



**AGENDA
BOARD OF TRUSTEES
BALLENTINE ELEMENTARY SCHOOL'S THEATER
SEPTEMBER 14, 2009**

1. Call to order at 6 p.m.
2. Motion to enter executive session in the office conference room to consider the following:
 - a. Selected employment items (Exhibit A)
 - b. Requests for instruction at a place other than school (Exhibit B)
 - c. Contractual matter - property
3. Welcoming remarks at 7 p.m.
4. Invocation – Reverend David Gold, Gateway Baptist Church
5. Pledge of Allegiance – Austin Andes, a fifth grade student at Ballentine Elementary School
6. Student and staff recognition
7. Welcome and overview of Ballentine Elementary School by Robin Bright, principal
8. Approval of the agenda
9. Superintendent's report
 - a. Superintendent
 - b. Community Services
 - c. Financial Services
 1. Report on budget cuts (Exhibit C)

- 2. 2009-2010 student enrollment data (Exhibit D)
- d. Human Resources
 - 1. Annual staffing report (Exhibit E)
- e. Instructional Services
 - 1. H1N1 Update (Exhibit F)
- f. Technology Services
- g. New Design and Construction
 - 1. Monthly construction update
- 10. Public participation*

CONSENT AGENDA

- 11. Approval of the minutes of the regular meeting of August 10, 2009
- 12. Second reading approval of proposed revisions to board policy DBJ "Budget Transfers" (Exhibit G)
- 13. Approval of continuation of contractual agreement between Chapin Community Theater and District Five (Exhibit H)

ACTION AGENDA

- 14. Items considered in executive session
- 15. Approval of Operational Millage for the 2009-2010 fiscal year (Exhibit I)
- 16. First reading of proposed new board policies GBJ "Personnel Records and Files" replaces policy GAK "Personnel Records"; GCA "Professional Staff Positions" replaces CGB "Administrative Personnel Positions" eliminated 11/06; GCB "Professional Staff Contracts and Compensation" replaces old policy GBA "Certified Personnel Compensation Guides and Contracts"; GCE-R "Professional Staff Recruitment" replaces GBCA "Notification of Position Vacancies"; GCEC "Posting and Advertising of Professional Vacancies" replaces GBCA "Notification of Position Vacancies"; GCFB "Hiring of Administrative Staff" replaces CGD "Administrative Personnel Hiring" eliminated 11/06; and GCG "Part-Time and Substitute Professional Staff Employment" replaces GBRJ "Substitute Teachers" and GBRJA "Pay Rate for Substitute Teachers on Extended Assignment" (Exhibit J)

DISCUSSION AGENDA

17. Proposed Mission, Vision, Beliefs and Goals (Exhibit K)
18. Irmo Elementary School's schematic design first viewing (Exhibit L)
19. Chapin High School's design development third viewing (Exhibit M)
20. Adjourn

FOR YOUR INFORMATION:

1. The next regular scheduled board meeting will be on September 28th at 7 p.m. at the District Administration Building.
2. Apex Procedure Manual For Online Learning (Exhibit N)

*The Board welcomes and encourages public participation and includes an opportunity during its meetings for the public to do so. We respectfully ask that you adhere to the procedures and the decorum provided in board policy BEDH "Public Participation at Meetings". We ask that you sign-up to speak before the meeting begins and that you provide us your name, address and topic of input. Your comments should be limited to three minutes. Questions asked during public participation and placed in writing will receive a written response in a timely manner. Comments, questions and opinions are appreciated but should always be presented in a manner that reflects the respect and dignity expected by our community. Personal attacks on members of the community, the Board, or the staff of the school system will not be allowed.



Minutes/ August 10, 2009

The Board of Trustees of School District Five of Lexington and Richland Counties met at the District Administration Building with the following members present:

Mr. Robert Gantt, Chairman
Mrs. Roberta Ferrell, Vice Chairman
Mrs. Jan Hammond
Mr. Ed White (by telephone)
Dr. Herbert Berg, District Superintendent

The following staff were in attendance:

Ms. Helen Anderson, Chief Instructional Services Officer
Dr. Angela Bain, Chief Human Resource Services Officer
Mr. Gary Black, Chief Technology Services Officer
Dr. Karl Fulmer, Chief Financial Services Officer
Mr. Keith McAlister, Director, New Design and Construction
Mr. Buddy Price, Director, Office of Community Services

Mr. Gantt called the meeting to order and gave welcoming remarks.

The Invocation was given by Buddy Price. The Pledge of Allegiance was led by Robert Gantt.

During the superintendent's report, Buddy Price gave a presentation on Social Networking: Twitter and Facebook and an update on the Back-to-School Kick-Off; Karl Fulmer presented information on the stimulus money (Exhibit B), a report on budget cuts (Exhibit C) and financial reports for July 2009 (Exhibit D); Keith McAlister presented a new design and construction update.

During public participation, Kim Murphy spoke regarding the Chapin High School renovation project.

Dr. Karl Fulmer presented information on the operational millage for the 2009-2010 fiscal year (Exhibit H).

Dr. Karl Fulmer presented information on a contractual agreement between Chapin Community Theater and District Five (Exhibit I).

Dr. Angela Bain presented proposed new board policies GBJ "Personnel Records and Files" replaces policy GAK "Personnel Records"; GCA "Professional Staff Positions" replaces GCB "Administrative Personnel Positions" eliminated 11/06; GCB "Professional Staff Contracts and Compensation" replaces old policy GBA "Certified Personnel Compensation Guides and Contracts"; GCE-R "Professional Staff Recruitment" replaces GBCA "Notification of Position Vacancies"; GCEC "Posting and Advertising of Professional Vacancies" replaces GBCA

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

"Notification of Position Vacancies"; GCFB "Hiring of Administrative Staff" replaces CGD "Administrative Personnel Hiring" eliminated 11/06; and GCG "Part-Time and Substitute Professional Staff Employment" replaces GBRJ "Substitute Teachers" and GBRJA "Pay Rate for Substitute Teachers on Extended Assignment" (Exhibit J).

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

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of August 10, 2009

	B A U M G A R D N E R	B U R N	F E R R E L L	G A N T T	H A M M O N D	S L O O P	W H I T E
1. M. Hammond S. Ferrell Amend the agenda (add item 2b legal briefing) to enter executive session	A	A	X	X	X	A	X
2. M. Ferrell S. Hammond Approve the agenda as amended to add item 2b legal briefing	A	A	X	X	X	A	X
3. M. Ferrell S. Hammond Approve the minutes of the regular meeting of July 13, 2009	A	A	X	X	X	A	X
4. M. Hammond S. Ferrell Approve a Resolution authorizing the submission of an application by School District No. 5 of Lexington County and Richland County, South Carolina, to the South Carolina Department of Education for an allocation of qualified school construction bonds	A	A	X	X	X	A	X
5. M. Ferrell S. Hammond Approve the selected employment items (Exhibit A)	A	A	X	X	X	A	X
6. M. Ferrell S. Hammond Approve first reading of proposed revisions to board policy DBJ "Budget Transfers" (Exhibit E)	A	A	X	X	X	A	X
7. M. Ferrell S. Hammond Approve the design development for Seven Oaks Elementary School – fourth public viewing (Exhibit F)	A	A	X	X	X	A	X
8. M. Ferrell S. Hammond Approve the negotiation and issuance of contract for construction to the lowest responsible, responsive bidder for Leaphart Elementary School additions and renovations project to Rodgers Builders, Inc. in the amount of	A	A	X	X	X	A	X

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SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of August 10, 2009

		B A U M G A R D N E R	B U R N	F E R R E L	G A N T T	H A M M O N D	S L O O P	W H I T E
\$7,240,000 (Exhibit G)								
9. M. Hammond	S. Ferrell	A	A	X	X	X	A	X
Adjourn								

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N = No
X = Yes



September 14, 2009

TO: Members of the Board of Trustees
Dr. Herbert M. Berg, Superintendent

FROM: Karl E. Fulmer, Ed.D. 
Chief Financial Services Officer

RE: Budget Cuts

On September 3, 2009, the Budget and Control Board implemented a 4.04% across the board budget cut that includes K-12 public education. The total cost to K-12 education is approximately \$85 million. Education Improvement Act (EIA) funds were not cut.

Based on this information, we anticipate a cut in Education Finance Act (EFA) funding of approximately \$1.4 million.

The administration recommends that the fund balance be used to cover this shortfall.

KEF:II



EXHIBIT D

September 14, 2009

TO: Members of the Board of Trustees
Dr. Herbert M. Berg, Superintendent

FROM: Karl E. Fulmer, Ed.D. 
Chief Financial Services Officer

RE: 2009-2010 Student Enrollment Data

Enclosed are the most recent enrollment data. Enrollment figures are slightly above those projected for the 2009-2010 school year. Projections on an individual school basis also are very close to actual enrollments in each school.

Enclosed are two Power School enrollment reports from the system. Grade level -1 reports Pre K enrollment. Total District enrollment including Pre K is 16,706. Without Pre K, the District's K 5 - 12 enrollment from Power School is 16,422, which matches closely the "head count" enrollment shown on the 10-Day enrollment sheet.

Jerry McKibben is to be commended for the excellent enrollment study he did as verified by the accuracy of our enrollment records in comparison to his study.

KEF:ll

Attachments

2009-10 Ten(10)-Day Student Enrollment Data
August 20-September 2, 2009 and including Day 14 (September 9, 2009)

School	Projected	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 14
BES	773	740	740	739	736	740	724	731	743	731	739	744
CES	809	800	804	808	816	817	818	818	818	818	817	821
DFE	538	516	521	535	538	538	540	540	540	540	540	543
HEC	503	478	487	492	496	498	498	498	499	499	500	500
HWE	328	359	367	371	373	376	378	378	380	384	384	385
IES	494	474	477	479	480	480	480	480	479	479	479	480
LME	862	852	852	856	857	857	857	857	859	859	860	860
LES	479	460	465	472	470	467	469	469	472	472	473	473
NRE	479	492	495	482	486	484	487	488	483	488	472	494
OPE	631	637	632	633	635	634	635	634	634	631	631	632
RSE	656	655	661	668	667	667	667	667	667	668	668	669
SOE	497	457	462	472	475	475	475	475	475	475	475	480
Elementary Totals	7049	6920	6963	7007	7029	7033	7028	7035	7049	7044	7038	7081
CMS	983	990	990	989	991	990	991	991	992	992	994	994
CRMS	1007	943	954	960	965	965	968	968	968	969	970	970
DFMS	1023	1014	1022	1040	1042	1043	1047	1048	1048	1048	1048	1052
IMS	945	838	861	893	890	902	937	912	917	915	916	915
Middle School Totals	3958	3785	3827	3882	3888	3900	3943	3919	3925	3924	3928	3931
CHS	1296	1272	1287	1307	1306	1306	1303	1304	1304	1305	1305	1305
DFHS	2040	2019	2043	2076	2083	2090	2095	2095	2098	2099	2100	2101
IHS	1980	1954	1925	1925	1946	1950	1967	1968	1972	1983	1986	2000
AA												
High School Totals	5316	5245	5255	5308	5335	5346	5365	5367	5374	5387	5391	5406
Totals	Projected	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 14
Elementary	7049	6920	6963	7007	7029	7033	7028	7035	7049	7044	7038	7081
Middle	3958	3785	3827	3882	3888	3900	3943	3919	3925	3924	3928	3931
High	5316	5245	5255	5308	5335	5346	5365	5367	5374	5387	5391	5406
Grand Totals	16323	15950	16045	16197	16252	16279	16336	16321	16348	16355	16357	16418
Differences		-373	-278	-126	-71	-44	13	-2	25	32	34	95

Totals include special education, but no 4 year olds

PowerSchool

School: District Office

Term: 09-10 Year

Logout ?

