Economics and Personal Finance
 U.S. Government
 Psychology
 Sociology
 Personal Health and Wellness
 Principles of Computing

3. Please provide the number of students who took a course, and how many students successfully completed it.

	Number of students who took a course	Number of students who completed and passed a course
Credit Recovery	222	189
Initial Credit/Retake	66	25
Adult Education	37	16
Grand Total	325	230

**Note* - Students at the Academy for Success often utilize Initial Credit courses for the period of time they are at the AFS but do not complete the course on Apex before being transferred back to their home school and completing the course in the regular classroom setting. The grade and content completed for the period of time that they are enrolled is transferred back to the homeschool. Therefore, there is a greater discrepancy between our IC student enrollment compared to completion numbers.*

4. Please list the South Carolina properly certified teachers who were assigned to the above students.

English	Carol Jackson, Tess Pratt, Michelle Millard, Cory Standridge, Cynthia Spafford, Stephanie Dukes, Karla Bell, and Sandra Casey
Math	Caitlin Attaway, Jo Dowdy, Randy Johnson, Carlos Sanchez, Effie Howe, Reina Floyd, Jaime Huey, Willie Frierson Jr, and Michael Bennett
Science	Mary Barfield, Hazel Walker, Michelle Flowers, Laurie Taylor, Eli Martin, Octavia Wilson
Social Studies	Chris Carroll, Jeremiah Duffy, Sarah Bowers, Ronald (Chad) Bridges, Andrew Hogan, and Jesse Trimnal
Health	Jacob Wilkerson
Business	Jermaine Singletary

5. Please have the properly certified content area teachers provide examples of how they directly assisted struggling students. Examples include manipulating or differentiating on-line curriculum to accommodate the student's learning modalities, providing tutoring, exchanging emails to discuss lessons, etc.

Our instructional model for the district's proficiency-based system ensures that a highly-qualified teacher of record in the appropriate content area is assigned to monitor and support students that are enrolled in the district's online learning courses for initial credit and for credit recovery. Students are scheduled into the course and the content teacher is present to meet with the student, provide intervention and support, and monitor student progress. There are teacher-scored assignments as well as computer scored assessments. Students may access the course content outside of the scheduled class time, but some assessments, especially unit tests, require administration with the teacher in a proctored environment. Teachers provide instruction, intervention, support, and feedback to ensure students are mastering content and making progress. Work completed by the student that is not computer scored can be printed, downloaded as a word document, or a pdf document so that students can either write directly on the document or type on their device to accommodate different modalities of learning. In addition, Apex learning provides text to speech capabilities for students needing that additional support and translations in different languages to accommodate for any language needs. In order to foster successful completion, students have due dates assigned within the digital platform, and teachers monitor to ensure that students are meeting their due dates and making progress toward completion. While the content delivery is provided through a web-based curriculum (Apex Learning), student and teacher interaction occur during an assigned class period or access to the assigned teacher of record. There are times when explicit instruction is needed to further explain material not being mastered by students on their first attempt. Furthermore, students can be assigned a coach that receives weekly progress reports to support student success.

6. Provide examples of how schools used content-recovery (best practices or alternative methods of instruction) for low performing students in danger of failing a course.

Content Recovery may be extended to students who have a D or F in a course as an opportunity to recover content needed for mastery of the overall course by the teacher of record for the course. The student's teacher in the course assigns the particular content that the student has not mastered in that nine-week period. The teacher may elect to use the online curriculum from the district's proficiency-based system and assign the particular units or lessons and assessments that he/she wishes the student to revisit. Since this is the student's classroom teacher, the student has access to the teacher for support

during this process. The teacher determines the success of the content recovery and assigns the grade. We believe this early intervention supports the student with the current content, as well as, subsequent content in the course progression thus eliminating the need for credit recovery.

7. Please attach any revisions or updates to your existing proficiency-based system plan or policies.

No revisions or updates at this time.

2023 District Summer School Program Sites Identification

District Name: School District Five of Lexington and Richland Counties District Summer School Contact: Neshunda Walters

Contact's Phone Number: 803 476 - 8119 Contact's Email Address: nwalters@lexrich5.org

☐ **NO SUMMER SCHOOL PROGRAM SITES**

- Directions:**
- 1) List and complete all information for all school sites in the district that will implement a Summer School Program.
 - 2) **SBE Regulation 43-240: Summer School Program Criteria**
 - a. Answer "Yes" if the Summer School Program meets the following SBE Regulation 43-240 criteria:
 - **Grade 1–8** students are required to attend the Summer School Program in order to be promoted to the next grade level; or
 - **Grade 9–12** students are awarded high school credit.

Name of Physical Site(s) for Summer School Program	Name of Site Administrator	E-mail Address	Purpose of Summer School Program (Promotion in grades 1-8, Initial HS Credit, Read to Succeed, Credit Recovery, or other)	Meets SBE Reg. 43-240: Summer School Program Criteria (YES or NO)	Elementary, Middle or High School
Irmo Middle School	Sharisse Lee	shlee@lexrich5.org	Promotion in grades 6 - 8	YES	Middle
Chapin High School	Randy Johnson	rmjohnso@lexrich5.org	Credit Recovery	YES	High
Dutch Fork High School	Karl Gileske	kegilesk@lexrich5.org	Credit Recovery	YES	High
Irmo High School	X'andria Sutton	xsutton@lexrich5.org	Credit Recovery	YES	High

Please upload this completed form as a PDF document into the Strategic Renewal Application (as part of the District Strategic Plan) no later than April 30, 2023. If you have any questions, contact Barret Leviner at 803-734-3477 or by e-mail at bleviner@ed.sc.gov.



MEMORANDUM

To: Members of the Board of Trustees

From: Maddison Paul, 
Chief Financial Officer

Date: October 19, 2023

Re: October 23, 2023 Board Meeting
Superintendent's Report
Monthly Financial Reports – August 2023

Attached for your information are the revenue and expenditure reports through August 2023.

Attachments

**SCHOOL DISTRICT 5 OF LEXINGTON & RICHLAND COUNTIES
GENERAL FUND
MONTHLY REVENUE SUMMARY
FOR THE PERIOD ENDING AUGUST 31, 2023**

	BUDGET	ACTUAL YEAR TO DATE	% Received	as of 8/31/2022
<u>LOCAL SOURCES</u>				
Property Taxes - Operations & Delinquent	81,284,457	3,351,055	4.12%	3,356,134
Property Taxes - Penalties & Interest	428,407	33,279	7.77%	39,192
Revenue in Lieu of Taxes (FILOT)	1,316,061	-	0.00%	-
Tuition - Out of District	5,000	814	16.27%	275
Rentals	120,000	8,380	6.98%	8,790
Medicaid	250,000	-	0.00%	51,607
Interest on Investments	350,000	488,416	139.55%	185,936
Other Local Revenue	285,000	25,067	8.80%	18,518
TOTAL - LOCAL SOURCES	84,038,925	3,907,011	4.65%	3,660,452
<u>STATE SOURCES</u>				
Retiree Health Insurance	7,008,184	1,021,348	14.57%	908,498
State Aid to Classrooms	73,680,049	12,052,352	16.36%	11,351,090
Property Tax Relief - Tier I (1996: \$100,000)	10,580,071	-	0.00%	-
Homestead Exemption - Tier II (Seniors Age 65+)	1,758,200	-	0.00%	-
Homestead Exemption - Tier III - (Act 388)	36,416,067	-	0.00%	-
Merchant's Inventory Tax	213,955	53,489	25.00%	53,489
School Bus Drivers' Salaries/Fringes	1,411,631	61,590	4.36%	59,655
Manufacturer's Depr. Reimbursement & Motor Carrier	572,460	77,081	13.46%	68,839
PEBA Credits	1,192,418	-	0.00%	-
Other State Revenue	-	29,738	#DIV/0!	-
TOTAL - STATE SOURCES	132,833,035	13,295,598	10.01%	12,441,571
<u>OTHER FINANCING SOURCES</u>				
E I A-State Aid to Classrooms	14,746,455	2,521,056	17.10%	2,000,977
Indirect Cost - Special Revenue Funds	400,000	-	0.00%	-
Sale of Fixed Assets	-	2,604	#DIV/0!	1,854
TOTAL OTHER FINANCING SOURCES	15,146,455	2,523,660	16.66%	2,002,831
<u>OPERATIONAL BALANCE TRANSFER</u>				
TOTAL REVENUES THROUGH 7/31/2023	\$ 232,018,415	\$ 19,726,268	8.50%	
TOTAL REVENUES THROUGH 7/31/2022	\$ 212,481,590	\$ 18,104,854	8.52%	

SCHOOL DISTRICT 5 OF LEXINGTON & RICHLAND COUNTIES
GENERAL FUND
MONTHLY EXPENDITURE SUMMARY
FOR THE PERIOD ENDING AUGUST 31, 2023

	ORIGINAL BUDGET	ADJUSTED BUDGET	ACTUAL YEAR TO DATE	% Expended	as of 8/31/2022
SALARIES AND FRINGE					
Instructional	\$ 130,778,754	\$ 130,778,754	\$ 5,642,470	4.31%	5,215,023
Support & Community Services	71,587,331	71,587,831	7,911,181	11.05%	7,431,327
Subtotal	202,366,085	202,366,585	13,553,650	6.70%	12,646,350
CONTRACTUAL SERVICES & Oth. Obj.					
Instructional	3,689,603	3,692,808	24,114	0.65%	19,211
Support & Community Services	14,416,652	14,444,276	2,678,912	18.55%	2,494,843
Subtotal	18,106,255	18,137,084	2,703,026	14.90%	2,514,054
SUPPLIES AND MATERIALS					
Instructional	2,222,891	2,196,506	401,488	18.28%	449,797
Support & Community Services	7,483,255	7,478,311	698,839	9.34%	558,833
Subtotal	9,706,146	9,674,817	1,100,326	11.37%	1,008,630
EQUIPMENT					
Instructional	7,000	7,000	-	-	-
Support & Community Services	1,552,474	1,552,474	-	0.00%	-
Subtotal	1,559,474	1,559,474	-	0.00%	-
TRANSFERS					
Pmts to Other Govt Entities-Per Proviso	30,000	30,000	(1,083)	-3.61%	6,983
Food Service	250,455	250,455	-	0.00%	-
Subtotal	280,455	280,455	(1,083)	-0.39%	6,983
OPERATIONAL BALANCE					
TOTAL EXPENDITURES THROUGH 7/31/2023	\$ 232,018,415	\$ 232,018,415	\$ 17,355,920	7.48%	
TOTAL EXPENDITURES THROUGH 7/31/2022	\$ 212,491,590	\$ 212,481,590	\$ 16,176,017	7.61%	