Start Page > Reports > Run Reports > Enrollment Summary

(Last Login: 9/10/2009 at 8:31 AM) Fulmer, Karl

Functions

Attendance
Daily Bulletin
Enrollment Summary
Master Schedule
PowerLunch
Reports
Special Functions
Teacher Schedules

Setup

District
Personalize
Staff
System
Dashboard
Administrator
PT Administrator
ReportWorks

Enrollment Summary

as of 9/10/2009 ()
District Office

Grade Level	TOTAL IN GRADE	Asian	African-American	African Amer/Indian	Hispanic	American Indian	Other	Hawaiian-Pacific Islander	White	White/Asian	White/African American	White/American Indian	Unclassified
-1	283 176 / 107	10 6 / 4	107 64 / 43	4 1 / 3	14 7 / 7	0 0 / 0	1 1 / 0	0 0 / 0	140 94 / 46	1 1 / 0	6 2 / 4	0 0 / 0	0 0 / 0
0	1040 526 / 514	31 15 / 16	248 114 / 134	3 1 / 2	27 18 / 9	3 1 / 2	5 4 / 1	2 1 / 1	705 364 / 341	6 3 / 3	10 5 / 5	0 0 / 0	0 0 / 0
1	1141 587 / 554	34 15 / 19	286 159 / 127	4 2 / 2	40 24 / 16	2 0 / 2	7 4 / 3	3 1 / 2	745 372 / 373	4 3 / 1	16 7 / 9	0 0 / 0	0 0 / 0
2	1171 614 / 557	35 12 / 23	311 158 / 153	4 1 / 3	28 14 / 14	0 0 / 0	9 5 / 4	6 4 / 2	755 409 / 346	3 2 / 1	18 9 / 9	2 0 / 2	0 0 / 0
3	1211 611 / 600	27 12 / 15	316 157 / 159	0 0 / 0	32 12 / 20	1 0 / 1	10 5 / 5	3 3 / 0	802 413 / 389	4 2 / 2	16 7 / 9	0 0 / 0	0 0 / 0
4	1279 642 / 637	33 17 / 16	340 165 / 175	2 1 / 1	30 13 / 17	2 1 / 1	8 4 / 4	2 1 / 1	836 428 / 408	4 1 / 3	20 10 / 10	2 1 / 1	0 0 / 0
5	1263 649 / 614	31 18 / 13	311 164 / 147	0 0 / 0	29 16 / 13	1 1 / 0	9 5 / 4	1 0 / 1	860 433 / 427	6 5 / 1	15 7 / 8	0 0 / 0	0 0 / 0
6	1308 652 / 656	32 15 / 17	400 202 / 198	2 0 / 2	24 13 / 11	2 1 / 1	8 3 / 5	2 2 / 0	824 412 / 412	3 2 / 1	11 2 / 9	0 0 / 0	0 0 / 0
7	1275 641 / 634	19 9 / 10	380 200 / 180	0 0 / 0	21 16 / 5	1 0 / 1	16 6 / 10	0 0 / 0	819 400 / 419	2 1 / 1	17 9 / 8	0 0 / 0	0 0 / 0
8	1334 685 / 649	22 7 / 15	387 193 / 194	3 1 / 2	24 12 / 12	0 0 / 0	10 8 / 2	3 0 / 3	866 453 / 413	5 4 / 1	13 6 / 7	1 1 / 0	0 0 / 0
9	1469 743 / 726	44 19 / 25	448 240 / 208	8 5 / 3	25 13 / 12	1 1 / 0	8 3 / 5	2 2 / 0	915 451 / 464	6 4 / 2	11 5 / 6	1 0 / 1	0 0 / 0
10	1410 743 / 667	24 8 / 16	426 215 / 211	2 0 / 2	44 27 / 17	1 1 / 0	13 8 / 5	1 0 / 1	886 480 / 406	5 3 / 2	8 1 / 7	0 0 / 0	0 0 / 0
11	1346 719 / 627	24 12 / 12	381 200 / 181	1 0 / 1	28 15 / 13	2 1 / 1	18 8 / 10	1 0 / 1	885 481 / 404	2 1 / 1	3 1 / 2	1 0 / 1	0 0 / 0
12	1176 562 / 614	18 8 / 10	305 147 / 158	2 1 / 1	25 8 / 17	1 0 / 1	3 1 / 2	0 0 / 0	813 392 / 421	4 3 / 1	5 2 / 3	0 0 / 0	0 0 / 0
TOTAL	16706 8550 / 8156	384 173 / 211	4646 2378 / 2268	35 13 / 22	391 208 / 183	17 7 / 10	125 65 / 60	26 14 / 12	10851 5582 / 5269	55 35 / 20	169 73 / 96	7 2 / 5	0 0 / 0

PowerSchool

School: District Office
Term: 09-10 Year

Logout ?

(Last Login: 9/10/2009 at 8:31 AM) Fulmer, Karl

Functions

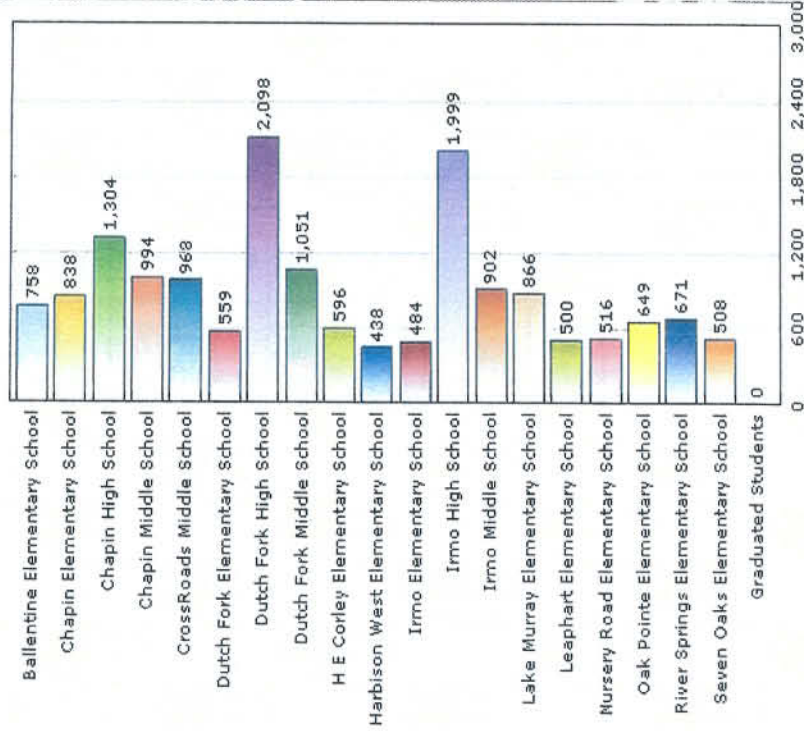
- Attendance
- Daily Bulletin
- Enrollment Summary
- Master Schedule
- PowerLunch
- Reports
- Special Functions
- Teacher Schedules

Setup

- District
- Personalize
- Staff
- System
- Dashboard
- Administrator
- PT Administrator
- ReportWorks

District Dashboard

Active Students Per School

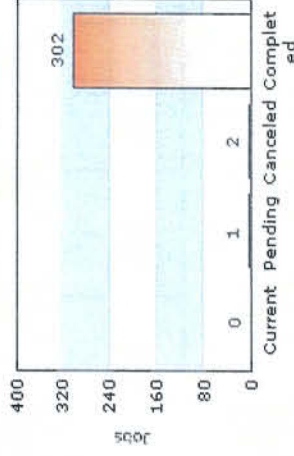


Server Processes Status

Machine Uptime	1 day, 4 hours, 30 minutes, 44 seconds
PowerSchool Uptime	1 day, 4 hours, 29 minutes, 51 seconds
Task Server	Running
Web Server	Working
Communication Server	Running
Log Process	Running

Server Report Queue Jobs

Current status Running
Number of report processes 4
Result file location P:\queue\




Server Memory



Memorandum

To: Members of the Board of Trustees

Through: Dr. Herbert Berg
Superintendent

From: Dr. Angela H. Bain 
Chief Human Resource Services Officer

Date: September 10, 2009

Re: *Staffing Report 2008-09/2009-10*

The attached reports shows information regarding staffing for administrative, certified, classified, and substitute employees for the *2008-09/2009-10* school year

I hope you find this information helpful. Please let me know if you have questions or comments.

AHB/aw

Attachments - Administrative, Certified, Classified and Substitute Reports

Administrative Report

Lexington/Richland School District Five

Annual Staffing Report

Administrative Staff New Hires 2009-2010 As of August 31, 2009

	Male	Female	Total
Minority	1	0	1
White	7	11	18
Total	8	11	19

Administrative Assistant Principals = 3

Assistant Principals = 7

Chief Officer=2

Principals = 4

Coordinators = 1

Directors = 2

Administrative Staff Resignations 2008-2009 As of June 30, 2009

Location	Resignations	Reason
BES	1	Re-assignment to new position
BES	1	Re-assignment to new position
CES	1	Transferred to DFH – back to classroom
CRM	1	Retirement
CRM	2	Re-assignment to new position
DFH	1	Retirement
DFH	1	Re-assignment to new position
DFM	1	Relocation To Laurens
DFM	1	Re-assignment to new position
DO	1	Resigned – personal reasons
DO	3	Re-assignment to new position
DO	4	Retirement
HWE	1	Resigned – accepted position with Florence Co
OPE	1	Re-assignment to new position
RSE	1	On LOA for 08-09

Certified Report

✓ AB

2009-2010 Fall Teacher/Administrator Supply and Demand Survey
Administered by CERRA – South Carolina

The following information is essential in determining the supply and demand picture for teachers and administrators across South Carolina. The data will be shared with school districts, the State Department of Education, policy-makers, the media, and researchers. Please complete the survey and mail, email, or fax it to CERRA. Please remember to put your district's name at the bottom of each page. Include data collected through September 30, 2009. Thank you!

Individual to contact regarding the survey: Lorrie DuBose

Phone number: 803-476-8197

Email address: ldubose@lex5.k12.sc.us

1. A. What is the total number of **teacher positions**, including filled and vacant positions, in your district for the **2009-2010** school year? 127

B. What was the total number of **teacher positions**, including filled and vacant positions, in your district during the **2008-2009** school year? 242

C. In the table below, indicate the number of teacher positions for this school year (2009-2010) compared to last year (2008-2009), by subject area and grade level. Please do not include a position in more than one category. Please make certain that the number of teacher positions reported in 1A and 1B equals the total number of teacher positions that you report in 1C.

SUBJECT AREA	Number of Teacher Positions					
	Elementary		Middle		High	
	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009
Agriculture						
American Sign Language (ASL)						
Business/Marketing/Computer Technology				3	2	1
Career and Technology	1				1	10
Driver's Education	1					1
Early Childhood	23	39				
Elementary	14	26				
English for Speakers of Other Languages (ESOL)						
English/Language Arts			2	12	1	1
Family and Consumer Science						
Fine Arts						
Art	2	2		1	1	5
1C. continued	Number of Teacher Positions					
SUBJECT AREA	Elementary		Middle		High	
	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009
Fine Arts (continued)						
Dance					1	1
Music/Band/Chorus	1	3		2	1	4
Theater or Speech and Drama			1	1		1
Foreign Languages						
Chinese						

DISTRICT: Lexington Five

French						
German	1	1				2
Japanese						
Latin						
Russian						
Spanish	1	1	1	2		7
Gifted and Talented	2	4				
Guidance	1	2	2	2	3	6
Health						
Industrial Technology						2
Mathematics	2		5	15	6	11
Media Specialist	3	1		4		1
Physical Education	1		1	3		3
Reading	4	11			1	1
School Psychologist I, II, III	3	4		1	1	1
Social Studies			1	9	6	10
Sciences						
Biology						
Chemistry						1
Physics						2
Science			1	5	2	4
Special Education						
Deafness & Hearing Impairment		1				
Emotional Disabilities	3					2
Learning Disabilities	4	11	2	6	4	4
Mental Disabilities (EMD/TMD)	1	4			1	
Multicategorical (Generic)	1					
Orthopedically Impaired					2	1
Severe Disabilities		1				
IC. continued	Number of Teacher Positions					
SUBJECT AREA	Elementary		Middle		High	
	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009
Special Education (continued)						
Speech Language Therapy	5	4				
Visual Impairment		1				
Other (please specify):						
Intec- 2, SOAR-1, Testing Coord-1. 2009/10	4					
TOTAL (Compare to 1A and 1B)	127					

2. A. What is the total number of **teachers hired**, including new PACE and ABCTE hires, in your district since the beginning of the hiring season for the 2009-2010 school year? 1

B. In the table below, indicate the subject area and grade level for which these teachers were hired. Please do not include a position in more than one category. **Please make certain that the number of teachers reported in 2A equals the total number of teachers that you report in 2B.**

DISTRICT: Lexington Five

SUBJECT AREA	Number of Teachers Hired		
	Elementary	Middle	High
Agriculture			
American Sign Language (ASL)			
Business/Marketing/Computer Technology			
Career and Technology			
Driver's Education			
Early Childhood			
Elementary			
English for Speakers of Other Languages (ESOL)			
English/Language Arts		1	
Family and Consumer Science			
Fine Arts			
Art			
Dance			
Music/Band/Chorus			
Theater or Speech and Drama			

2B. continued SUBJECT AREA	Number of Teachers Hired		
	Elementary	Middle	High
Foreign Languages			
Chinese			
French			
German			
Japanese			
Latin			
Russian			
Spanish			
Gifted and Talented			
Guidance			
Health			
Industrial Technology			
Mathematics			
Media Specialist			
Physical Education			
Reading			
School Psychologist I, II, III			
Social Studies			
Sciences			
Biology			
Chemistry			
Physics			
Science			
Special Education			
Deafness & Hearing Impairment			
Emotional Disabilities			
Learning Disabilities			
Mental Disabilities (EMD/TMD)			

DISTRICT: Lexington Five

Multicategorical (Generic)			
Orthopedically Impaired			
Severe Disabilities			
2B. continued	Number of Teachers Hired		
SUBJECT AREA	Elementary	Middle	High
Special Education (continued)			
Speech Language Therapy			
Visual Impairment			
Other (please specify):			
TOTAL (Compare to 2A):		1	

D. Number of teachers participating in their **first year of PACE.** 1

E. In the table below, indicate the subject area and grade level for which these first-year PACE teachers (if you have any) were hired.

Please make certain that the number of PACE teachers reported in 2D equals the total number of PACE teachers that you report in 2E.

SUBJECT AREA	Number of First-Year PACE Teachers Hired		
	Elementary	Middle	High
Agriculture			
Business/Marketing/Computer Technology			
English/Language Arts		1	
Family and Consumer Science			
Fine Arts			
Art			
Dance			
Music/Band/Chorus			
Theater or Speech and Drama			
Foreign Languages			
French			
German			
Latin			
Spanish			
Health			
Industrial Technology			
Mathematics			
Media Specialist			
Physical Education			
Social Studies			
Sciences			
Biology			
Chemistry			

DISTRICT: Lexington Five

Physics			
Science			
Special Education: Emotional Disabilities			
TOTAL (Compare to 2D):		1	

F. Number of teachers in their **second year of PACE**. 5

G. Number of teachers in their **third year of PACE**. 12

H. Number teachers in their **fourth year of PACE** (granted an extension). 0

I. Number of **ABCTE teachers hired**. 0

SUBJECT AREA	Number of ABCTE Teachers Hired
Biology	
Chemistry	
English/Language Arts	
Mathematics	
Physics	
Science	

3. A. What is the total number of **vacant teacher positions** in your district? 1 (Speech)

Please include positions that are currently filled by someone that is only temporarily holding the position until you can find a FTE. Do NOT include positions in which teachers are out for maternity leave or short-term illness.

B. In the table below, indicate the number of vacant teacher positions you have by subject area and grade level. **Please make certain that the number of vacant positions reported in 3A equals the total number of vacant positions that you report in 3B.**

SUBJECT AREA	Number of Vacant Teacher Positions		
	Elementary	Middle	High
Agriculture			
American Sign Language (ASL)			
Business/Marketing/Computer Technology			
Career and Technology			
Driver's Education			
3B. continued	Number of Vacant Teacher Positions		
SUBJECT AREA	Elementary	Middle	High
Early Childhood			
Elementary			
English for Speakers of Other Languages (ESOL)			
English/Language Arts			
Family and Consumer Science			
Fine Arts			
Art			
Dance			
Music/Band/Chorus			
Theater or Speech and Drama			

DISTRICT: Lexington Five

Foreign Languages			
Chinese			
French			
German			
Japanese			
Latin			
Russian			
Spanish			
Gifted and Talented			
Guidance			
Health			
Industrial Technology			
Mathematics			
Media Specialist			
Physical Education			
Reading			
School Psychologist I, II, III			
Social Studies			
Sciences			
Biology			
Chemistry			
Physics			
Science			

3B. continued	Number of Vacant Teacher Positions		
SUBJECT AREA	Elementary	Middle	High
Special Education			
Deafness & Hearing Impairment			
Emotional Disabilities			
Learning Disabilities			
Mental Disabilities (EMD/TMD)			
Multicategorical (Generic)			
Orthopedically Impaired			
Severe Disabilities			
Speech Language Therapy	1		
Visual Impairment			
Other (please specify):			
TOTAL (Compare to 3A): 1			

DISTRICT: Lexington Five

4. A. What is the total number of **administrators hired** in your district since the beginning of the hiring season for the 2009-2010 school year? 24

B. What is the total number of **vacant administrator positions** in your district for the 2009-2010 school year?
2

C. In the table below, indicate the positions for which these administrators were hired and the administrator positions that are currently vacant. Please do not include a position in more than one category. **Please make certain that the number of administrators hired and number of vacant administrator positions reported in 5A and 5B equals the total numbers that you report in 5C.**

Type of Administrator	# of Administrators Hired	# of Vacant Administrator Positions
Superintendent		
Assistant Superintendent		
Other District Level Administrators	7	2
Principal: Elementary	3	
Principal: Middle School	2	
Principal: High School		
Assistant Principal: Early Childhood		
Assistant Principal: Elementary	1	
Assistant Principal: Middle School	5	
Assistant Principal: High School	3	
Vocational Education Director		
Other (please specify):		
CHS/AD -1	1	
Administrative Assistants	6	
Total (Compare to 5A and 5B):	28	2

6. Did you attend Expo, June 2009, in Columbia? x YES NO
** If yes, please answer questions 7 - 9. If no, please skip to question 10.

7. How many **teachers** did you hire this year as a result of Expo '09? 1

8. How many **minority teachers** did you hire this year as a result of Expo '09? 0

9. How many **male teachers** did you hire this year as a result of Expo '09? 0

DISTRICT: Lexington Five

10. Are you planning to attend Expo '10 to be held on June 2010? ☒ YES ☐ NO
If no, why not?

11. Please provide additional information/comments that would be useful for Expo planning. Comments will be reported in a manner that ensures anonymity.

12. Please provide additional information/comments that would be useful in helping CERRA develop a Teacher Supply and Demand Report to share with policy-makers. Comments will be reported in a manner that ensures anonymity.

Please mail, email, or fax the survey to:

**Dr. Jennifer Garrett
Coordinator of Research and Program Development
CERRA – South Carolina
Stewart House at Winthrop University
Rock Hill, SC 29733**

**800.476.2387
(FAX) 803.323.4044
garretti@cerra.org**

Classified Report

**Lexington/Richland School District Five
Annual Staffing Report**

**Classified Staff New Hires 2009-2010
As of September 8, 2009**

Teachers Asst. /Office Support/Food Service/Media Asst./Custodian/Other

	Male	Female	Total
Minority	7	21	28
White	13	64	77
Total	20	85	105

**Classified Staff Resignations 2008-2009
As of June 30, 2009**

Resignations	Reason
33	Resignations/Personal
14	Retirement
20	Terminate for Cause/Non-Renewal/FMLA Exhausted
2	Relocation
2	Death
Total: 71	

Substitute Report

**Lexington/Richland School District Five
Annual Staffing Report**

**Substitute New Hire/Processing
07/01/09 to 09/03/09**

Applicants	94
Interviews	33
Hired	18
Total Activated	325
Pending Hire/Processing	98



MEMORANDUM:

To: Members of the Board of Trustees

Through: Dr. Herbert Berg, Superintendent

From: Helen Anderson
Chief Instructional Officer

RE: H1N1 Update

A copy of the *DHEC Health Advisory* is attached. The district has responded to this situation by:

- Letters have been sent home with recommendations for preventing H1N1 Influenza and the schools' procedures for helping ill students.
- Cindy Richards, the supervisor of the District 5 nurses, Michael Poole, and Helen Anderson (or Traci Hogan) are attending the Lexington County/ DHEC meetings.
- Cindy Richards is tracking the number of students absent each day with flu-like symptoms.
- School nurses have presented information to the staff members at their individual schools.
- The maintenance supervisors of the schools are making sure that all restrooms have plenty of soap and any other supplies that are needed.
- Teachers are stressing the importance of hand washing. Elementary teachers are taking their students to the restrooms to have them wash their hands, especially before lunch.
- Steve Kane, warehouse supervisor, Buddy Price, Cindy Richards, and Helen Anderson met on September 4th to review the situation and are recommending:
 1. Hand sanitizer (alcohol foam) should be placed in each classroom as well as the administrative office areas and cafeterias (middle and high schools.)
 2. The nurses (and Helen Anderson) are receiving updates from Cindy Richards and are following the procedures set forth by DHEC.
 3. The warehouse ordered masks that will be distributed to each school and kept in each health room.
 4. The idea of spraying each desk each day is being considered.



This is an official

DHEC Health Advisory

Distributed via Health Alert Network

21 August 2009 2:00 p.m.

10181-DAD-08-25-09

Interim Guidance for Nonresidential K-12 School Responses to Influenza during the 2009-2010 School Year

This guidance is subject to change as additional epidemiological and clinical data become available.