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2023-2024

From Date: 7/1/2023

To Date: 8/31/2023

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.111.1000000.0000.000	Salaries	\$5,577,491.71	\$0.00	\$5,577,491.71	\$206,443.93	\$206,443.93	\$5,371,047.78	\$4,792,741.38	\$578,306.40	10.37%
100.111.2000000.0000.000	Employee Benefits	\$2,961,020.74	\$0.00	\$2,961,020.74	\$108,528.04	\$108,528.04	\$2,852,492.70	\$2,477,179.54	\$375,313.16	12.68%
100.111.3000000.0000.000	Purchased Services	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
100.111.4000000.0000.000	Supplies and Materials	\$83,756.00	\$0.00	\$83,756.00	\$18,315.92	\$18,315.92	\$65,440.08	(\$4,333.25)	\$69,773.33	83.31%
	FUNCTION: Kindergarten Programs - 111	\$8,632,268.45	\$0.00	\$8,632,268.45	\$333,287.89	\$333,287.89	\$8,298,980.56	\$7,265,587.67	\$1,033,392.89	11.97%
100.112.1000000.0000.000	Salaries	\$15,850,441.03	\$0.00	\$15,850,441.03	\$642,262.59	\$642,262.59	\$15,208,178.44	\$14,817,781.85	\$390,396.59	2.46%
100.112.2000000.0000.000	Employee Benefits	\$7,659,037.00	\$0.00	\$7,659,037.00	\$307,824.19	\$307,824.19	\$7,351,212.81	\$7,135,989.60	\$215,223.21	2.81%
100.112.3000000.0000.000	Purchased Services	\$50,000.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$260.00	\$49,740.00	99.48%
100.112.4000000.0000.000	Supplies and Materials	\$285,945.00	\$0.00	\$285,945.00	\$62,019.96	\$62,019.96	\$223,925.04	(\$10,461.23)	\$234,386.27	81.97%
100.112.6000000.0000.000	Other Objects	\$799.50	\$0.00	\$799.50	\$0.00	\$0.00	\$799.50	\$0.00	\$799.50	100.00%
	FUNCTION: Primary Programs - 112	\$23,846,222.53	\$0.00	\$23,846,222.53	\$1,012,106.74	\$1,012,106.74	\$22,834,115.79	\$21,943,570.22	\$890,545.57	3.73%
100.113.1000000.0000.000	Salaries	\$25,538,017.99	\$0.00	\$25,538,017.99	\$1,083,631.79	\$1,083,631.79	\$24,454,386.20	\$25,031,125.10	(\$576,738.90)	-2.26%
100.113.2000000.0000.000	Employee Benefits	\$11,866,985.42	\$0.00	\$11,866,985.42	\$501,056.13	\$501,056.13	\$11,365,929.29	\$11,623,875.60	(\$257,946.31)	-2.17%
100.113.3000000.0000.000	Purchased Services	\$50,000.00	\$1,760.00	\$51,760.00	\$225.00	\$225.00	\$51,535.00	\$1,526.36	\$50,008.64	96.62%
100.113.4000000.0000.000	Supplies and Materials	\$487,191.00	(\$1,760.00)	\$485,431.00	\$98,349.14	\$98,349.14	\$387,081.86	(\$1,092.79)	\$388,174.65	79.96%
100.113.6000000.0000.000	Other Objects	\$799.50	\$0.00	\$799.50	\$0.00	\$0.00	\$799.50	\$0.00	\$799.50	100.00%
	FUNCTION: Elementary Programs - 113	\$37,942,993.91	\$0.00	\$37,942,993.91	\$1,683,262.06	\$1,683,262.06	\$36,259,731.85	\$36,655,434.27	(\$395,702.42)	-1.04%
100.114.1000000.0000.000	Salaries	\$20,777,494.05	\$0.00	\$20,777,494.05	\$910,764.81	\$910,764.81	\$19,866,729.24	\$19,812,155.53	\$54,573.71	0.28%
100.114.2000000.0000.000	Employee Benefits	\$9,267,629.42	\$0.00	\$9,267,629.42	\$413,480.43	\$413,480.43	\$8,854,148.99	\$9,126,993.65	(\$272,844.66)	-2.94%
100.114.3000000.0000.000	Purchased Services	\$122,500.00	\$9,999.00	\$132,499.00	\$471.25	\$471.25	\$132,027.75	\$53,550.00	\$78,477.75	59.23%
100.114.4000000.0000.000	Supplies and Materials	\$708,539.00	(\$22,499.00)	\$686,040.00	\$179,146.86	\$179,146.86	\$506,893.14	\$44,724.28	\$462,168.86	67.37%
100.114.5000000.0000.000	Capital Outlay	\$7,000.00	\$0.00	\$7,000.00	\$0.00	\$0.00	\$7,000.00	\$0.00	\$7,000.00	100.00%
	FUNCTION: High School Programs - 114	\$30,883,162.47	(\$12,500.00)	\$30,870,662.47	\$1,503,863.35	\$1,503,863.35	\$29,366,799.12	\$29,037,423.46	\$329,375.66	1.07%
100.115.1000000.0000.000	Salaries	\$3,242,197.01	\$0.00	\$3,242,197.01	\$185,069.77	\$185,069.77	\$3,057,127.24	\$2,907,483.10	\$149,644.14	4.62%
100.115.2000000.0000.000	Employee Benefits	\$1,481,527.55	\$0.00	\$1,481,527.55	\$85,062.43	\$85,062.43	\$1,396,465.12	\$1,316,130.54	\$80,334.58	5.42%
100.115.3000000.0000.000	Purchased Services	\$12,000.00	\$0.00	\$12,000.00	\$2,714.78	\$2,714.78	\$9,285.22	\$4,606.68	\$4,678.54	38.99%
100.115.4000000.0000.000	Supplies and Materials	\$125,000.00	\$0.00	\$125,000.00	\$12,233.77	\$12,233.77	\$112,766.23	\$4,068.14	\$108,698.09	86.96%
	FUNCTION: Career and Technology Education (Vocational) Prog - 115	\$4,860,724.56	\$0.00	\$4,860,724.56	\$285,080.75	\$285,080.75	\$4,575,643.81	\$4,232,288.46	\$343,355.35	7.06%
100.118.1000000.0000.000	Salaries	\$482,133.77	\$0.00	\$482,133.77	\$19,860.11	\$19,860.11	\$462,273.66	\$456,782.57	\$5,491.09	1.14%
100.118.2000000.0000.000	Employee Benefits	\$276,659.14	\$0.00	\$276,659.14	\$10,873.85	\$10,873.85	\$265,785.29	\$250,098.53	\$15,686.76	5.67%
100.118.4000000.0000.000	Supplies and Materials	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
	FUNCTION: Montessori Programs - 118	\$783,792.91	\$0.00	\$783,792.91	\$30,733.96	\$30,733.96	\$753,058.95	\$706,881.10	\$46,177.85	5.89%

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2023-2024

From Date: 7/1/2023

To Date: 8/31/2023

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.121.1000000.0000.000	Salaries	\$2,704,905.89	\$0.00	\$2,704,905.89	\$107,353.69	\$107,353.69	\$2,597,552.20	\$2,419,309.76	\$178,242.44	6.59%
100.121.2000000.0000.000	Employee Benefits	\$1,208,318.66	\$0.00	\$1,208,318.66	\$49,964.71	\$49,964.71	\$1,158,353.95	\$1,143,665.69	\$14,688.26	1.22%
100.121.3000000.0000.000	Purchased Services	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
100.121.4000000.0000.000	Supplies and Materials	\$1,853.00	\$0.00	\$1,853.00	\$7,341.71	\$7,341.71	(\$5,488.71)	\$20,919.35	(\$26,408.06)	-1425.15%
FUNCTION: Educable Mentally Handicapped - 121		\$3,940,077.55	\$0.00	\$3,940,077.55	\$164,660.11	\$164,660.11	\$3,775,417.44	\$3,583,894.80	\$191,522.64	4.86%
100.122.1000000.0000.000	Salaries	\$576,934.04	\$0.00	\$576,934.04	\$23,655.82	\$23,655.82	\$553,278.22	\$526,107.91	\$27,170.31	4.71%
100.122.2000000.0000.000	Employee Benefits	\$280,423.05	\$0.00	\$280,423.05	\$11,199.97	\$11,199.97	\$269,223.08	\$251,225.46	\$17,997.62	6.42%
100.122.3000000.0000.000	Purchased Services	\$750.00	\$0.00	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
100.122.4000000.0000.000	Supplies and Materials	\$1,975.00	\$0.00	\$1,975.00	\$309.84	\$309.84	\$1,665.16	(\$309.84)	\$1,975.00	100.00%
FUNCTION: Trainable Mentally Handicapped - 122		\$860,082.09	\$0.00	\$860,082.09	\$35,165.63	\$35,165.63	\$824,916.46	\$777,023.53	\$47,892.93	5.57%
100.123.3000000.0000.000	Purchased Services	\$150.00	\$0.00	\$150.00	\$0.00	\$0.00	\$150.00	\$0.00	\$150.00	100.00%
100.123.4000000.0000.000	Supplies and Materials	\$2,343.00	\$0.00	\$2,343.00	\$0.00	\$0.00	\$2,343.00	\$0.00	\$2,343.00	100.00%
FUNCTION: Orthopedically Handicapped - 123		\$2,493.00	\$0.00	\$2,493.00	\$0.00	\$0.00	\$2,493.00	\$0.00	\$2,493.00	100.00%
100.124.1000000.0000.000	Salaries	\$68,681.97	\$0.00	\$68,681.97	\$2,861.75	\$2,861.75	\$65,820.22	\$65,820.22	\$0.00	0.00%
100.124.2000000.0000.000	Employee Benefits	\$27,451.04	\$0.00	\$27,451.04	\$1,176.79	\$1,176.79	\$26,274.25	\$27,066.16	(\$791.91)	-2.88%
100.124.4000000.0000.000	Supplies and Materials	\$2,155.00	\$0.00	\$2,155.00	\$156.16	\$156.16	\$1,998.84	\$0.00	\$1,998.84	92.75%
FUNCTION: Visually Handicapped - 124		\$98,288.01	\$0.00	\$98,288.01	\$4,194.70	\$4,194.70	\$94,093.31	\$92,886.38	\$1,206.93	1.23%
100.125.1000000.0000.000	Salaries	\$398,485.21	\$0.00	\$398,485.21	\$11,114.82	\$11,114.82	\$387,370.39	\$255,640.69	\$131,729.70	33.06%
100.125.2000000.0000.000	Employee Benefits	\$215,049.82	\$0.00	\$215,049.82	\$4,899.04	\$4,899.04	\$210,150.78	\$113,621.46	\$96,529.32	44.89%
100.125.3000000.0000.000	Purchased Services	\$100,000.00	\$0.00	\$100,000.00	\$0.00	\$0.00	\$100,000.00	\$0.00	\$100,000.00	100.00%
100.125.4000000.0000.000	Supplies and Materials	\$3,790.00	\$0.00	\$3,790.00	\$99.25	\$99.25	\$3,690.75	(\$99.25)	\$3,790.00	100.00%
FUNCTION: Hearing Handicapped - 125		\$717,325.03	\$0.00	\$717,325.03	\$16,113.11	\$16,113.11	\$701,211.92	\$369,162.90	\$332,049.02	46.29%
100.126.1000000.0000.000	Salaries	\$2,029,303.68	\$0.00	\$2,029,303.68	\$85,398.06	\$85,398.06	\$1,943,905.62	\$1,908,848.41	\$35,057.21	1.73%
100.126.2000000.0000.000	Employee Benefits	\$948,993.76	\$0.00	\$948,993.76	\$38,896.46	\$38,896.46	\$910,097.30	\$876,296.02	\$33,801.28	3.56%
100.126.3000000.0000.000	Purchased Services	\$50,000.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00	100.00%
100.126.4000000.0000.000	Supplies and Materials	\$98,562.00	\$0.00	\$98,562.00	\$6,978.13	\$6,978.13	\$91,583.87	(\$3,877.07)	\$95,460.94	96.85%
FUNCTION: Speech Handicapped - 126		\$3,126,859.44	\$0.00	\$3,126,859.44	\$131,272.65	\$131,272.65	\$2,995,586.79	\$2,781,267.36	\$214,319.43	6.85%
100.127.1000000.0000.000	Salaries	\$4,389,853.59	\$0.00	\$4,389,853.59	\$182,372.71	\$182,372.71	\$4,207,480.88	\$4,155,688.94	\$51,791.94	1.18%
100.127.2000000.0000.000	Employee Benefits	\$2,043,745.31	\$0.00	\$2,043,745.31	\$82,170.81	\$82,170.81	\$1,961,574.50	\$1,874,001.09	\$87,573.41	4.28%
100.127.3000000.0000.000	Purchased Services	\$10,000.00	\$0.00	\$10,000.00	\$109.39	\$109.39	\$9,890.61	\$0.00	\$9,890.61	98.91%
100.127.4000000.0000.000	Supplies and Materials	\$140,442.00	\$0.00	\$140,442.00	\$5,971.59	\$5,971.59	\$134,470.41	\$24,894.92	\$109,575.49	78.02%
FUNCTION: Learning Disabilities - 127		\$6,584,040.90	\$0.00	\$6,584,040.90	\$270,624.50	\$270,624.50	\$6,313,416.40	\$6,054,584.95	\$258,831.45	3.93%

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2023-2024

From Date: 7/1/2023

To Date: 8/31/2023

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.128.1000000.0000.000	Salaries	\$481,238.53	\$0.00	\$481,238.53	\$16,917.93	\$16,917.93	\$464,320.60	\$409,922.32	\$54,398.28	11.30%
100.128.2000000.0000.000	Employee Benefits	\$230,559.29	\$0.00	\$230,559.29	\$8,235.66	\$8,235.66	\$222,323.63	\$191,310.88	\$31,012.75	13.45%
100.128.3000000.0000.000	Purchased Services	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
100.128.4000000.0000.000	Supplies and Materials	\$28,587.00	\$0.00	\$28,587.00	\$38.64	\$38.64	\$28,548.36	(\$38.64)	\$28,587.00	100.00%
FUNCTION: Emotionally Handicapped - 128		\$743,384.82	\$0.00	\$743,384.82	\$25,192.23	\$25,192.23	\$718,192.59	\$601,194.56	\$116,998.03	15.74%
100.129.1000000.0000.000	Salaries	\$922,362.49	\$0.00	\$922,362.49	\$53,418.17	\$53,418.17	\$868,944.32	\$804,950.31	\$63,994.01	6.94%
100.129.2000000.0000.000	Employee Benefits	\$476,343.81	\$0.00	\$476,343.81	\$24,041.13	\$24,041.13	\$452,302.68	\$387,150.17	\$65,152.51	13.68%
100.129.3000000.0000.000	Purchased Services	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
100.129.4000000.0000.000	Supplies and Materials	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
FUNCTION: Coordinated Early Intervening Services (CEIS) - 129		\$1,426,706.30	\$0.00	\$1,426,706.30	\$77,459.30	\$77,459.30	\$1,349,247.00	\$1,192,100.48	\$157,146.52	11.01%
100.135.4000000.0000.000	Supplies and Materials	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
FUNCTION: Preschool Handicapped Speech (3 and 4 year olds) - 135		\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
100.136.1000000.0000.000	Salaries	\$4,950.88	\$0.00	\$4,950.88	\$206.29	\$206.29	\$4,744.59	\$4,744.66	(\$0.07)	0.00%
100.136.2000000.0000.000	Employee Benefits	\$2,214.62	\$0.00	\$2,214.62	\$91.66	\$91.66	\$2,122.96	\$2,108.41	\$14.55	0.66%
100.136.3000000.0000.000	Purchased Services	\$25,750.00	\$0.00	\$25,750.00	\$0.00	\$0.00	\$25,750.00	\$0.00	\$25,750.00	100.00%
FUNCTION: Preschool Handicapped Itinerant (3 and 4 yr olds) - 136		\$32,915.50	\$0.00	\$32,915.50	\$297.95	\$297.95	\$32,617.55	\$6,853.07	\$25,764.48	78.27%
100.137.1000000.0000.000	Salaries	\$1,269,287.02	\$0.00	\$1,269,287.02	\$54,728.05	\$54,728.05	\$1,214,558.97	\$1,261,953.07	(\$47,394.10)	-3.73%
100.137.2000000.0000.000	Employee Benefits	\$684,438.68	\$0.00	\$684,438.68	\$26,120.01	\$26,120.01	\$658,318.67	\$609,703.00	\$48,615.67	7.10%
100.137.3000000.0000.000	Purchased Services	\$15,000.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
100.137.4000000.0000.000	Supplies and Materials	\$16,782.00	\$0.00	\$16,782.00	\$0.00	\$0.00	\$16,782.00	\$0.00	\$16,782.00	100.00%
FUNCTION: Preschool Handicapped Self Contained (3 & 4 yr old) - 137		\$1,985,507.70	\$0.00	\$1,985,507.70	\$80,848.06	\$80,848.06	\$1,904,659.64	\$1,871,656.07	\$33,003.57	1.66%
100.138.1000000.0000.000	Salaries	\$2,716.72	\$0.00	\$2,716.72	\$113.20	\$113.20	\$2,603.52	\$2,603.59	(\$0.07)	0.00%
100.138.2000000.0000.000	Employee Benefits	\$1,186.65	\$0.00	\$1,186.65	\$49.14	\$49.14	\$1,137.51	\$1,130.45	\$7.06	0.59%
FUNCTION: Preschool Handicapped Homebased (3 & 4 yr olds) - 138		\$3,903.37	\$0.00	\$3,903.37	\$162.34	\$162.34	\$3,741.03	\$3,734.04	\$6.99	0.18%
100.139.1000000.0000.000	Salaries	\$1,039,576.61	\$0.00	\$1,039,576.61	\$44,402.53	\$44,402.53	\$995,174.08	\$1,106,436.17	(\$111,262.09)	-10.70%
100.139.2000000.0000.000	Employee Benefits	\$550,427.94	\$0.00	\$550,427.94	\$22,146.87	\$22,146.87	\$528,281.07	\$544,884.51	(\$16,603.44)	-3.02%
100.139.3000000.0000.000	Purchased Services	\$20,458.00	\$0.00	\$20,458.00	\$90.00	\$90.00	\$20,368.00	\$0.00	\$20,368.00	99.56%
100.139.4000000.0000.000	Supplies and Materials	\$29,534.00	\$0.00	\$29,534.00	\$8,060.33	\$8,060.33	\$21,473.67	(\$155.59)	\$21,629.26	73.24%
100.139.6000000.0000.000	Other Objects	\$1,000.00	\$0.00	\$1,000.00	\$200.00	\$200.00	\$800.00	\$0.00	\$800.00	80.00%
FUNCTION: Early Childhood Programs - 139		\$1,640,996.55	\$0.00	\$1,640,996.55	\$74,899.73	\$74,899.73	\$1,566,096.82	\$1,651,165.09	(\$85,068.27)	-5.18%
100.141.1000000.0000.000	Salaries	\$910,775.13	\$0.00	\$910,775.13	\$40,849.29	\$40,849.29	\$869,925.84	\$915,255.93	(\$45,330.09)	-4.98%
100.141.2000000.0000.000	Employee Benefits	\$436,832.27	\$0.00	\$436,832.27	\$19,707.37	\$19,707.37	\$417,124.90	\$466,504.84	(\$49,379.94)	-11.30%

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2023-2024

From Date: 7/1/2023

To Date: 8/31/2023

☐ Include pre encumbrance

☐ Print accounts with zero balance

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.141.3000000.0000.000	Purchased Services	\$1,600.00	\$2,126.30	\$3,726.30	\$5,747.50	\$5,747.50	(\$2,021.20)	\$0.00	(\$2,021.20)	-54.24%
100.141.4000000.0000.000	Supplies and Materials	\$12,000.00	(\$2,126.30)	\$9,873.70	\$0.00	\$0.00	\$9,873.70	\$0.00	\$9,873.70	100.00%
100.141.6000000.0000.000	Other Objects	\$369.00	\$0.00	\$369.00	\$319.00	\$319.00	\$50.00	(\$119.00)	\$169.00	45.80%
FUNCTION: Gifted and Talented Academic - 141		\$1,361,576.40	\$0.00	\$1,361,576.40	\$66,623.16	\$66,623.16	\$1,294,953.24	\$1,381,641.77	(\$86,688.53)	-6.37%
100.143.1000000.0000.000	Salaries	\$207,292.23	\$0.00	\$207,292.23	\$8,533.01	\$8,533.01	\$198,759.22	\$196,259.20	\$2,500.02	1.21%
100.143.2000000.0000.000	Employee Benefits	\$84,974.27	\$0.00	\$84,974.27	\$3,858.56	\$3,858.56	\$81,115.71	\$88,746.62	(\$7,630.91)	-8.98%
100.143.4000000.0000.000	Supplies and Materials	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
FUNCTION: Advanced Placement - 143		\$302,266.50	\$0.00	\$302,266.50	\$12,391.57	\$12,391.57	\$289,874.93	\$285,005.82	\$4,869.11	1.61%
100.144.3000000.0000.000	Purchased Services	\$10,000.00	\$0.00	\$10,000.00	\$450.00	\$450.00	\$9,550.00	\$2,222.00	\$7,328.00	73.28%
100.144.4000000.0000.000	Supplies and Materials	\$38,350.00	\$0.00	\$38,350.00	\$0.00	\$0.00	\$38,350.00	\$270.00	\$38,080.00	99.30%
100.144.6000000.0000.000	Other Objects	\$11,650.00	\$0.00	\$11,650.00	\$13,787.00	\$13,787.00	(\$2,137.00)	\$200.00	(\$2,337.00)	-20.06%
FUNCTION: International Baccalaureate - 144		\$60,000.00	\$0.00	\$60,000.00	\$14,237.00	\$14,237.00	\$45,763.00	\$2,692.00	\$43,071.00	71.79%
100.145.1000000.0000.000	Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,800.00	(\$1,800.00)	0.00%
100.145.2000000.0000.000	Employee Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,775.46	(\$1,775.46)	0.00%
100.145.3000000.0000.000	Purchased Services	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
FUNCTION: Homebound - 145		\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$3,575.46	\$6,424.54	64.25%
100.148.1000000.0000.000	Salaries	\$110,328.96	\$0.00	\$110,328.96	\$6,638.23	\$6,638.23	\$103,690.73	\$133,538.12	(\$29,847.39)	-27.05%
100.148.2000000.0000.000	Employee Benefits	\$47,944.45	\$0.00	\$47,944.45	\$2,858.04	\$2,858.04	\$45,086.41	\$58,409.39	(\$13,322.98)	-27.78%
100.148.3000000.0000.000	Purchased Services	\$7,000.00	\$0.00	\$7,000.00	\$0.00	\$0.00	\$7,000.00	\$110.20	\$6,889.80	98.43%
100.148.4000000.0000.000	Supplies and Materials	\$2,875.00	\$0.00	\$2,875.00	\$0.00	\$0.00	\$2,875.00	\$0.00	\$2,875.00	100.00%
FUNCTION: Gifted and Talented Artistic - 148		\$168,148.41	\$0.00	\$168,148.41	\$9,496.27	\$9,496.27	\$158,652.14	\$192,057.71	(\$33,405.57)	-19.87%
100.149.1000000.0000.000	Salaries	\$625,931.26	\$0.00	\$625,931.26	\$31,222.93	\$31,222.93	\$594,708.33	\$548,841.25	\$45,867.08	7.33%
100.149.2000000.0000.000	Employee Benefits	\$328,719.99	\$0.00	\$328,719.99	\$13,973.45	\$13,973.45	\$314,746.54	\$265,144.90	\$49,601.64	15.09%
100.149.3000000.0000.000	Purchased Services	\$3,133,776.76	\$0.00	\$3,133,776.76	\$0.00	\$0.00	\$3,133,776.76	\$3,125,696.20	\$8,080.56	0.26%
100.149.4000000.0000.000	Supplies and Materials	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
FUNCTION: Other Special Programs - 149		\$4,098,428.01	\$0.00	\$4,098,428.01	\$45,196.38	\$45,196.38	\$4,053,231.63	\$3,939,682.35	\$113,549.28	2.77%
100.161.1000000.0000.000	Salaries	\$756,012.68	\$0.00	\$756,012.68	\$31,795.44	\$31,795.44	\$724,217.24	\$731,294.73	(\$7,077.49)	-0.94%
100.161.2000000.0000.000	Employee Benefits	\$411,034.92	\$0.00	\$411,034.92	\$16,143.09	\$16,143.09	\$394,891.83	\$372,795.77	\$22,096.06	5.38%
100.161.4000000.0000.000	Supplies and Materials	\$34,212.00	\$0.00	\$34,212.00	\$929.04	\$929.04	\$33,282.96	(\$507.51)	\$33,790.47	98.77%
FUNCTION: Other Exceptional Programs - 161		\$1,201,259.60	\$0.00	\$1,201,259.60	\$48,867.57	\$48,867.57	\$1,152,392.03	\$1,103,582.99	\$48,809.04	4.06%
100.173.1000000.0000.000	Salaries	\$0.00	\$0.00	\$0.00	\$39,115.00	\$39,115.00	(\$39,115.00)	\$0.00	(\$39,115.00)	0.00%
100.173.2000000.0000.000	Employee Benefits	\$0.00	\$0.00	\$0.00	\$12,906.73	\$12,906.73	(\$12,906.73)	\$0.00	(\$12,906.73)	0.00%