Updates and changes from previous SC DHEC guidance entitled "Interim Guidance for Schools (K -12) in Response to Human Infections with the Novel Influenza A (H1N1) Virus" issued May 14, 2009 include:

- Prevention section revised to include Prevention Action Steps for Schools that are noted in the CDC's document entitled, "Preparing for the Flu (Including 2009 H1N1 Flu): A Communication Toolkit for Schools (Grades K – 12)."
- Surveillance process revised.
- Exclusion period for influenza and influenza-like illnesses changed to reflect current CDC guidance.
- School dismissal and closure guidance updated to reflect current CDC guidance.



C. Earl Hunter, Commissioner

Promoting and protecting the health of the public and the environment

DHEC Health Advisory August 21, 2009

Interim Guidance for Nonresidential K-12 School Responses to Influenza during the 2009-2010 School Year

The SC Department of Health and Environmental Control (DHEC) continues to collaborate with experts nationwide and around the state to monitor for evidence of influenza infections including the Novel H1N1 Influenza and to identify best practice strategies for protecting our citizens. Our goal is to prevent widespread transmission of the flu throughout communities.

We support the guidance released on August 7, 2009 by the Centers for Disease Control and Prevention (CDC) aimed at decreasing the spread of flu among students, school faculty and staff. The documents released by the CDC for schools are noted below and are available on-line at <http://www.cdc.gov/h1n1flu/schools/>.

- CDC Guidance for State and Local Public Health Officials and School Administrators for School (K-12) Responses to Influenza during the 2009-2010 School Year
- Technical Report for State and Local Public Health Officials and School Administrators on CDC Guidance for School (K-12) Responses to Influenza during the 2009-2010 School Year
- Preparing for the Flu (Including 2009 H1N1 Flu): A Communication Toolkit for Schools (K-12)

In this document we have used the CDC guidance to:

- 1) provide recommendations for prevention, surveillance, exclusion and dismissal or closure guidance based on South Carolina's current influenza severity level (similar severity as in spring 2009),
- 2) update our guidance for influenza-like illness surveillance in school settings,
- 3) revise the school exclusion guidance for SC's schools, and
- 4) provide an overview of the process that schools should use when deciding on school dismissal and or closure.

Guidance for childcare programs is expected from the CDC and a separate state-level document for childcare programs will be developed at that time.

This guidance is subject to change as additional epidemiological and clinical data become available.

Prevention Action Steps for Schools

(CDC, August 7, 2009: *Actions Steps for Schools to Prevent the Spread of Flu* available on-line at <http://www.cdc.gov/h1n1flu/schools/toolkit/actionsteps.htm>)

- **Educate and encourage students and staff to cover their mouths and noses** with tissues when they cough or sneeze. Also, provide them with easy access to tissues and running water and soap or alcohol-based hand cleaners. Remind them to cover coughs or sneezes using their elbows instead of their hands when tissues are not available.
- **Remind teachers, staff, and students to practice good hand hygiene** and provide the time and supplies for them to wash their hands as often as necessary.
- **Send sick students, teachers, and staff home** and advise them and their families that sick people should stay at home until at least 24 hours after they no longer have a fever or signs of a fever (without the use of fever-reducing medicine). For the purposes of exclusion for ILI, "fever free" means a temperature below 100° F.
- **Clean surfaces and items** that are more likely to have frequent hand contact such as desks, door knobs, keyboards, or pens, with cleaning agents that are usually used in these areas.
- **Move students, teachers, and staff to a separate room** if they become sick at school until they can be sent home. Limit the number of staff who take care of the sick person and provide a surgical mask to wear if the sick person can tolerate it.
- **Have Personal Protective Equipment (PPE) such as masks** available and ensure the equipment is worn by school nurses and other staff caring for sick people at school. For the purposes of this document, masks are disposable facemasks cleared by the U.S. Food and Drug Administration (FDA) for use as medical devices. This includes facemasks labeled as surgical, dental, medical procedure, isolation, or laser masks.
- **Encourage early medical evaluation for sick students and staff** at higher risk of complications from flu. People at high risk of flu complications who get sick will benefit from early treatment with antiviral medicines. Children under the age of 5 years, pregnant women, people of any age with chronic medical conditions (such as pulmonary disease [including asthma], diabetes, neuromuscular disorders or heart disease) and people age 65 years and older are more likely to get complications from the flu.
- **Stay in regular communication with local public health officials.**

School Surveillance

(The surveillance guidance below follows SC DHEC's authority under Sections 44-1-110, 44-1-140, and 44-29-10 of the SC Code of Laws and Section 61-20 of the SC Code of Regulations.)

- School administrators, faculty and staff, students and parents/guardians should be made aware of the signs and symptoms of influenza and influenza-like illnesses (ILI).
 - Signs and Symptoms of Influenza: Fever, cough, sore throat, runny or stuffy nose, body aches and fatigue.
 - Signs and Symptoms of ILI: A temperature of 100 degrees Fahrenheit and a cough or sore throat for which there is no other known cause.
- Parents and guardians should monitor their school-aged children, and faculty and staff should self-monitor every morning for symptoms of ILI (temperature 100° F AND a cough or sore throat for which there is no other known cause).
- Parents/guardians should be advised to keep students with ILI home and notify the school of the child's symptoms. Faculty and staff who are ill with ILI should stay home and notify the school.
- All students who become ill during the school day should be referred to the school nurse or the designated person within the facility.
- Track ILI according to the guidance included in Appendices A, B, C and D. SC DHEC is developing a web-based reporting system to help facilitate reporting. Schools will be notified when this system is available. Until the web-based reporting system is available, the paper-based system described in Appendices A, B, C and D should be used.
- Schools experiencing a significant increase in the number of students or employees absent or being sent home for ILI should immediately contact the Disease Response and Surveillance Coordinator within their Regional Public Health Office by phone (Appendix D).

School Exclusion

(The exclusion guidance below represents an official request from DHEC under Sections 44-1-110, 44-1-140, and 44-29-10 of the SC Code of Laws and Section 61-20 of the SC Code of Regulations.)

- Students, faculty or staff with ILI should stay home and not attend school, or go into the community except to seek health care for at least 24 hours after they no longer have a fever, or signs of a fever, without the use of fever-reducing medicines. An ill person has *signs of a fever* if he or she feels warmer than usual to the touch, has a flushed appearance, or is sweating or shivering.

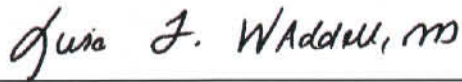
- Students and employees who appear to have ILI on arrival or who become ill with ILI during the day should be isolated promptly in a room separate from other students and sent home.
- Students, faculty and staff who have severe symptoms should be referred for immediate medical evaluation. Severe symptoms of ILI include high fever, trouble breathing, cyanosis (bluish or grayish lips or skin color), dehydration (dry mouth, decreased urine, decreased tears), decreased alertness, confusion, stiff neck, and/or seizure. Depending upon the student's condition emergency interventions may be necessary.
- Students with ILI should not ride the bus home.
- Parents should not allow ill students who are excluded from school to congregate with friends, participate in other school or community activities or attend a different child care setting.
- These exclusion criteria also apply to school-located before- and after-school programs.

School Dismissal or Closure

- School administrators, faculty, and staff should understand differences between school dismissals and school closures.
 - **School Dismissal:** Schools stay open for faculty and staff only; students stay home. Keeping school facilities open allows teachers to develop and deliver lessons and materials and other staff to provide important services. There are three types of school dismissals.
 - **Selective dismissal** is used when all or most students in the school are at higher risk for complications once infected with flu. For example, a school for medically fragile children or for pregnant students may decide to close based on the local situation while other schools in the community may remain open.
 - **Reactive dismissal** is used when many students and staff are sick and are not attending school, or many students and staff are arriving at school sick and are being sent home.
 - **Preemptive dismissal** is used early during a flu response in a community to decrease the spread of the flu before many students and staff become sick. This is most likely to occur when there is spread of severe flu in a region.
 - **School Closure:** Schools are not open; students as well as all faculty and staff stay home.
- Decisions regarding dismissal or closure of a school will be made at the community level. School officials should work closely with DHEC Regional Public Health Directors to make decisions regarding whether school dismissal or closure is warranted.

- School closure is not advised for a single or small number of suspected or confirmed cases of influenza (including Novel H1N1 Influenza) and, in general, is not advised unless there is a magnitude of faculty or student absenteeism that interferes with the school's ability to function.
- If a school is dismissed or closed, school administrators should let the CDC, the U.S. Department of Education, SC DHEC and the SCDE know by submitting a report at www.cdc.gov/FluSchoolDismissal.
- If a school is dismissed or closed, all school-related mass gatherings should be canceled or postponed in order to decrease the spread of flu among students, their families and staff. This includes sporting events, school dances, performances, rallies, commencement ceremonies, and other events that bring large groups of people into close contact with one another.

Approved by:



DHEC Deputy Commissioner for
Health Services

August 21, 2009 / 4:00 p.m.

Date / Time

Guidelines for Reporting Influenza-Like Illnesses

The guidance below is subject to change as additional epidemiological and clinical data are available.

The following instructions should be followed for reporting cases of influenza or ILI until SC DHEC's web-based survey is available. The target date for the web-based surveillance system to be operational is October 1, 2009.

All schools must comply with the SC Department of Health and Environmental Control's guidelines for surveillance and screening of students, faculty and staff for influenza-like illnesses (ILI). Cooperation is critical to the state's efforts to reduce student, faculty and school staff absences by decreasing the spread of flu among students, faculty and staff.

Defining characteristics of ILI are:

- temperature greater than or equal to 100° F **and**
- at least one of the following – sore throat or cough for which there is no other known cause.

Students, faculty and staff who report that they have the flu should be counted as having an influenza-like illness regardless of whether they had the qualifying symptoms of ILI. Although fever is a component of the case definition of ILI, the epidemiologic data collected during spring 2009 found that a minority of patients infected with Novel H1N1 Influenza with respiratory symptoms did not have a fever.

Procedural Guidance for Reporting ILI

Public School Reporting

❖ School Level Reporting

1. All students being sent home for any illness should be seen in the school health office to avoid missing students in the surveillance count.
2. Each school's principal should identify a person to coordinate surveillance for ILI among students and staff.
3. Parents/guardians, students and employees should be advised to notify the school when absent due to symptoms consistent with ILI.
4. The person designated by the principal to coordinate surveillance for ILI should work with the staff person responsible for student attendance, the staff person who monitors employee attendance and the school nurse or person assigned to the school health office to gather information needed for completing the Influenza-Like Illness Report Form (ILI Report Form) (Appendix B).
5. The staff person who monitors student attendance should note on a tracking form (Appendix C) those students whose parents/guardians have provided an absence reason that is consistent with influenza. Key words to look or listen for include:

- flu
 - fever and cough
 - fever and sore throat
6. There may be instances when the reason for a student's absence is unclear. The parent or guardian may simply state that the student is ill. At this time the school is not required to call the parent to determine the student's symptoms. However, if there is an unusual number of absences, calling parents/guardians may be warranted. The Disease Response and Surveillance Coordinator within the DHEC Regional Public Health Office will assist with determining when follow up with parents/guardians is recommended.
 7. The staff person monitoring employee attendance should follow steps 5 and 6 above with regards to absences of school employees. Also see Appendix B.
 8. The school nurse or the school employee assigned to monitor the school health office should track the number of students sent home with ILI (Appendix C).
 9. All students and employees with symptoms of ILI must be sent home.
 10. The tracking sheet (Appendix C) that includes names of students and employees should be maintained by the person who completed the tracking sheet in a confidential file and shared only with those who have a need for knowledge of the information.
 11. An ILI Report Form should be submitted to the school district's ILI surveillance coordinator at the end of each school day. The Form must be submitted even if there were no students or staff known to be affected by ILI. Forms may be submitted electronically or by fax, whichever, the school district deems is most efficient.
 12. Schools experiencing a significant increase in the number of students or employees absent or being sent home for ILI must immediately contact the Disease Response and Surveillance Coordinator within their Regional Public Health Office by phone.