School District Five of Lexington and Richland

Board Report Expenditures

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
FUNCTION: High School Summer School - 173		\$0.00	\$0.00	\$0.00	\$52,021.73	\$52,021.73	(\$52,021.73)	\$0.00	(\$52,021.73)	0.00%
100.181.1000000.0000.000	Salaries	\$95,119.14	\$0.00	\$95,119.14	\$20,290.76	\$20,290.76	\$74,828.38	\$92,318.39	(\$17,490.01)	-18.39%
100.181.2000000.0000.000	Employee Benefits	\$31,279.94	\$0.00	\$31,279.94	\$6,696.92	\$6,696.92	\$24,583.02	\$30,471.27	(\$5,888.25)	-18.82%
100.181.3000000.0000.000	Purchased Services	\$1,000.00	(\$680.00)	\$320.00	\$0.00	\$0.00	\$320.00	\$0.00	\$320.00	100.00%
100.181.4000000.0000.000	Supplies and Materials	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
FUNCTION: Adult Basic Education Programs - 181		\$128,899.08	(\$680.00)	\$128,219.08	\$26,987.68	\$26,987.68	\$101,231.40	\$122,789.66	(\$21,558.26)	-16.81%
100.182.4000000.0000.000	Supplies and Materials	\$2,500.00	\$0.00	\$2,500.00	\$1,023.09	\$1,023.09	\$1,476.91	\$636.79	\$840.12	33.60%
FUNCTION: Adult Secondary Education Programs - 182		\$2,500.00	\$0.00	\$2,500.00	\$1,023.09	\$1,023.09	\$1,476.91	\$636.79	\$840.12	33.60%
100.188.1000000.0000.000	Salaries	\$138,822.00	\$0.00	\$138,822.00	\$13,467.28	\$13,467.28	\$125,354.72	\$122,948.84	\$2,405.88	1.73%
100.188.2000000.0000.000	Employee Benefits	\$74,409.44	\$0.00	\$74,409.44	\$7,349.56	\$7,349.56	\$67,059.88	\$65,295.05	\$1,764.83	2.37%
100.188.3000000.0000.000	Purchased Services	\$4,000.00	\$0.00	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
100.188.4000000.0000.000	Supplies and Materials	\$20,000.00	\$0.00	\$20,000.00	\$514.32	\$514.32	\$19,485.68	(\$447.44)	\$19,933.12	99.67%
FUNCTION: Parenting/Family Literacy - 188		\$237,231.44	\$0.00	\$237,231.44	\$21,331.16	\$21,331.16	\$215,900.28	\$187,796.45	\$28,103.83	11.85%
100.190.1000000.0000.000	Salaries	\$745,510.80	\$0.00	\$745,510.80	\$30,635.25	\$30,635.25	\$714,875.55	\$647,607.68	\$67,267.87	9.02%
100.190.2000000.0000.000	Employee Benefits	\$235,682.86	\$0.00	\$235,682.86	\$10,035.66	\$10,035.66	\$225,647.20	\$197,160.88	\$28,486.32	12.09%
100.190.6000000.0000.000	Other Objects	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
FUNCTION: Instructional Pupil Activity - 190		\$991,193.66	\$0.00	\$991,193.66	\$40,670.91	\$40,670.91	\$950,522.75	\$844,768.56	\$105,754.19	10.67%
100.211.1000000.0000.000	Salaries	\$1,558,774.44	\$375.00	\$1,559,149.44	\$136,448.00	\$136,448.00	\$1,422,701.44	\$1,459,214.47	(\$36,513.03)	-2.34%
100.211.2000000.0000.000	Employee Benefits	\$814,223.92	\$125.00	\$814,348.92	\$64,271.82	\$64,271.82	\$750,077.10	\$794,292.85	(\$44,215.75)	-5.43%
100.211.3000000.0000.000	Purchased Services	\$40,000.00	(\$900.00)	\$39,100.00	\$1,327.00	\$1,327.00	\$37,773.00	\$0.00	\$37,773.00	96.61%
100.211.4000000.0000.000	Supplies and Materials	\$35,000.00	\$0.00	\$35,000.00	\$892.11	\$892.11	\$34,107.89	\$258.63	\$33,849.26	96.71%
100.211.6000000.0000.000	Other Objects	\$0.00	\$400.00	\$400.00	\$400.00	\$400.00	\$0.00	\$0.00	\$0.00	0.00%
FUNCTION: Attendance and Social Work Services - 211		\$2,447,998.36	\$0.00	\$2,447,998.36	\$203,338.93	\$203,338.93	\$2,244,659.43	\$2,253,765.95	(\$9,106.52)	-0.37%
100.212.1000000.0000.000	Salaries	\$3,926,368.39	\$0.00	\$3,926,368.39	\$304,426.44	\$304,426.44	\$3,621,941.95	\$3,691,262.80	(\$69,320.85)	-1.77%
100.212.2000000.0000.000	Employee Benefits	\$1,810,093.63	\$0.00	\$1,810,093.63	\$141,877.09	\$141,877.09	\$1,668,216.54	\$1,703,174.55	(\$34,958.01)	-1.93%
100.212.3000000.0000.000	Purchased Services	\$2,300.00	\$0.00	\$2,300.00	\$1,754.66	\$1,754.66	\$545.34	\$49.50	\$495.84	21.56%
100.212.4000000.0000.000	Supplies and Materials	\$52,764.00	\$0.00	\$52,764.00	\$7,536.76	\$7,536.76	\$45,227.24	(\$2,763.25)	\$47,990.49	90.95%
FUNCTION: Guidance Services - 212		\$5,791,526.02	\$0.00	\$5,791,526.02	\$455,594.95	\$455,594.95	\$5,335,931.07	\$5,391,723.60	(\$55,792.53)	-0.96%
100.213.1000000.0000.000	Salaries	\$2,485,137.50	\$0.00	\$2,485,137.50	\$108,507.24	\$108,507.24	\$2,376,630.26	\$2,194,963.10	\$181,667.16	7.31%
100.213.2000000.0000.000	Employee Benefits	\$1,323,869.94	\$0.00	\$1,323,869.94	\$54,199.45	\$54,199.45	\$1,269,670.49	\$1,106,055.61	\$163,614.88	12.36%
100.213.3000000.0000.000	Purchased Services	\$130,000.00	\$0.00	\$130,000.00	\$0.00	\$0.00	\$130,000.00	\$0.00	\$130,000.00	100.00%
100.213.4000000.0000.000	Supplies and Materials	\$52,869.00	\$0.00	\$52,869.00	\$8,713.02	\$8,713.02	\$44,155.98	(\$4,918.26)	\$49,074.24	92.82%