Note: For the purpose of continuity of operations planning, school districts may find it helpful to include district office buildings where there are no students in the reporting process. Knowledge of departmental absences will provide the school district with knowledge regarding whether certain services can continue (for example, if there are excessive absences in a district's Finance Department certain essential services may be negatively impacted.)

❖ District Level Reporting

1. The school district's superintendent should identify a person to coordinate the reporting process and summarize information from the ILI Report Forms completed by individual schools.
2. The district level coordinator should:

- Review each school's ILI Report Form from the previous day by 12:00 p.m. each day.
- Assure that contact has been made with the Disease Response and Surveillance Coordinator within the Regional Public Health Office if significant increases in the number of students or personnel affected by ILI are noted.

Private School Reporting

Private schools should follow the guidelines outlined above for school level reporting. Instead of submitting reports to a district coordinator reports should be maintained at the school. Reports may be maintained in an electronic or hard copy format.



Influenza-Like Illness Report Form

(Form Revised August 13, 2009)

The purpose of this form is to provide a standard reporting method for influenza-like illnesses.

- **Public schools** should submit this form to the school district's designated coordinator at the end of each school day.
- **Private schools** should maintain a copy of the form at the school.

Name:	Role:
(Person completing report)	
School:	
Phone:	Fax:

	Enter date for each column. For example 8/10				
	MON	TUE	WED	THU	FRI
Year = 2009					
Note: Use this form until SC DHEC's web-based surveillance reporting system is available.					
Number of students sent home today with ILI					
Number of students known to be absent today with ILI					
Total number of students absent today (regardless of reason)					
Total number of students enrolled in this school					
Number of employees sent home today with ILI					
Number of employees absent today with ILI					
Total number of employees absent today (regardless of reason)					
Total number of employees who work at this school/location					

Thank You!

Influenza-Like Illness (ILI) Tracking Form for _____

(Form Revised 8/10/09)

(date)

Names included on this form represent the following types of absences due to ILI (check all that apply):

☐ Students Absent with ILI (SA) ☐ Students Sent Home with ILI (SSH) ☐ Employees Absent with ILI (EA) ☐ Employees Sent Home with ILI (ESH)


Instructions: Please track influenza-like illnesses daily on this form. Symptoms include temperature greater than or equal to 100° F *and* cough *or* sore throat for which there is no other known cause. Insert the student's or employee's name and grade level affiliation. Check the symptoms that apply. For students, also enter the homeroom teacher's name. If you are responsible for tracking more than one type of absence and would like to use one form daily to track the absences you may enter the code in parenthesis following the absence type under the "Other Symptoms or Notations" column. For example to indicate that a student was absent with ILI you would enter the students information on the form and in the Other Symptoms or Notations column you would enter SA.

#	Name	Grade	Homeroom Teacher	Fever	Cough	Sore Throat	Other Symptoms or Notations
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

DHEC Contact Information for Reportable Diseases and Reporting Requirements

Reporting of outbreaks/clusters of cases of influenza is consistent with South Carolina Law requiring the reporting of diseases and conditions to your state or local public health department. (State Law # 44-29-10 and Regulation # 61-20) as per the DHEC 2009 List of Reportable Conditions available at: <http://www.scdhec.gov/administration/library/CR-009025.pdf>

Federal HIPAA legislation allows disclosure of protected health information, without consent of the individual, to public health authorities to collect and receive such information for the purpose of preventing or controlling disease. (HIPAA 45 CFR §164.512).

Regional Public Health Offices – 2009		
Mail or call reports to the Epidemiology Office in each Public Health Region.		
Region 1 Anderson, Oconee 220 McGee Road Anderson, SC 29625 Phone: (864) 260-4358 Fax: (864) 260-5623 Nights / Weekends: 1-866-298-4442 Abbeville, Edgefield, Greenwood, Laurens, McCormick, Saluda 1736 S. Main Street Greenwood, SC 29646 Phone: 1-888-218-5475 Fax: (864) 942-3690 Nights / Weekends: 1-800-420-1915 Region 2 Greenville, Pickens PO Box 2507 200 University Ridge Greenville, SC 29602-2507 Phone: (864) 282-4139 Fax: (864) 282-4373 Nights / Weekends: 1-800-993-1186 Cherokee, Spartanburg, Union PO Box 4217 151 E. Wood Street Spartanburg, SC 29305-4217 Phone: (864) 596-2227, x- 210 Fax: (864) 596-3443 Nights / Weekends: 1-800-993-1186 Region 3 Chester, Lancaster, York PO Box 817 1833 Pageland Highway Lancaster, SC 29720 Phone: (803) 286-9948 Fax: (803) 286-5418 Nights / Weekends: 1-866-867-3886	Region 3 (continued) Fairfield, Lexington, Newberry, Richland 2000 Hampton Street Columbia, SC 29204 Phone: (803) 576-2749 Fax: (803) 576-2993 Nights / Weekends: 1-888-554-9915 Region 4 Clarendon, Kershaw, Lee, Sumter PO Box 1628 105 North Magnolia Street Sumter, SC 29150 Phone: (803) 773-5511 Fax: (803) 775-9941 Nights/Weekends: 1-877-831-4647 Chesterfield, Darlington, Dillon, Florence, Marlboro, Marion 145 E. Cheves Street Florence, SC 29506 Phone: (843) 661-4830 Fax: (843) 661-4859 Nights / Weekends: (843) 660-8145 Region 5 Bamberg, Calhoun, Orangeburg PO Box 1126 1550 Carolina Avenue Orangeburg, SC 29116 Phone: (803) 533-7199 Fax: (803) 533-7134 Nights / Weekends: (803) 954-8513 Aiken, Allendale, Barnwell 1680 Richland Avenue, W. Suite 40 Aiken, SC 29801 Phone: (803) 642-1618 Fax: (803) 643-8386 Nights / Weekends: (803) 827-8668 or 1-800-614-1519	Region 6 Georgetown, Horry, Williamsburg 1931 Industrial Park Road Conway, SC 29526-5482 Phone: (843) 915-8804 Fax: (843) 365-0085 Nights / Weekends: (843) 381-6710 Region 7 Berkeley, Charleston, Dorchester 4050 Bridge View Drive, Suite 600 N. Charleston, SC 29405 Phone: (843) 953-0060 Fax: (843) 953-0051 Nights / Weekends: (843) 219-8470 Region 8 Beaufort, Colleton, Hampton, Jasper 219 S. Lemacks Street Walterboro, SC 29488 Phone: (843) 525-7603 , x-108 Fax: (843) 549-6845 Nights / Weekends: 1-800-614-4698 DHEC Bureau of Disease Control Division of Acute Disease Epidemiology 1751 Calhoun Street Box 101106 Columbia, SC 29211 Phone: (803) 898-0861 Fax: (803) 898-0897 Nights / Weekends: 1-888-847-0902 

Categories of Health Alert messages:

Health Alert: conveys the highest level of importance; warrants immediate action or attention.

Health Advisory: provides important information for a specific incident or situation; may not require immediate action

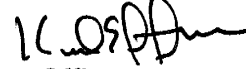
Health Update: provides updated information regarding an incident or situation; unlikely to require immediate action.



EXHIBIT G

September 14, 2009

TO: Members of the Board of Trustees
Dr. Herbert M. Berg, Superintendent

FROM: Karl E. Fulmer, Ed.D. 
Chief Financial Services Officer

RE: Proposed Revisions to Board Policy DBJ

At the July 13 meeting, the Board reviewed proposed revisions to Policy DBJ "Budget Transfers", and at the August 10 meeting, first reading approval was given. Recommended deletions are in brackets with strikethrough, and recommended changes are printed in bold type and underlined.

The Board is requested to give second (and final) reading approval to Policy DBJ.

KEF:II

Attachment

BUDGET TRANSFERS

Code **DBJ** Issued **6/07**

Purpose: To establish the basic structure for budget transfers.

In keeping with the need for periodic reconciliation of the school system's operating budget, the board authorizes the superintendent or his/her designee to approve ~~[any]~~ general fund line item transfers in the aggregate totaling no more than ~~[up to]~~ \$10,000. General fund budget transfers over \$10,000 will be presented to the board for approval. All line item transfers, regardless of the amount, will ~~[be] [reported to the board with]~~ [reflected] appear in the monthly financial report.

~~[General fund budget and revenue increases or decreases for school fees will be approved by the superintendent or his/her designee and reported to the board on a monthly basis. All other increases or decreases will be approved by the board.]~~

Adopted 2/7/94; Revised 6/25/07; _____

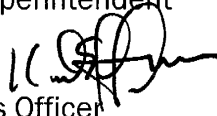
Exhibit H



EXHIBIT H

September 14, 2009

TO: Members of the Board of Trustees
Dr. Herbert M. Berg, Superintendent

FROM: Karl E. Fulmer, Ed.D. 
Chief Financial Services Officer

RE: Approval of Continuation of Contract with Chapin Community Theater, Inc.

Attached is the proposed contractual agreement between the District and the Chapin Community Theater, Inc. (CCTI) for 2010. The only difference between the 2009 and 2010 contracts is that dates have been changed.

The administration recommends approval of continuation of the contractual agreement between the District and the Chapin Community Theater, Inc.

KEF:II

Attachment

**CONTRACTUAL AGREEMENT BETWEEN CHAPIN
COMMUNITY THEATER, INC (CCTI) GROUP AND
LEXINGTON/RICHLAND SCHOOL DISTRICT 5 (D5)
FOR CALENDAR YEAR 2010**

The following is the agreement between CCTI and D5 for the usage of the Chapin Theater (Theater). Included in this agreement will be use of Alternative Academy gym bathrooms during rehearsals for actors and crew and Alternative Academy bathrooms during performances for patrons. CCTI will have exclusive use of the CCT building during periods stated in item H.

- A. CCTI will pay the Theater's monthly utility bill for the months used over \$600 per month allowance per month.
- B. CCTI will cover any damages to D5 property due to their actions during the time used.
- C. CCTI will clear up on trash or garbage during the time used at the Theater.
- D. CCTI will not be allowed to sublease the Theater.
- E. CCTI will provide for coverage for liability insurance or accidents occurred during rehearsals or performances for our actors and production crew.
- F. CCTI will only open the Alternative Academy bathrooms during intermission and will have a monitor stationed in the hall the entire time they have the bathrooms open.
- G. CCTI will coordinate the usage with D5. D5 will have first priority on the usage for Chapin High School (CHS) dance performance, March 2 – March 20, 2010 Actual dates to be finalized with Claudia Cargile of Chapin High School.
- H. CCTI usage for 2010. Show 1 (Dec 28-Mar 1), Show 2 (Mar 21-May 24), Children's show (Jun 1-Aug 2), Show 3 (Aug 9-Oct 12) and show 4 (Oct 13-Dec 6).
- I. CCTI - In-kind Match Agreement in lieu of rental fees
- J. CCTI will provide D5 use of their lighting and sound system.
- K. CCTI will provide lighting design, set construction & production assistance to D5 staff for CHS spring 2010 show.

CCTI Chair _____

D5 Chair _____

Date _____

Date _____

Witness _____

Witness _____

**CONTRACTUAL AGREEMENT BETWEEN CHAPIN
COMMUNITY THEATER, INC (CCTI) GROUP AND
LEXINGTON/RICHLAND SCHOOL DISTRICT 5 (D5)
FOR CALENDAR YEAR 2009**

The following is the agreement between CCTI and D5 for the usage of the Chapin Theater (Theater). Included in this agreement will be use of Alternative Academy gym bathrooms during rehearsals for actors and crew and Alternative Academy bathrooms during performances for patrons. CCTI will have exclusive use of the CCT building during periods stated in item H.

- A. CCTI will pay the Theater's monthly utility bill for the months used over \$600 per month allowance per month.
- B. CCTI will cover any damages to D5 property due to their actions during the time used.
- C. CCTI will clear up on trash or garbage during the time used at the Theater.
- D. CCTI will not be allowed to sublease the Theater.
- E. CCTI will provide for coverage for liability insurance or accidents occurred during rehearsals or performances for our actors and production crew.
- F. CCTI will coordinate the usage with D5. D5 will have first priority on the usage for Chapin High School (CHS) rehearsals and performance, March 2009. Actual dates to be finalized with Lee Brasche of Chapin High School.
- G. CCTI will only open the Alternative Academy bathrooms during intermission and will have a monitor stationed in the hall the entire time they have the bathrooms open.
- H. CCTI usage for 2009. Jan 2-Mar 8, Apr 1-May 31, Jun 1-Aug 2 (Children's show with ICRC), Aug 3-Oct 3 and Oct 4-Dec 13. These dates are pending CHS coordination of their 2009 Spring show.

CCTI - In-kind Match Agreement in lieu of rental fees

- A. CCTI will provide D5 use of their lighting and sound system.
- B. CCTI will provide lighting design, set construction & production assistance to D5 staff for CHS spring 2009 show.

CCTI Chair

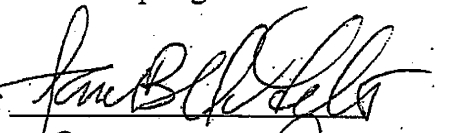
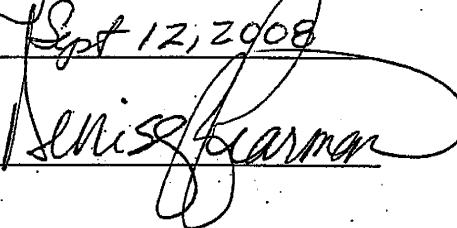
Date

Witness

D5 Chair

Date

Witness


Sept 12, 2008



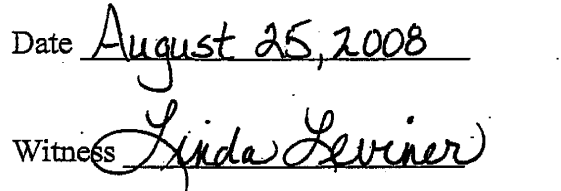

August 25, 2008




EXHIBIT I

September 14, 2009

TO: Members of the Board of Trustees
Dr. Herbert M. Berg, Superintendent

FROM: Karl E. Fulmer, Ed.D. 
Chief Financial Services Officer

RE: Approval of Operational Millage for the 2009-2010 Fiscal Year

The FY 2009-2010 General Fund Budget in the amount of \$141,869,461 including stimulus money was approved by the Board on June 22, 2009. To fund this budget the District needs to raise \$47,577,125 in local revenue.

The administration believes that the approved budget can be funded without a millage increase and recommends that millage in Lexington County be set at 212.5 mills, the same rate as last year.

Richland County completed reassessment this year, which requires a rollback in their millage to adjust for reassessment. After calculating that rollback, the administration recommends that Richland County millage be set at 200.2 mills, a reduction of 12.3 mills to adjust for the new assessed value of property in Richland County.

Debt service millage for next year is anticipated to be 52.5 mills, the same as this year. Debt service millage is set by the County Auditors.

KEF:II



Memorandum

To: Members of the Board of Trustees

Through: Dr. Herbert M. Berg
Superintendent

From: Dr. Angela H. Bain
Chief Human Resource Services Officer

Date: September 10, 2009

Re: Board Policies – Section G

Issue: First reading approval of proposed new board policies GBJ “Personnel Records and Files” replaces policy GAK “Personnel Records”; GCA “Professional Staff Positions” replaces CGB “Administrative Personnel Positions” eliminated 11/06; GCB “Professional Staff Contracts and Compensation” replaces old policy GBA “Certified Personnel Compensation Guides and Contracts”; GCE-R “Professional Staff Recruitment” replaces GBCA “Notification of Position Vacancies”; GCEC “Posting and Advertising of Professional Vacancies” replaces GBCA “Notification of Position Vacancies”; GCFB “Hiring of Administrative Staff” replaces CGD “Administrative Personnel Hiring” eliminated 11/06; and GCG “Part-Time and Substitute Professional Staff Employment” replaces GBRJ “Substitute Teachers” and GBRJA “Pay Rate for Substitute Teachers on Extended Assignment.”

Background: Attached for your consideration are the recommended new policies.

Recommendation: Request Board of Trustees approval.

AHB/aw

Attachments: Recommended New Policies

PERSONNEL RECORDS AND FILES

Code **GBJ** Issued **DRAFT/09**

Purpose: To establish the basic structure for maintenance of and access to personnel files.

Maintenance of records

The superintendent will maintain a personnel file on each employee.

The personnel file will include all records and documents collected by the district concerning the employee. It will include, but not be limited to, any of the following records that are retained by the district.

- performance evaluations
- commendations for, and complaints against, the employee made by the administration
- written suggestions for corrections and improvements made by the administration
- teaching credentials
- transcripts
- application records
- contracts
- all other personnel records kept about an employee

The personnel file will be kept in the district office vault. The district will maintain health records and medical records in a separate file to protect confidentiality.

Pre-employment records, such as pre-employment references or comments from interviews, are confidential and access to this information is limited to the superintendent or his/her designee. Pre-employment records will be kept in the office of the superintendent.

Additions to the personnel file

No performance evaluation, complaint or suggestion for improvement may be placed in the personnel file unless it meets the following requirements.

- The document must be signed and dated by the administrator making the performance evaluation, complaint or suggestion for improvement.
- The employee must have an opportunity to review the information or receive a copy of the performance evaluation, complaint or suggestion prior to placement in the employee's personnel file.

The employee may offer a written denial of the communication and any such denial or explanation will become a part of his/her personnel file.

General access to a personnel file

The district will permit access to an employee's personnel file to the following persons on a routine basis without consent of the employee about whom the file is maintained.

PAGE 2 - GBJ - PERSONNEL RECORDS AND FILES

- employee's school principal/immediate supervisor
- superintendent/designee
- those school officials involved in the evaluation process of the individual
- school board if its examination of the file relates to the duties and responsibilities of the board regarding promotion, demotion, suspension or dismissal of the employee

No other person may have access to a personnel file except under the following circumstances.

- when the employee gives written consent to the release of his/her personnel file. (The written consent must specify the records to be released and to whom they are to be released. Each request for consent must be handled separately; blanket permission for release of information will not be accepted.)
- when lawfully subpoenaed or under court order

Responsibility for the personnel files

The superintendent will have the overall responsibility for maintaining and preserving the confidentiality of an employee's personnel files. The superintendent may, however, designate another school official to perform these duties for him/her.

The superintendent or his/her designee is responsible for granting or denying access to records on the basis of this policy.

Employee's access to personnel file

Each employee has the right to review the contents of his/her personnel file upon written request to the Chief Human Resource Services Officer. The employee does **not** have the right to review references and recommendations provided to the district on a confidential basis.

Personnel records/information for payroll purposes

The district keeps information, records and documents collected by the district to handle an employee's payroll account in a file separate from records noted above. The district limits access to this information to those persons involved in the payroll process.

Use of personal information for commercial solicitation

The district will provide notice to all persons who request employee records that obtaining or using public records for commercial solicitation is illegal.

Required immigration form

The Immigration Reform and Control Act of 1986 prohibits employers from hiring aliens not legally eligible to work in the United States. The district will comply with the provisions of the Immigration and Naturalization Service (INS) Regulations under the Act by requiring employees of the district to complete an INS Form I-9.

PAGE 3 - GBJ - PERSONNEL RECORDS AND FILES

All newly hired employees must complete the form no later than three business days following their first working day. If an individual is unable to provide the required document or documents to complete the Form I-9 within the three-day period, the individual must present a receipt for the application of the document or documents within three days of the hire and present the required document or documents within 21 days of the hire.

The district requires three days notice prior to inspection of Form I-9 by an authorized service officer.

The district will retain Form I-9 for three years after the date of hire or one year after the date the individual's employment is terminated, whichever is later.

Health Insurance Portability and Accountability Act (HIPAA)

The district qualifies as a health plan, a hybrid entity under the Health Insurance Portability and Accountability Act of 1996, and is therefore subject to HIPAA privacy laws and regulations. The district will maintain all protected health information in accordance with law. Protected health information does not include individually identifiable health information in employment records held by the district in its role as an employer.

Protected health information will only be available to designated employees who need to have access to those records in their employment capacity with the district and with other authorized entities. The district will train all employees who may have contact with protected health information on the law and the district's procedures and guidelines as necessary and appropriate for the employee's position. Any employee failing to comply with the law or district procedures may be subject to discipline or termination.

Adopted 9/15/75; Revised 11/16/81, 1/13/92, ^

Legal references:

A. Code of Federal Regulations:

1. Final regulations issued by INS in response to passage of the Immigration Reform and Control Act of 1986 (P.L. 99-603) [Federal Register, May 1, 1987].
2. P.L. 104-191 - Health Insurance Portability and Accountability Act, 45 C.F.R. Sections 160.101-.312, 164.102-.534.

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

1. Section 30-4-10, et seq. - Freedom of Information Act, especially Sections 30-4-20 and 30-4-40.
2. Section 30-2-10, et seq. - Family Privacy Protection Act of 2002.

PROFESSIONAL STAFF POSITIONS

Code **GCA** Issued **DRAFT/09**

Purpose: To establish the basic structure for the creation of professional staff positions.

The board, on the recommendation of the superintendent, will classify and authorize positions for professional personnel which are necessary for the operation of the district's educational program and related services. In each case, the board will approve the broad purpose and function of the position as recommended by the superintendent. The superintendent will be responsible for the employment of a person who meets the stated purpose and function.

Job descriptions

The superintendent/designee will be responsible for writing and maintaining job descriptions covering qualifications, essential duties and other details pertaining to all professional staff positions in the school system.