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100.213.6000000.0000.000	Other Objects	\$245.00	\$0.00	\$245.00	\$0.00	\$0.00	\$245.00	\$0.00	\$245.00	100.00%
	FUNCTION: Health Services - 213	\$3,992,121.44	\$0.00	\$3,992,121.44	\$171,419.71	\$171,419.71	\$3,820,701.73	\$3,296,100.45	\$524,601.28	13.14%
100.214.1000000.0000.000	Salaries	\$1,237,986.00	\$0.00	\$1,237,986.00	\$93,917.90	\$93,917.90	\$1,144,068.10	\$997,243.91	\$146,824.19	11.86%
100.214.2000000.0000.000	Employee Benefits	\$553,047.72	\$0.00	\$553,047.72	\$41,986.24	\$41,986.24	\$511,061.48	\$441,549.21	\$69,512.27	12.57%
100.214.3000000.0000.000	Purchased Services	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
100.214.4000000.0000.000	Supplies and Materials	\$5,850.00	\$0.00	\$5,850.00	\$0.00	\$0.00	\$5,850.00	\$782.66	\$5,067.34	86.62%
	FUNCTION: Psychological Services - 214	\$1,821,883.72	\$0.00	\$1,821,883.72	\$135,904.14	\$135,904.14	\$1,685,979.58	\$1,439,575.78	\$246,403.80	13.52%
100.217.1000000.0000.000	Salaries	\$536,313.21	\$0.00	\$536,313.21	\$15,716.00	\$15,716.00	\$520,597.21	\$78,579.94	\$442,017.27	82.42%
100.217.2000000.0000.000	Employee Benefits	\$311,907.45	\$0.00	\$311,907.45	\$7,605.36	\$7,605.36	\$304,302.09	\$38,026.79	\$266,275.30	85.37%
	FUNCTION: Career Specialist Services - 217	\$848,220.66	\$0.00	\$848,220.66	\$23,321.36	\$23,321.36	\$824,899.30	\$116,606.73	\$708,292.57	83.50%
100.220.2000000.0000.000	Benefits	(\$0.17)	\$0.00	(\$0.17)	\$0.00	\$0.00	(\$0.17)	\$0.00	(\$0.17)	100.00%
	FUNCTION: Instructional Staff Services - 220	(\$0.17)	\$0.00	(\$0.17)	\$0.00	\$0.00	(\$0.17)	\$0.00	(\$0.17)	100.00%
100.221.1000000.0000.000	Salaries	\$2,440,814.32	\$0.00	\$2,440,814.32	\$269,977.50	\$269,977.50	\$2,170,836.82	\$2,199,075.06	(\$28,238.24)	-1.16%
100.221.2000000.0000.000	Employee Benefits	\$1,038,186.35	\$0.00	\$1,038,186.35	\$115,300.29	\$115,300.29	\$922,886.06	\$937,416.89	(\$14,530.83)	-1.40%
100.221.3000000.0000.000	Purchased Services	\$403,000.00	\$0.00	\$403,000.00	\$18,643.41	\$18,643.41	\$384,356.59	\$5,664.33	\$378,692.26	93.97%
100.221.4000000.0000.000	Supplies and Materials	\$287,500.00	\$0.00	\$287,500.00	\$153,727.56	\$153,727.56	\$133,772.44	\$347,548.83	(\$213,776.39)	-74.36%
100.221.6000000.0000.000	Other Objects	\$31,077.00	\$0.00	\$31,077.00	\$31,250.00	\$31,250.00	(\$173.00)	\$0.00	(\$173.00)	-0.56%
	FUNCTION: Improvement of Instruction Curriculum Development - 221	\$4,200,577.67	\$0.00	\$4,200,577.67	\$588,898.76	\$588,898.76	\$3,611,678.91	\$3,489,705.11	\$121,973.80	2.90%
100.222.1000000.0000.000	Salaries	\$2,130,385.47	\$0.00	\$2,130,385.47	\$86,318.27	\$86,318.27	\$2,044,067.20	\$1,977,172.45	\$66,894.75	3.14%
100.222.2000000.0000.000	Employee Benefits	\$1,033,031.34	\$0.00	\$1,033,031.34	\$43,314.18	\$43,314.18	\$989,717.16	\$972,632.22	\$17,084.94	1.65%
100.222.3000000.0000.000	Purchased Services	\$0.00	\$395.00	\$395.00	\$395.00	\$395.00	\$0.00	\$0.00	\$0.00	0.00%
100.222.4000000.0000.000	Supplies and Materials	\$425,882.00	(\$395.00)	\$425,487.00	\$40,226.52	\$40,226.52	\$385,260.48	\$41,075.18	\$344,185.30	80.89%
100.222.6000000.0000.000	Other Objects	\$175.00	\$0.00	\$175.00	\$0.00	\$0.00	\$175.00	\$0.00	\$175.00	100.00%
	FUNCTION: Library and Media Services - 222	\$3,589,473.81	\$0.00	\$3,589,473.81	\$170,253.97	\$170,253.97	\$3,419,219.84	\$2,990,879.85	\$428,339.99	11.93%
100.223.1000000.0000.000	Salaries	\$1,245,380.75	\$0.00	\$1,245,380.75	\$160,987.40	\$160,987.40	\$1,084,393.35	\$953,736.87	\$130,656.48	10.49%
100.223.2000000.0000.000	Employee Benefits	\$594,888.23	\$0.00	\$594,888.23	\$66,528.29	\$66,528.29	\$528,359.94	\$402,460.74	\$125,899.20	21.16%
100.223.3000000.0000.000	Purchased Services	\$0.00	\$0.00	\$0.00	\$133.42	\$133.42	(\$133.42)	\$0.00	(\$133.42)	0.00%
100.223.4000000.0000.000	Supplies and Materials	\$6,323.00	\$0.00	\$6,323.00	\$1,955.53	\$1,955.53	\$4,367.47	(\$937.06)	\$5,304.53	83.89%
100.223.6000000.0000.000	Other Objects	\$500.00	\$680.00	\$1,180.00	\$800.00	\$800.00	\$380.00	\$0.00	\$380.00	32.20%
	FUNCTION: Supervision of Special Programs - 223	\$1,847,091.98	\$680.00	\$1,847,771.98	\$230,404.64	\$230,404.64	\$1,617,367.34	\$1,355,260.55	\$262,106.79	14.19%
100.224.3000000.0000.000	Purchased Services	\$60,510.27	\$0.00	\$60,510.27	\$6,227.30	\$6,227.30	\$54,282.97	\$0.00	\$54,282.97	89.71%
100.224.4000000.0000.000	Supplies and Materials	\$3,400.00	\$0.00	\$3,400.00	\$140.94	\$140.94	\$3,259.06	(\$140.94)	\$3,400.00	100.00%

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2023-2024

From Date: 7/1/2023

To Date: 8/31/2023

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
FUNCTION: Improvement of Instruction Inservice & Staff Train - 224		\$63,910.27	\$0.00	\$63,910.27	\$6,368.24	\$6,368.24	\$57,542.03	(\$140.94)	\$57,682.97	90.28%
100.230.2000000.0000.000	Benefits	\$0.46	\$0.00	\$0.46	\$0.00	\$0.00	\$0.46	\$0.00	\$0.46	100.00%
FUNCTION: General Administration Services - 230		\$0.46	\$0.00	\$0.46	\$0.00	\$0.00	\$0.46	\$0.00	\$0.46	100.00%
100.231.1000000.0000.000	Salaries	\$59,076.00	\$0.00	\$59,076.00	\$11,487.00	\$11,487.00	\$47,589.00	\$57,435.00	(\$9,846.00)	-16.67%
100.231.2000000.0000.000	Employee Benefits	\$16,984.37	\$0.00	\$16,984.37	\$3,935.26	\$3,935.26	\$13,049.11	\$20,237.08	(\$7,187.97)	-42.32%
100.231.3000000.0000.000	Purchased Services	\$495,000.00	\$0.00	\$495,000.00	\$61,893.27	\$61,893.27	\$433,106.73	\$0.00	\$433,106.73	87.50%
100.231.6000000.0000.000	Other Objects	\$658,054.80	\$0.00	\$658,054.80	\$323,442.00	\$323,442.00	\$334,612.80	\$0.00	\$334,612.80	50.85%
FUNCTION: Board of Education - 231		\$1,229,115.17	\$0.00	\$1,229,115.17	\$400,757.53	\$400,757.53	\$828,357.64	\$77,672.08	\$750,685.56	61.08%
100.232.1000000.0000.000	Salaries	\$303,806.40	\$0.00	\$303,806.40	\$50,423.20	\$50,423.20	\$253,383.20	\$285,341.12	(\$31,957.92)	-10.52%
100.232.2000000.0000.000	Employee Benefits	\$121,726.77	\$0.00	\$121,726.77	\$19,002.72	\$19,002.72	\$102,724.05	\$42,631.54	\$60,092.51	49.37%
100.232.3000000.0000.000	Purchased Services	\$32,100.00	\$0.00	\$32,100.00	\$1,977.76	\$1,977.76	\$30,122.24	\$1,963.20	\$28,159.04	87.72%
100.232.4000000.0000.000	Supplies and Materials	\$29,000.00	\$0.00	\$29,000.00	\$1,450.87	\$1,450.87	\$27,549.13	(\$703.29)	\$28,252.42	97.42%
100.232.6000000.0000.000	Other Objects	\$2,500.00	\$0.00	\$2,500.00	\$1,420.00	\$1,420.00	\$1,080.00	\$0.00	\$1,080.00	43.20%
FUNCTION: Office of Superintendent - 232		\$489,133.17	\$0.00	\$489,133.17	\$74,274.55	\$74,274.55	\$414,858.62	\$329,232.57	\$85,626.05	17.51%
100.233.1000000.0000.000	Salaries	\$12,508,548.32	\$0.00	\$12,508,548.32	\$1,554,205.83	\$1,554,205.83	\$10,954,342.49	\$10,564,121.79	\$390,220.70	3.12%
100.233.2000000.0000.000	Employee Benefits	\$5,473,509.16	\$0.00	\$5,473,509.16	\$698,803.17	\$698,803.17	\$4,774,705.99	\$4,796,601.97	(\$21,895.98)	-0.40%
100.233.3000000.0000.000	Purchased Services	\$193,570.00	\$12,500.00	\$206,070.00	\$14,533.93	\$14,533.93	\$191,536.07	\$12,381.87	\$179,154.20	86.94%
100.233.4000000.0000.000	Supplies and Materials	\$268,104.00	(\$49.00)	\$268,055.00	\$103,243.67	\$103,243.67	\$164,811.33	\$3,539.59	\$161,271.74	60.16%
100.233.6000000.0000.000	Other Objects	\$22,751.00	\$49.00	\$22,800.00	\$16,720.00	\$16,720.00	\$6,080.00	\$175.00	\$5,905.00	25.90%
FUNCTION: School Administration - 233		\$18,466,482.48	\$12,500.00	\$18,478,982.48	\$2,387,506.60	\$2,387,506.60	\$16,091,475.88	\$15,376,820.22	\$714,655.66	3.87%
100.251.1000000.0000.000	Salaries	\$160,551.76	\$0.00	\$160,551.76	\$1,716.94	\$1,716.94	\$158,834.82	\$67,775.46	\$91,059.36	56.72%
100.251.2000000.0000.000	Employee Benefits	\$103,398.57	\$0.00	\$103,398.57	\$571.97	\$571.97	\$102,826.60	\$20,914.10	\$81,912.50	79.22%
100.251.3000000.0000.000	Purchased Services	\$337,600.00	\$0.00	\$337,600.00	\$0.00	\$0.00	\$337,600.00	\$261,595.00	\$76,005.00	22.51%
100.251.4000000.0000.000	Supplies and Materials	\$23,750.00	\$0.00	\$23,750.00	\$0.00	\$0.00	\$23,750.00	\$0.00	\$23,750.00	100.00%
FUNCTION: Student Transportation (Federal/District Mandated) - 251		\$625,300.33	\$0.00	\$625,300.33	\$2,288.91	\$2,288.91	\$623,011.42	\$350,284.56	\$272,726.86	43.62%
100.252.1000000.0000.000	Salaries	\$1,053,802.14	\$0.00	\$1,053,802.14	\$176,059.20	\$176,059.20	\$877,742.94	\$903,561.91	(\$25,818.97)	-2.45%
100.252.2000000.0000.000	Employee Benefits	\$494,513.98	\$0.00	\$494,513.98	\$81,566.25	\$81,566.25	\$412,947.73	\$385,299.93	\$27,647.80	5.59%
100.252.3000000.0000.000	Purchased Services	\$65,000.00	\$0.00	\$65,000.00	\$12,259.15	\$12,259.15	\$52,740.85	\$11,230.23	\$41,510.62	63.86%
100.252.4000000.0000.000	Supplies and Materials	\$15,000.00	\$0.00	\$15,000.00	\$544.43	\$544.43	\$14,455.57	\$1,450.56	\$13,005.01	86.70%
100.252.5000000.0000.000	Capital Outlay	\$12,964.00	\$0.00	\$12,964.00	\$0.00	\$0.00	\$12,964.00	\$0.00	\$12,964.00	100.00%
100.252.6000000.0000.000	Other Objects	\$5,000.00	\$0.00	\$5,000.00	\$880.00	\$880.00	\$4,120.00	(\$315.00)	\$4,435.00	88.70%
FUNCTION: Fiscal Services - 252		\$1,646,280.12	\$0.00	\$1,646,280.12	\$271,309.03	\$271,309.03	\$1,374,971.09	\$1,301,227.63	\$73,743.46	4.48%

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2023-2024

From Date: 7/1/2023

To Date: 8/31/2023

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.253.3000000.0000.000	Purchased Services	\$7,500.00	\$0.00	\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$7,500.00	100.00%
100.253.4000000.0000.000	Supplies and Materials	\$15,000.00	\$0.00	\$15,000.00	\$33.40	\$33.40	\$14,966.60	\$200.00	\$14,766.60	98.44%
100.253.5000000.0000.000	Capital Outlay	\$1,500,000.00	\$0.00	\$1,500,000.00	\$0.00	\$0.00	\$1,500,000.00	\$0.00	\$1,500,000.00	100.00%
FUNCTION: Facilities Acquisition and Construction - 253		\$1,522,500.00	\$0.00	\$1,522,500.00	\$33.40	\$33.40	\$1,522,466.60	\$200.00	\$1,522,266.60	99.98%
100.254.1000000.0000.000	Salaries	\$7,709,764.15	\$0.00	\$7,709,764.15	\$1,155,318.10	\$1,155,318.10	\$6,554,446.05	\$5,806,043.36	\$748,402.69	9.71%
100.254.2000000.0000.000	Employee Benefits	\$4,122,390.26	\$0.00	\$4,122,390.26	\$622,951.23	\$622,951.23	\$3,499,439.03	\$2,989,677.60	\$509,761.43	12.37%
100.254.3000000.0000.000	Purchased Services	\$6,450,185.36	\$4,500.00	\$6,454,685.36	\$1,140,682.33	\$1,140,682.33	\$5,314,003.03	\$3,948,008.82	\$1,365,994.21	21.16%
100.254.4000000.0000.000	Supplies and Materials	\$6,012,815.00	(\$4,500.00)	\$6,008,315.00	\$316,119.33	\$316,119.33	\$5,692,195.67	\$4,353,666.06	\$1,338,529.61	22.28%
100.254.5000000.0000.000	Capital Outlay	\$39,510.00	\$0.00	\$39,510.00	\$0.00	\$0.00	\$39,510.00	\$47,268.38	(\$7,758.38)	-19.64%
100.254.6000000.0000.000	Other Objects	\$1,000.00	\$0.00	\$1,000.00	\$400.00	\$400.00	\$600.00	\$0.00	\$600.00	60.00%
FUNCTION: Operation and Maintenance of Plant - 254		\$24,335,664.77	\$0.00	\$24,335,664.77	\$3,235,470.99	\$3,235,470.99	\$21,100,193.78	\$17,144,664.22	\$3,955,529.56	16.25%
100.255.1000000.0000.000	Salaries	\$4,725,513.94	\$0.00	\$4,725,513.94	\$404,713.08	\$404,713.08	\$4,320,800.86	\$4,487,671.99	(\$166,871.13)	-3.53%
100.255.2000000.0000.000	Employee Benefits	\$2,494,366.99	\$0.00	\$2,494,366.99	\$174,691.37	\$174,691.37	\$2,319,675.62	\$2,129,185.44	\$190,490.18	7.64%
100.255.3000000.0000.000	Purchased Services	\$175,623.00	\$0.00	\$175,623.00	\$16,448.68	\$16,448.68	\$159,174.32	\$104,575.41	\$54,598.91	31.09%
100.255.4000000.0000.000	Supplies and Materials	\$55,050.00	\$0.00	\$55,050.00	\$7,968.77	\$7,968.77	\$47,081.23	(\$2,128.27)	\$49,209.50	89.39%
FUNCTION: Student Transportation (State Mandated) - 255		\$7,450,553.93	\$0.00	\$7,450,553.93	\$603,821.90	\$603,821.90	\$6,846,732.03	\$6,719,304.57	\$127,427.46	1.71%
100.257.1000000.0000.000	Salaries	\$280,950.90	\$0.00	\$280,950.90	\$45,913.80	\$45,913.80	\$235,037.10	\$229,568.96	\$5,468.14	1.95%
100.257.2000000.0000.000	Employee Benefits	\$124,138.73	\$0.00	\$124,138.73	\$20,918.61	\$20,918.61	\$103,220.12	\$105,720.99	(\$2,500.87)	-2.01%
100.257.3000000.0000.000	Purchased Services	\$495,842.36	\$0.00	\$495,842.36	\$44,328.11	\$44,328.11	\$451,514.25	\$1,572.68	\$449,941.57	90.74%
100.257.4000000.0000.000	Supplies and Materials	\$2,946.00	\$0.00	\$2,946.00	\$3,273.08	\$3,273.08	(\$327.08)	(\$2,881.11)	\$2,554.03	86.69%
FUNCTION: Internal Services - 257		\$903,877.99	\$0.00	\$903,877.99	\$114,433.60	\$114,433.60	\$789,444.39	\$333,981.52	\$455,462.87	50.39%
100.258.1000000.0000.000	Salaries	\$278,560.60	\$0.00	\$278,560.60	\$46,644.08	\$46,644.08	\$231,916.52	\$233,807.74	(\$1,891.22)	-0.68%
100.258.2000000.0000.000	Employee Benefits	\$144,629.09	\$0.00	\$144,629.09	\$18,262.36	\$18,262.36	\$126,366.73	\$91,358.50	\$35,008.23	24.21%
100.258.3000000.0000.000	Purchased Services	\$2,445,273.00	\$0.00	\$2,445,273.00	\$16,161.52	\$16,161.52	\$2,429,111.48	\$169,940.13	\$2,259,171.35	92.39%
100.258.4000000.0000.000	Supplies and Materials	\$30,000.00	\$0.00	\$30,000.00	\$409.11	\$409.11	\$29,590.89	\$0.00	\$29,590.89	98.64%
100.258.5000000.0000.000	Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,932.06	(\$6,932.06)	0.00%
FUNCTION: Security - 258		\$2,898,462.69	\$0.00	\$2,898,462.69	\$81,477.07	\$81,477.07	\$2,816,985.62	\$502,038.43	\$2,314,947.19	79.87%
100.259.1000000.0000.000	Salaries	\$73,344.00	\$0.00	\$73,344.00	\$0.00	\$0.00	\$73,344.00	\$0.00	\$73,344.00	100.00%
100.259.2000000.0000.000	Employee Benefits	\$33,057.47	\$0.00	\$33,057.47	\$0.00	\$0.00	\$33,057.47	\$0.00	\$33,057.47	100.00%
FUNCTION: Internal Auditing Services - 259		\$106,401.47	\$0.00	\$106,401.47	\$0.00	\$0.00	\$106,401.47	\$0.00	\$106,401.47	100.00%
100.262.1000000.0000.000	Salaries	\$786,646.93	\$0.00	\$786,646.93	\$133,007.71	\$133,007.71	\$653,639.22	\$660,760.18	(\$7,120.96)	-0.91%
100.262.2000000.0000.000	Employee Benefits	\$331,136.24	\$0.00	\$331,136.24	\$54,796.62	\$54,796.62	\$276,339.62	\$275,929.72	\$409.90	0.12%

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2023-2024

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To Date: 8/31/2023

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.262.3000000.0000.000	Purchased Services	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.00%
	FUNCTION: Planning - 262	\$1,137,783.17	\$0.00	\$1,137,783.17	\$187,804.33	\$187,804.33	\$949,978.84	\$936,689.90	\$13,288.94	1.17%
100.263.1000000.0000.000	Salaries	\$427,554.98	\$0.00	\$427,554.98	\$64,604.69	\$64,604.69	\$362,950.29	\$368,106.00	(\$5,155.71)	-1.21%
100.263.2000000.0000.000	Employee Benefits	\$198,810.06	\$0.00	\$198,810.06	\$29,154.46	\$29,154.46	\$169,655.60	\$149,461.40	\$20,194.20	10.16%
100.263.3000000.0000.000	Purchased Services	\$80,000.00	\$0.00	\$80,000.00	\$8,985.36	\$8,985.36	\$71,014.64	\$82,378.09	(\$11,363.45)	-14.20%
100.263.4000000.0000.000	Supplies and Materials	\$60,000.00	\$0.00	\$60,000.00	\$9,117.68	\$9,117.68	\$50,882.32	(\$4,320.62)	\$55,202.94	92.00%
100.263.6000000.0000.000	Other Objects	\$4,500.00	\$0.00	\$4,500.00	(\$4,495.00)	(\$4,495.00)	\$8,995.00	(\$355.00)	\$9,350.00	207.78%
	FUNCTION: Information Services - 263	\$770,865.04	\$0.00	\$770,865.04	\$107,367.19	\$107,367.19	\$663,497.85	\$595,269.87	\$68,227.98	8.85%
100.264.1000000.0000.000	Salaries	\$796,729.22	\$0.00	\$796,729.22	\$128,667.84	\$128,667.84	\$668,061.38	\$672,565.71	(\$4,504.33)	-0.57%
100.264.2000000.0000.000	Employee Benefits	\$358,559.04	\$0.00	\$358,559.04	\$54,899.12	\$54,899.12	\$303,659.92	\$233,404.52	\$70,255.40	19.59%
100.264.3000000.0000.000	Purchased Services	\$35,000.00	\$0.00	\$35,000.00	\$2,494.16	\$2,494.16	\$32,505.84	\$8,305.48	\$24,200.36	69.14%
100.264.4000000.0000.000	Supplies and Materials	\$30,402.00	\$0.00	\$30,402.00	\$3,436.04	\$3,436.04	\$26,965.96	(\$2,178.59)	\$29,144.55	95.86%
100.264.6000000.0000.000	Other Objects	\$0.00	\$0.00	\$0.00	\$600.00	\$600.00	(\$600.00)	\$0.00	(\$600.00)	0.00%
	FUNCTION: Staff Services - 264	\$1,220,690.26	\$0.00	\$1,220,690.26	\$190,097.16	\$190,097.16	\$1,030,593.10	\$912,097.12	\$118,495.98	9.71%
100.266.1000000.0000.000	Salaries	\$1,793,098.58	\$0.00	\$1,793,098.58	\$292,922.44	\$292,922.44	\$1,500,176.14	\$1,389,189.85	\$110,986.29	6.19%
100.266.2000000.0000.000	Employee Benefits	\$749,534.80	\$0.00	\$749,534.80	\$125,147.43	\$125,147.43	\$624,387.37	\$572,756.72	\$51,630.65	6.89%
100.266.3000000.0000.000	Purchased Services	\$1,543,867.00	\$0.00	\$1,543,867.00	\$354,784.01	\$354,784.01	\$1,189,082.99	\$171,732.04	\$1,017,350.95	65.90%
100.266.4000000.0000.000	Supplies and Materials	\$50,000.00	\$0.00	\$50,000.00	\$34,902.54	\$34,902.54	\$15,097.46	\$96.20	\$15,001.26	30.00%
100.266.6000000.0000.000	Other Objects	\$200.00	\$0.00	\$200.00	\$200.00	\$200.00	\$0.00	\$0.00	\$0.00	0.00%
	FUNCTION: Technology and Data Processing Services - 266	\$4,136,700.38	\$0.00	\$4,136,700.38	\$807,956.42	\$807,956.42	\$3,328,743.96	\$2,133,774.81	\$1,194,969.15	28.89%
100.271.1000000.0000.000	Salaries	\$2,069,538.96	\$0.00	\$2,069,538.96	\$158,534.67	\$158,534.67	\$1,911,004.29	\$1,348,006.34	\$562,997.95	27.20%
100.271.2000000.0000.000	Employee Benefits	\$752,679.44	\$0.00	\$752,679.44	\$63,457.59	\$63,457.59	\$689,221.85	\$505,682.27	\$183,539.58	24.38%
100.271.3000000.0000.000	Purchased Services	\$218,278.00	\$0.00	\$218,278.00	\$169,266.00	\$169,266.00	\$49,012.00	\$930.00	\$48,082.00	22.03%
100.271.4000000.0000.000	Supplies and Materials	\$21,600.00	\$0.00	\$21,600.00	\$5,147.35	\$5,147.35	\$16,452.65	\$0.00	\$16,452.65	76.17%
100.271.6000000.0000.000	Other Objects	\$435,000.00	\$0.00	\$435,000.00	\$435,000.00	\$435,000.00	\$0.00	\$0.00	\$0.00	0.00%
	FUNCTION: Pupil Service Activities - 271	\$3,497,096.40	\$0.00	\$3,497,096.40	\$831,405.61	\$831,405.61	\$2,665,690.79	\$1,854,618.61	\$811,072.18	23.19%
100.350.1000000.0000.000	Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$98,264.26	(\$98,264.26)	0.00%
100.350.2000000.0000.000	Employee Benefits	\$0.00	\$0.00	\$0.00	\$7,422.32	\$7,422.32	(\$7,422.32)	\$37,111.62	(\$44,533.94)	0.00%
	FUNCTION: Custody and Care of Children - 350	\$0.00	\$0.00	\$0.00	\$7,422.32	\$7,422.32	(\$7,422.32)	\$135,375.88	(\$142,798.20)	0.00%
100.412.7000000.0000.000	Transfers	\$30,000.00	\$0.00	\$30,000.00	(\$1,083.03)	(\$1,083.03)	\$31,083.03	\$0.00	\$31,083.03	103.61%
	FUNCTION: Payments to Other Governmental Units - 412	\$30,000.00	\$0.00	\$30,000.00	(\$1,083.03)	(\$1,083.03)	\$31,083.03	\$0.00	\$31,083.03	103.61%
100.425.7000000.0000.000	Transfers	\$250,455.00	\$0.00	\$250,455.00	\$0.00	\$0.00	\$250,455.00	\$0.00	\$250,455.00	100.00%