Adopted 2/24/69; Revised 11/16/81, ^

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION

Code **GCB** Issued **DRAFT/09**

Purpose: To establish the basic structure for professional staff contracts and compensation.

Compensation

The board will attempt to pay its professional employees at a level that will attract and hold (retain) personnel dedicated to education.

The compensation of certificated personnel is based on the state salary schedule with local supplements as approved by the board. The schedule takes into consideration the levels of professional training and years of service in the district.

The effective date for annual salary changes as determined by the salary schedule or by action of the board is July 1.

Contracts

The board issues contracts on or before April 15th each year unless that date is modified by state law, in which case the board may issue contracts no later than the modified date. Personnel must give written acceptance of their contracts to the superintendent on or before April 25th unless that date is modified by state law, in which case personnel will accept contracts by the modified date. The district reserves the right to conclude that any certificated personnel who has not accepted his/her contract by signing and returning it by the required date has rejected the district's offer of employment, in which case the district may declare the position vacant.

The board will award administrative contracts on the recommendation of the superintendent.

Teacher and Employee Retention Incentive Program (TERI) participants

Should a mid-year vacancy occur in a contract position held by a TERI employee, the board authorizes the superintendent or his/her designee to fill such vacancy for the remainder of the school year in which the vacancy occurs through a letter of agreement. This letter of agreement will state that the employee has no right to or expectation of continuing employment beyond the period specified in the letter of agreement.

When issuing contracts, the district will offer TERI employees working under TERI agreements that will expire during the ensuing school year the same type of contract the participant had the previous year. The contract will specifically contain notice that the contract expires on the date designated in the employee's TERI agreement and will specifically reiterate said expiration date.

Contract releases

For release of teachers from contracts, see policy GCQC/GCQD.

Adopted 8/1/73; Revised 11/16/81, 4/2/90, ^

Legal references:

PAGE 2 - GCB - PROFESSIONAL STAFF CONTRACTS AND COMPENSATION

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

1. Section 59-19-80 - Teacher contracts to be awarded in public.
2. Section 59-19-290 - Contracts in excess of apportioned funds void.
3. Section 59-20-50 - Minimum salary schedule.
4. Section 59-21-20 - Teacher contracts to be based on school term of 190 days.
5. Section 59-25-410 - Notice to teacher of employment status.
6. Section 59-25-420 - Teacher required to notify board of acceptance; opportunity for hearing if not reemployed.
7. Section 59-25-710 - Salary complaints.
8. Section 9-1-2210 - Teacher and Employee Retention Incentive Program; operation.

PROFESSIONAL STAFF RECRUITMENT

Code **GCE-R** Issued **DRAFT/09**

The superintendent/designee will analyze each job vacancy prior to initiating the recruitment process in order to determine which recruitment strategies will be the most effective for the specific job vacancy. The superintendent may consider strategies that include, but are not limited to, the following.

- advertisements in local, state and regional newspapers
- advertisements in professional publications
- advertisements with college and university placement services
- interviews with students enrolled in teacher education programs
- internal and external searches
- inquiries and referrals
- professional contacts with community organizations that promote the interest of minority groups
- publications and pamphlets
- special activities and events for prospective applicants
- audiovisual packages and recruiting programs

The administration will design a web page that will be used in the effort to recruit quality individuals. The district web page will contain general information about the district, the educational programs, teacher benefits, district schools and student enrollment as well as the communities and county at large.

The superintendent and/or his/her designee will write and publish the job vacancy announcement/advertisement within the confines of the district's recruitment and/or employment policies and procedures.

The superintendent will base the context of the job vacancy announcement/advertisement primarily on the actual job description and/or criteria to be used in selecting the most qualified person for the position.

The announcement/advertisement may also include such information as job title, major job responsibilities, location of the district, how to apply for the position, minimum qualifications and deadline for receiving applications.

Issued 9/23/85; Revised ^

POSTING AND ADVERTISING OF PROFESSIONAL VACANCIES

Code **GCEC** Issued **DRAFT/09**

Purpose: To establish the basic structure for posting and advertising professional vacancies.

The board believes it has the obligation to provide the best professional personnel available for the district regardless of race, color, creed, sex, age, disability or national origin.

Should a vacancy occur in a position during the school year, the board authorizes the superintendent to fill such vacancy for the remainder of the school year pursuant to a letter of agreement. The superintendent or his/her designee may determine whether to advertise the vacancy or whether the position should be filled through other means.

Promotional positions

The board declares its support of a policy to give teachers and administrators from its present staff consideration with respect to the filling of promotional vacancies. Promotional positions are those positions which are administrative in nature, such as principal, assistant principal, etc.

The district may advertise openings in administrative and supervisory positions in local newspaper(s), on district and school offices/websites, and in university placement offices, as determined appropriate by the superintendent or his/her designee.

The administration will generally advertise all administrative and supervisory job vacancies within the district, unless otherwise determined by the superintendent or his/her designee, dependent upon the district's needs.

No promotional vacancy will be filled until it has been posted for at least three school days unless the superintendent authorizes the placement based on the needs of the district.

Adopted 9/23/85; Revised ^

HIRING OF ADMINISTRATIVE STAFF

Code **GCFB** Issued **DRAFT/09**

Purpose: To establish the basic structure for the hiring of administrative staff.

Mandatory assessment of principal appointees

Any person considered by the board for permanent appointment as a principal will be assessed in accordance with state law and state board of education regulations.

Contract status

An administrator employed by the district on a one-year contract will retain his/her rights as a teacher under state law. However, state law does not grant these rights to the position or salary of an administrator (for example, if he/she is returned to the classroom).

Adopted 11/16/81; Revised 1/25/88, ^

Legal references:

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

1. Section 59-24-10 - Assessment of leadership and management capabilities of persons being considered for appointment as elementary or secondary school principals.
2. Section 59-24-15 - Rights of certified education personnel employed as administrators.

B. State Board of Education Regulations:

1. R43-205 - Administrative and professional personnel qualifications, duties and workloads.

PART-TIME AND SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

Code **GCG** Issued **DRAFT/09**

Purpose: To establish the basic structure of the employment of part-time and substitute professional employees.

Substitute teachers who serve in the absence of regular teachers may be employed when notified by a school principal or his/her designee. To the extent possible, substitute teachers should possess the training and experience to insure that students will receive uninterrupted instruction when the regular teacher has to be absent.

A pool from which principals may contact substitute teachers will be made available to the schools by the office of human resources. The following minimum qualifications are required in order for a substitute teacher applicant to be contacted by principals or their designees.

Although a certified teacher is preferred, a high school diploma or its equivalent from an accredited high school will meet the minimum educational requirements.

- A person must be at least 18 years of age.
- All candidates must have satisfactory references relating to the candidate's ability to do the job.
- All candidates will be required to complete an appropriate application and have a personal interview with the appropriate personnel from human resources.
- All candidates must be pre-screened and approved by the office of human resources.
- All candidates must express a willingness to be available for substitute work and to respond on short notice.
- All candidates must attend a substitute teacher orientation session sponsored by the district.
- All candidates must have on file the following documents.
 - An acceptable criminal records history check from the SC Law Enforcement Division in accordance with the requirements for teachers as stated in SC Code of Laws, Section 59-26-40.
 - Proof of employment eligibility as required by the Immigration Reform and Control Act of 1986 (I-9).
 - School Employee Certificate of Evaluation for Tuberculosis (DHEC 1420) indicating a negative report.
 - Reliable references which attest to the acceptability of the candidate's character and dependability.

The principal/director has the responsibility for evaluating the effectiveness of each substitute teacher employed in his/her school.

Adopted 8/1/73; Revised 11/16/81, 5/28/84, 1/25/88, 4/16/90, 2/3/92, 6/17/91, ^



Memorandum

To: Members of the Board of Trustees

Through: Dr. Herbert Berg, Superintendent

From: Helen Anderson
Chief Instructional Officer

Date: September 8, 2009

RE: The proposed Mission, Vision, Beliefs and Goals

Attached is a copy of the proposed mission, vision, belief statements and goals for School District Five beginning with the 2010 school year. The Southern Association for Colleges and Schools (SACS CASI) requires each district to participate in a Quality Assurance Review every five years and March 7-10, 2010, we will be participating in a district accreditation process. With this process, the school system will receive accreditation and each school will receive accreditation based on the district meeting SACS CASI standards. Last year, teachers, parents, community members, administrators, and students met several times conducting an internal review process. The SACS committee is asking the Board to approve the mission, vision, belief statements, and goals for 2010 so that we may continue the SACS process and prepare for the visit.

If you have any questions, I will be happy to answer them.

Mission Statement

(what we do)

The mission of School District Five of Lexington and Richland Counties, in partnership with the community, is to provide challenging curricula with high expectations for learning that develop productive citizens who can solve problems and contribute to a global society.

Vision Statement

(where we want to be)

School District Five of Lexington and Richland Counties will empower all students to meet or exceed expectations for academic, social, and emotional growth and success. We will provide opportunities for students to develop creative and critical problem-solving skills, as innovative learners, to meet dynamic global changes. We will maximize our use of resources through collaborative partnerships with our community, our business and education partners. District Five students will be prepared to pursue excellence for tomorrow's challenges.

Motto

Pursuing Excellence for Tomorrow's Challenges

Beliefs

(statements of the district's fundamental values)

We believe:

- Students are the primary focus of all decisions.
- Every person has the right to a safe, supportive, and respectful environment.
- Education creates possibilities.
- All adults in the community are responsible for supporting quality education.
- Self-discipline, commitment, and hard work contribute to success.
- Trust is essential for a successful educational community.
- All members of the community are valued and have inherent worth.
- Excellence in learning is directly related to excellence in teaching.
- Academic growth is enhanced when students are actively engaged in rigorous, relevant learning.
- Each staff member is responsible for uncovering the potential of every student through positive relationships that foster student learning.
- Communication between home and school enhances learning.

Goals

(what we want to accomplish)

We will maintain a safe, supportive, nurturing environment that is conducive to working and learning.

We will provide challenging curricula with high expectations for learning.

We will develop productive citizens who can solve problems and contribute to a global society.

We will recruit, hire, and retain highly effective, diverse staff who understands what students need to succeed in a competitive, global work place.


We will maximize the school district's resources of time, expertise, and finances.



EXHIBIT L

MEMORANDUM

September 14, 2009

To: Members of the Board of Trustees
From: Keith McAlister 
Director, New Design and Construction
Re: Irmo Elementary School Schematic Design

ADMINISTRATION CONSIDERATION

Request discussion of Irmo Elementary School schematic design.
(Timeline to meet April bid will be difficult to meet without expediting the process. It would be beneficial to our district to make this effort.
SD's September 14/28 DD's Nov 9 / December 15 CD's January 11/25).

RECOMMENDATION

Administration seeks approval to proceed with Irmo Elementary School schematic design.

ATTACHMENT


Irmo Elementary School schematic design



MEMORANDUM

September 14, 2009

To: Members of the Board of Trustees

From: Keith McAlister 
Director, New Design and Construction

Re: Chapin High School Design Development

ADMINISTRATION CONSIDERATION

Request discussion of Chapin High School design development.
(Timeline to meet April bid date: DD's September 14/28 - CD's November 9 / December 14. This will allow time for submittal to OSF, Advertisement & Pre-Bid.)

RECOMMENDATION

Administration seeks approval to proceed with Chapin High School design development.