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2023-2024

From Date: 7/1/2023

To Date: 8/31/2023

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
FUNCTION: Transfer to Food Service Fund - 425		\$250,455.00	\$0.00	\$250,455.00	\$0.00	\$0.00	\$250,455.00	\$0.00	\$250,455.00	100.00%
Grand Total:		\$232,018,414.78	\$0.00	\$232,018,414.78	\$17,355,919.86	\$17,355,919.86	\$214,662,494.92	\$195,927,667.04	\$18,734,827.88	8.07%

End of Report



MEMORANDUM

To: Members of the Board of Trustees

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

Date: October 19, 2023

Re: October 23, 2023 Board Meeting
Action 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 approve 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

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

Local Revenue	\$1,131,739
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Interest Income	\$1,529,834
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State Revenue	\$1,730,551
---------------	-------------

Indirect Cost Transfer	\$505,643
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Miscellaneous	<u>\$375,541</u>
---------------	------------------

	\$5,273,308
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FY2023 Projected Revenue	\$218,985,276
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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 Retention Incentive - 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: Tina McCaskill 
Chief Academic Officer

Date: October 17, 2023

Re: October 23, 2023 Board Meeting
Action Item
Second and Final Reading of Potential Revisions to Board Policy IKF "Graduation Requirements"

Item: Second and Final 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 revisions to Board Policy IKF "Graduation Requirements".

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 59-29-240](#) - 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:

[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



Policy IKF Graduation Requirements

Issued 5/19

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[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 59-29-240](#) - 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:

[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

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, <u>et seq.</u>	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.S. Code of Laws

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.



EXHIBIT I

MEMORANDUM

To: Members of the Board of Trustees

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

From: Dr. Michael R. Harris

Date: October 17, 2023

Re: October 23, 2023 Board Meeting, First Reading
New Board Policy JICFB
"Gavin's Law Implementation"

Item: First Reading 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 the first reading of the New Policy JICFB "Gavin's Law Implementation" to proceed to the second and final reading at the November 13, 2023 board meeting.

Attachments: SCSBA Model Policy JICFB

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"We Love and Grow Our Students!"

FIRST READING OF NEW BOARD POLICY – OCTOBER 23, 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
Chief Human Resources Officer

Date: October 18, 2023

Re: October 23, 2023 Board Meeting
Action Item
First Reading of Proposed Revisions to Board Policy GBEB "Staff Conduct"

Item: First Reading of Proposed Revisions to Board Policy GBEB "Staff Conduct"

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 approve the first reading of the proposed revisions to Board Policy GBEB "Staff Conduct" and proceed to the second and final reading at the November 13, 2023, board meeting.

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

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

FIRST READING OF PROPOSED REVISIONS TO BOARD POLICY – OCTOBER 23, 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.~~

PAGE 3 – GBEB – STAFF CONDUCT

~~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.~~

PAGE 4 – GBEB – STAFF CONDUCT

- ~~• 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.



Memorandum

To: Members of the Board of Trustees

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

Date: October 19, 2023

Re: October 23, 2023 Board Meeting
Action Item
Approval of Extension for Review Term - District Review Committee

Item: Library/Media Center Challenged Material "A Court of Mist and Fury"

Background: This text is 656 pages and half of the committee requested additional time.

Recommendation The administration recommends that the Board of Trustees approve the extension of the District Review Committee's reporting deadline from November 8, 2023 to November 30, 2023 to allow all members adequate time to read the full text.

I will be present at the Board Meeting to answer any questions you may have regarding this information.

AERsr:aw

Policy KEC Library/Media Center Materials Selection and Reconsideration Process

Issued 6/22

Purpose

To establish direction for selection and use of library/media center materials and the basic structure of handling questioned or challenged library/media center materials.

Role of the School Library/Media Center Professionals

The function of the school library/media center is to support and enrich the instructional program and recreational reading needs of the school and must provide a broad range of materials.

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

The school librarian will identify, order, and organize materials that will implement, enrich, and support the educational program of the school district. Principals, teachers, supervisors, students, and members of the community may give suggestions, recommendations, and other assistance.

Materials Selection Criteria

Materials should be consistent with the district's general educational goals and the educational goals and objectives of each individual school. Consideration should be given for purchase based on the work as a whole and on the basis of the following:

1. educational significance;
2. appropriateness for students in each school, such as grade and age level;
3. needs of the school and value to the collection;
4. reputation and significance of author and producer;
5. clarity, adequacy, and scope of text;
6. validity, accuracy, objectivity, currency, and appropriateness of text;
7. organization and presentation of contents;
8. high degree of readability and/or comprehensibility;
9. high artistic quality and/or literary style; and
10. value commensurate with cost;
11. included in the South Carolina Department of Education's approved selection aid.

The school librarian shall use their professional training and expertise to evaluate the existing collection and consult reputable, unbiased, professionally prepared selection aides approved by the South Carolina Department of Education (SCDOE) when selecting materials for the library/media centers.

A list of all library books and materials will be easily accessible to parents/guardians or members of the community via access to the district's website. A notice of newly added materials will be easily identifiable.

Procedures for Handling Questioned or Challenged Library/Media Center Materials

Any individual residing within the attendance area of the school district or who has a child who attends a school in the school district may lodge a complaint against any material used in the school library/media center within the district by filing an official materials challenge.

A student who objects to or finds offensive any material located in the library/media center should be provided alternatives. If the student's complaint cannot be resolved satisfactorily during an informal conference with the

principal and school librarian or teacher concerned, then an official materials challenge shall be filed.

A materials challenge shall be filed by completing and returning to the principal of the school in which the material is being used a form entitled "Reconsideration of Library/Media Center Materials Form". (See attached for sample form.) A separate form must be completed for each material being requested for reconsideration. This form shall be attached to this policy, posted prominently on the district website, and available upon request at schools.

To evaluate the challenged resource(s), the Superintendent shall annually appoint a review committee composed of an odd number of individuals. Depending on the membership size of the district, there may be a school level and/or district level committee established. The composition of this committee will have more non-district employed members than district personnel. An example of an appropriate composition for the committee(s) is the following:

1. The district supervisor of library media services (if applicable);
2. One school library media specialist within the district/school;
3. One teacher within the district/school;
4. One or more non-district employed parents representing a school family other than complainant;
5. One principal within the district/school; and
6. One or more non-district employed members of a School Improvement Council within the district/school.

Members of the committee shall read the materials referred to them in its entirety. Pending review by the committee, the challenged books or materials shall be withdrawn for use throughout the district.

The committee shall complete its review and issue a report within 30 business days after receipt of the complaint. A copy in writing shall be sent to the complainant, the district Superintendent, and the local board.

If the materials are deemed to be inappropriate, the district must ensure no other copies exist in circulation within the district for the school level(s) in which it is found to be inappropriate. If the materials are deemed to be acceptable and appropriate, the district must immediately place such materials back into circulation.

The complainant may appeal the committee's decision to the board. It will be placed on the next full board meeting agenda and presented to the board by a review committee representative and the complainant with equal measure of time for the board to make an informed decision of whether to uphold the committee's report or remove the challenged materials.

The committee's decision, and if applicable, the board's review, regarding the appropriateness of a book or reading material cannot be challenged again until the expiration of five years from the original challenge date.

Adopted 3/17/75; Revised 6/7/82, 4/16/90, 9/23/13, 6/13/22

School District Five of Lexington and Richland Counties

AR KEC-R Library/Media Center Materials Reconsideration Process

Issued 11/22

The Superintendent will appoint a district review committee annually to evaluate all challenges to Library/Media Center Materials.

The principal will submit the "Reconsideration of Library/Media Center Materials Form" (form KEC-E) to the Chief of Academics and Administration. The district review committee shall complete its review and issue a report within 30 business days after receipt of the complaint.

As a part of the review process, the committee may invite the complainant to appear before it to discuss the nature of the complaint. Following their review, a copy in writing shall be sent to the complainant, the district Superintendent, and the local board.

The complainant may appeal the committee's decisions in writing through the superintendent to the board.

Instructions to Evaluating Committees

The board directs the district review committee to bear in mind the principles of the freedom to learn and to read. The committees must base their decisions on these principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

The committee should study all materials thoroughly and read available reviews. The committee should check the general acceptance of the materials by consulting standard evaluation aids and local holdings in other schools.

The committee must not pull passages or parts out of context. The committee must weigh values and faults against each other and base its opinions on the material as a whole.

Should a committee recommend the removal of a book, the committee's final report must demonstrate that its decision was not intended to remove books to deny students' access to ideas which committee members find to be repugnant. Such an intention would violate Constitutional standards. The committee must further demonstrate that the books in question are not educationally suitable.

The committee report, reflecting the majority opinion, will be given to the complainant, the district Superintendent, and the local board at the conclusion of the committee's discussion on the questioned materials.

The following is the suggested format or outline for report from evaluating committee.

- list of committee members and their positions
- statement ensuring that each committee member read the material in its entirety
- list of review source(s) consulted
- statement of majority opinion
- committee's final decision

Issued 6/7/82; Revised 8/15/82, 4/16/90, 9/23/13, 11/21/22

School District Five of Lexington and Richland Counties



MEMORANDUM

To: Members of the Board of Trustees

From: Maddison Paul,
Chief Financial Officer 

Date: October 19, 2023

Re: October 23, 2023 Board Meeting
Discussion Item
Realtor/Brokerage Listing for 2023-2024

Item: Realtor/Brokerage Listing 2023-2024

Background: Brokerage services are exempt from the procurement code under section 710 but require Board approval under item 6 of the listing of exemptions. The District recommends approving the listing of realtors/brokerage firms annually similar to the approval process of attorneys. The administration reached out to several local realty and brokerage companies to request information and gauge interest in working with the District. The attached listing includes the companies that responded to this request. With Board approval, the District would request to work with one or more of the companies attached during fiscal year 2023-2024.

Attachments
Realtor Listing 2023-2024


Real Estate Brokers

1. NAI Columbia
2. Mabry Commercial Properties
3. Collier's International South Carolina



Memorandum

To: Members of the Board of Trustees

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

Date: October 19, 2023

Re: October 23, 2023 Board Meeting
Discussion Item
Discussion of Proposed Revisions to Board Policy AE "Accountability/Commitment to Accomplishment"

Item: Revisions to Board Policy AE "Accountability/Commitment to Accomplishment"

Background: To establish the board's vision for school district goals, aligning with the current Strategic Plan (2022-23 to 2026-27).

Recommendation The administration recommends that the Board of Trustees discuss the recommended revisions to Board Policy AE "Accountability/Commitment to Accomplishment."

I will be present at the Board Meeting to answer any questions you may have regarding this information.

AERsr:aw

Attachments - Current Policy & Revisions to Board Policy AE "Accountability/Commitment to Accomplishment"

Policy AE Accountability/Commitment to Accomplishment

Issued 1/06

Purpose: To establish the board's vision for school district goals and objectives and the basic structure for developing a district performance-based accountability system and comprehensive plans.

Mission statement

The mission of School District Five of Lexington and Richland Counties, an educational community unified by an uncompromising commitment to excellence and strengthened in diversity, is to ensure that each student fulfills his or her potential and excels in a changing world by instilling integrity and virtue, stimulating critical and creative thinking, developing effective communicators and problem solvers, and fostering superior achievement and life long learning.

The district will implement this vision by providing life-long learning opportunities that will develop the potential of all individuals and thereby improve the quality of life for all citizens of the district.

Goals and objectives

Board of Trustees Goals (2005-2006)

<u>Goal I</u>	To serve as an advocate for the children of District Five and to ensure that every student has a fair, equitable and appropriate opportunity to participate in quality educational experiences while being prepared for a successful life after completion of their K-12 experience.
<u>Goal II</u>	To vigorously support the mission of the school district, the strategies and action plans of the district and individual school strategic plans, the goals and strategies of the superintendent and district administration, and the board standards as established by the South Carolina School Boards Association.
<u>Goal III</u>	To promote effective communication with employees, students, parents/legal guardians and members of the community in order to develop positive relationships and active stakeholder support of the programs and activities of the school district.
<u>Goal IV</u>	To participate in programs designed to provide proactive support for continuous improvement in public education both locally and at the state and national levels.
<u>Goal V</u>	To provide for the development and implementation of both short- and long-range building plans and programs that will address both present and future needs of the district.
<u>Goal VI</u>	To maintain and ensure compliance with policies which define the organization, governance, management and operations of the school district.
<u>Goal VII</u>	To provide appropriate resources that maintain the tradition of quality in educational opportunities for students served in the school district.

2005-2006 District Administrative Goals

<u>Goal I</u>	To manage the operations and functions of the school district in an orderly, effective and efficient manner.
<u>Goal II</u>	To oversee the activities of the district to ensure compliance with the district's mission and beliefs as well as all school board policies.

<u>Goal III</u>	To supervise the implementation of the action plans included in the district strategic plan.
<u>Goal IV</u>	To maintain continuous communication with all stakeholders in the district in order to promote ownership and positive relations.
<u>Goal V</u>	To develop plans designed to address both short- and long-range facilities needs in the district.
<u>Goal VI</u>	To serve as facilitator and conduit for the goals adopted by the board of trustees.
<u>Goal VII</u>	To provide for the safety, welfare and success of students and staff in the school district.
<u>Goal VIII</u>	To continue to monitor curricular and instructional programs and issues for the purpose of continuous improvement.

Accountability system

As required by the Education Accountability Act of 1998, the board will ensure the establishment of a district system of performance-based accountability and incorporate it into the district's strategic plan. Each school will indicate the accountability components in its improvement or renewal plan.

The board must review and revise the accountability system annually.

The district must involve parents, teachers and principals in the development, annual review and revision of the district accountability system.

Comprehensive plan

The district will develop and implement five-year comprehensive plans by schools and by the district to meet the requirements of The Early Childhood Development and Academic Assistance Act of 1993 ([Act 135](#)), Section 2 and Section 11.

District and school plans will be derived from strategies found to be effective in educational research. The plans must contain performance goals, interim performance goals and timelines for progress. Further, the district will develop methods of assessing the effectiveness of strategies to indicate whether strategies should be continued, modified or terminated.

The district will submit copies of its five-year comprehensive plan and its district performance-based accountability system to the State Department of Education for review in accordance with the law.

Adopted 1/9/06

Legal references:

South Carolina Code of Laws, 1976 as amended:

[Section 59-20](#)-60 - Improvement councils.

[Section 59-18](#)-1300 - District accountability system, development and review.

[Section 59-18](#)-1310 - Reports consolidated; submission dates.

[Section 59-18](#)-1500 - ...Review and revision of improvement plan.

School District Five of Lexington and Richland Counties

2

ACCOUNTABILITY/COMMITMENT TO ACCOMPLISHMENT

Code **AE** Issued **1/06**

Purpose: To establish the board's vision for school district goals and objectives and the basic structure for developing a district performance-based accountability system and comprehensive plans.

Vision

“We Love and Grow Our Students!”

Mission statement

~~The mission of School District Five of Lexington and Richland Counties, an educational community unified by an uncompromising commitment to excellence and strengthened in diversity, is to ensure that each student fulfills his or her potential and excels in a changing world by instilling integrity and virtue, stimulating critical and creative thinking, developing effective communicators and problem solvers, and fostering superior achievement and life-long learning.~~

The mission of School District Five of Lexington and Richland Counties, in partnership with our stakeholders, is to prepare all students to be college and career ready by providing a challenging curriculum in a safe, secure, diverse, and equitable learning environment focused on academic, social, and emotional growth and development.

The district will implement this vision by providing life-long learning opportunities that will develop the potential of all individuals and thereby improve the quality of life for all citizens of the district.

Goals and objectives

Board of Trustees Goals ~~(2005-2006)~~ (2023-2024)

- Goal I* To serve as an advocate for the children of District Five and to ensure that every student has a fair, equitable and appropriate opportunity to participate in quality educational experiences ~~and challenging curricula while being prepared for college, career, and life. a successful life after completion of their K-12 experience.~~
- Goal II* To vigorously support the mission of the school district, the strategies and action plans of the district and individual school strategic plans, the goals and strategies of the superintendent and district administration, and the board standards as established by the South Carolina School Boards Association.
- Goal III* To promote effective communication ~~with~~ ~~between~~ ~~district~~ employees, students, parents/legal guardians and members of the community in order to develop positive relationships and active stakeholder support of the programs and activities of the school district.
- Goal IV* To ~~participate~~ ~~advocate for in programs designed and to~~ provide proactive financial, policy and programmatic support for continuous improvement in public education ~~at local, and at the~~, state and national levels.

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- Goal V* To provide for the development and implementation of both short- and long-range building plans, [safety, and security protocols](#), and programs that will address both present and future needs of the district.
- Goal VI* To maintain and ensure compliance with policies which define the organization, governance, management and operations of the school district.
- Goal VII* To provide appropriate resources that maintain the tradition of quality in educational opportunities for students served in the school district, [and the recruitment and retention of all staff](#).

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~~2005-2006~~ 2023-2024 District Administrative Goals-Strategic Plan Goals

- ~~Goal I — To manage the operations and functions of the school district in an orderly, effective and efficient manner.~~
- ~~Goal II — To oversee the activities of the district to ensure compliance with the district's mission and beliefs as well as all school board policies.~~
- ~~Goal III — To supervise the implementation of the action plans included in the district strategic plan.~~
- ~~Goal IV — To maintain continuous communication with all stakeholders in the district in order to promote ownership and positive relations.~~
- ~~Goal V — To develop plans designed to address both short and long range facilities needs in the district.~~
- ~~Goal VI — To serve as facilitator and conduit for the goals adopted by the board of trustees.~~
- ~~Goal VII — To provide for the safety, welfare and success of students and staff in the school district.~~
- ~~Goal VIII — To continue to monitor curricular and instructional programs and issues for the purpose of continuous improvement.~~

- Goal I We will maintain a safe and secure environment focused on the social and emotional growth and development of all students.
- Goal II We will provide challenging curricula focused on the academic development and college and career readiness of all students.
- Goal III We will recruit, retain, and develop a highly effective, diverse staff.
- Goal IV We will provide challenging curricula focused on the academic development of students in gifted programs and provide equitable opportunities for participation in gifted programs.

Accountability system

As required by the Education Accountability Act of 1998, the board will ensure the establishment of a district system of performance-based accountability and incorporate it into the district's strategic plan. Each school will indicate the accountability components in its improvement or renewal plan.

The board must review and revise the accountability system annually.

The district must involve parents, teachers and principals in the development, annual review and revision of the district accountability system.

Comprehensive plan

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District and school plans will be derived from strategies found to be effective in educational research. The plans must contain performance goals, interim performance goals and timelines for progress. Further, the district will develop methods of assessing the effectiveness of strategies to indicate whether strategies should be continued, modified or terminated.

The district will submit copies of its five-year comprehensive plan and its district performance-based accountability system to the State Department of Education for review in accordance with the law.

Adopted 1/9/06

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Legal references:

- A. South Carolina Code of Laws, 1976 as amended:
 - 1. Section 59-20-60 - Improvement councils.
 - 2. Section 59-18-1300 - District accountability system, development and review.
 - 3. Section 59-18-1310 - Reports consolidated; submission dates.
 - 4. Section 59-18-1500 - ...Review and revision of improvement plan.

[South Carolina Board of Education Regulation – 43.261](#)