ATTACHMENT

Chapin High School design development

Apex Procedure Manual For Online Learning

August, 2009



School District Five of Lexington and Richland Counties

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Rationale

The Online Learning Program of School District Five of Lexington and Richland Counties, delivered through Apex Learning, is designed to provide students with an alternative instructional format to take and/or retake courses for Carnegie Credit. Virtual courses will provide students additional opportunities to graduate on time (four years after entering the ninth grade). Students may retake courses failed or do credit recovery in courses that they are currently failing using a combination of computer-based instruction, teacher assignments, and/or teacher instruction. Under special circumstances, students may take Apex courses for initial credit or enroll in the South Carolina Virtual School Program. Students must be enrolled in a District Five school in order to participate in Apex Learning. All Online Learning opportunities are dependent on available space in the class (see *Student Selection* section.)

Levels of Credit Intervention

Alternative Instructional Model (AIM)

This program is designed to assist students who are failing by the midpoint of the year and need an intervention if they are going to pass.

- Enrollment window will be from day 91 to 134 for a year-long course and from day 46 to 68 for a semester-long course.
- Apex courses available for AIM are limited. See Appendix A. All weighting will be at the college prep level.
- Modules to be completed will be identified through the Apex diagnostic testing program.
- Course work must be completed before the first day of summer school.
- The student will receive progress reports and a final grade through Apex.

Credit Recovery Level 1

This program is designed to assist the student that is failing at the end of the year and they only require a little extra work in order to pass the course.

- Enrollment window will be from day 135 to 180 for a year-long course and from day 69 to 90 for a semester-long course.
- Students who are earning a grade of 62 to 69 are permitted to participate in this level.
- Students who earn a grade less than 62 percent will be recommended for Credit Recovery Level 2.
- Students must have been enrolled in the course for which they are trying to recover credit during the current school year in accordance with the South Carolina Uniform Grading Policy.
- Teachers will assign modules to be completed based on student needs. The assigned Apex modules will be completed outside of the regular classroom time. Students will continue to attend the class and will be responsible for all class work as determined by the teacher, including the final exam.

- Credit recovery course work must be completed before the first day of summer school.
- Students enrolled in a gateway course must participate in the End-Of-Course Examination Program (EOCEP) in the spring.
- Upon successful completion of all the teacher assigned Apex modules and class work at 70 percent mastery, the student will earn a passing grade of 70.

****If Credit Recovery Level 1 is not successfully completed, then students may choose to participate in Credit Recovery Level 2.***

Credit Recovery Level 2

This program is designed for the student that did not qualify for Credit Recovery Level 1 and needs a more comprehensive remediation of the course.

- Students who are failing a course at the end of the school year may recover the credit through summer school or during the first semester of the following school year.
- Students will complete all assigned modules for the course as assigned through the Apex diagnostic testing program.
- All summer school courses must be completed by the end of summer school.
- Upon successful completion of all of the assigned modules at 70 percent mastery, the student will receive a grade of 70.
- Since students have already taken the EOCEP during the spring semester, they will not take the exam again.

Retaking a Course

Students who fail a course required for graduation and who were not successful through the credit recovery program must retake the course.

- **According to South Carolina's Uniform Grading Policy, the student's transcript will include both the failed course and the grade earned in the retake.**
- Modules will be identified through the Apex diagnostic testing program.
- Retaking the course in a traditional classroom setting may be more appropriate for some students.
- Students enrolled in a gateway course must also participate in the EOCEP.

Initial Credit through District 5 Online Learning

Initial credit is offered to students who have not previously been enrolled in the course. See **Appendix A** for courses that may be taken for initial credit.

- Taking a course for initial credit through Apex provides students the opportunity to graduate on time (four years after entering the ninth grade).
- The principal (or designee) must approve all initial credit courses taken through the Apex Learning program.
- Students targeted for this program include those who fail to matriculate in grades 9, 10, and/or 11.
- **All initial credit courses MUST be taught by a highly qualified teacher.**
- Students who complete Credit Recovery Level 2 before day 100 (day 10 of the second semester) may then be enrolled in an initial credit course.

**South Carolina Department of Education (SCDE) also offers courses for initial credit through the South Carolina Virtual School Program. See Appendix B.*

Online Learning Guidelines

- Registration begins with a conference between the student and his/her guidance counselor to determine the necessity of the course for completion of high school within four years.
- In cases where students are being removed from a class (AIM), the teacher of the course must be consulted.
- The guidance counselor will verify that the Individual Graduation Plan (IGP) and credit check have been updated prior to the student enrolling in a course.
- With the approval of the principal or designee, the guidance counselor will schedule the student in PowerSchool in order for the course name, course number, and the name of a highly qualified teacher to appear on the student's schedule and to allot computer lab space.
- Students seeking to enroll in a course for which a mandated South Carolina end-of-course examination is required must be enrolled in PowerSchool within 10 days of the beginning of the semester. [See Appendix A for courses that may be taken for initial credit.]
- With the first day of enrollment in PowerSchool as the baseline, students who withdraw from a course within 10 days for a one credit course or five days for a half credit course, will do so without penalty.
- Students who withdraw from a course after the specified time of 10 days or five days respectively, shall be assigned a WF (61) and this grade will be calculated in the student's grade point ratio per District Guidelines and the South Carolina Uniform Grading Policy.
- The expected completion for initial credit courses for one credit is approximately 120 hours of course work with a minimum of eight hours per week, per course.
- The expected completion for initial credit courses for one half credit is approximately 70 hours of course work with a minimum of eight hours per week, per course.

- While lessons and activities can be accessed outside of the regular classroom, all tests and exams must be administered in a proctored setting at the school.
- **Off-campus technology hardware, software, and internet access are the responsibility of the student/parent.** School District Five of Lexington and Richland Counties assumes no responsibility for off-campus technical support whether the course is being taken for initial credit or for credit recovery.

End-of-Course Testing in Online Courses

End-of-Course Test Requirements

All students enrolled in gateway course (one that requires participation in EOCEP) **MUST** take the exam. These courses include English 1, Algebra 1, Algebra 1 Part 2, Physical Science, Biology 1, and United States History and Constitution.

Online Learning Personnel Roles and Responsibilities

Staffing

Each school will be responsible for staffing the Online Learning Program. The online learning lab must be staffed with a certified teacher. This position will be funded with an additional FTE provided by the district.

One staff member in the online program will be responsible for training and providing the appropriate courses at each school location or homebound/home-based site (not available for home schooled students). This person will also be the only person permitted to add students to Apex Learning.

District Online Learning Program Coordinator

The District Online Learning Program Coordinator oversees policy, provides training, and is responsible for the overall implementation of the program. Specific duties include

- recommending specific products, policies, and procedures related to student enrollment and completion in all aspects of the District Five Online Learning Program;
- organizing training and support for all school-based site coordinators and teachers;
- assisting site-based coordinators with course creation and student imports;
- researching and developing strategies for increasing the effectiveness of the Online Learning Program;
- assessing and reporting on student enrollment, usage and course completion; and
- serving as a liaison between the district and the schools.

School Administration

Assistant Principals for Instruction (API) are responsible for the implementation of the online learning program at their schools. Specific duties include

- collaborating with the school administrative team to create a flexible master schedule with opportunities for student movement;
- verifying that all students enrolled in gateway courses participate in the EOCEP;
- verifying that final grades are recorded on student transcripts;
- assigning highly qualified teachers to participate in the Apex learning program; and
- ensuring compliance with guidelines and policies for computer enhanced instruction.

Guidance Director

The guidance director is responsible for recommending students for online courses and/or credit recovery based on teacher consultation and graduation requirements. Directors are responsible for communicating with API and credit recovery lab instructor to ensure proper student course placement.

Apex Lab Coordinator

The school-based instructional technology specialist will manage all user accounts and classrooms for their specific school. Specific duties include

- maintaining student enrollment in day and evening school programs;
- generating student progress reports as directed by the school administration;
- collaborating with school administration to implement extended year and make-up time;
- providing teacher training and support for credit recovery, whole group instruction, differentiated instruction and exam review for the Apex program;
- using diagnostic assessment to provide individualized curriculum for students in credit recovery;
- providing a student-centered learning experience to participants in the learning program;
- communicating with parents, guidance, and school administrators regarding student progress;
- preparing substitute plans in case of illness, power outage, or network outage; and
- communicating with School Test Coordinator (STC) regarding student completion of gateway courses.

Student Selection

Because space in the Online Learning Program is limited, students will be selected to participate based on the following priorities.

- First priority will be given to students needing courses to graduate at the end of the school year or during the summer after their senior year.
- If the students' grade levels are equal, then credit recovery seats will be determined by the school administration.
- Students who do not attend class on a regular basis or do not put forth the effort to complete the necessary modules may be removed and placed in a study hall. Students removed from the online learning program will receive a grade of WF (61).
- The final selection decision will be made by the principal and his/her designee with input from teachers, counselors, and the Assistant Principal for Instruction.

Time Requirements

A minimum of 60 hours will be required for initial credit or for students enrolled in the AIM program. Online Learning labs are available at all District Five high schools. Successful completion of online coursework may require time in addition to regularly scheduled computer lab time.

Summary of Grading Policy for Online Learning

Grading for Online Learning Program will comply with all requirements of the South Carolina Uniform Grading Policy. [Grading is included under each category- this is a summary]

- All credits earned in the Online Learning Program will receive college preparatory weighting unless they are designated as Advanced Placement (AP) courses by the College Board. Courses designated as AP courses by the College Board will receive the AP course weighting.
- The specific curriculum units required for each course have been determined by the Office of Instruction. Every effort has been made to match the rigor of the online class to the rigor of the teacher-taught class. Supplementary materials may be needed to insure that state academic standards are contained or met in the online classes. These materials have been given to each school. **It is required that the district approved curriculum is used at each school for each course. Modifications will result in a loss of credit for the student. The principal will be responsible for ensuring compliance.**
- In all courses which require an end-of-course examination, the exam will be administered by certified personnel and count 20 percent of the final grade (per South Carolina Uniform Grading Policy). Students who repeat a gateway course must retake the end-of-course exam, which counts 20 percent of the final grade.

Students who are enrolled in courses requiring state end-of-course examinations must take the examinations and fulfill all requirements outlined in Regulation 43-262.4. Students will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through credit recovery option. Students who repeat

the course must be treated as though they are taking the course for the first time; all requirements will apply (SCDE Uniform Grading Policy).

- The district will follow the uniform grading policy in regard to withdrawing from courses. Refer to the district registration book for specific dates.
- Students are expected to complete a course within the extended school year or during summer school. If a student fails to complete the online course within this time frame, the student will receive a grade of 61 for the course. A request for additional time may be submitted to the principal. The decision of the principal is final.
- Students taking initial credit courses will receive the grade earned.
- Students who retake a course will receive both grades (per the Uniform Grading Policy) on their transcript.
- If a student drops a course to take an online course, the student will receive a grade of WF (61) for the course dropped. The student will receive the grade earned for the online course. Both grades will be recorded on the transcript.
- Students enrolled in a course under the AIM will receive the grade earned in the online course. Only the AIM grade will be recorded on the transcript.
- Upon successful completion of Credit Recovery Levels 1 or 2, the student will earn a passing grade of 70.

Behavior/Discipline

Enrollment in the Online Learning Program is a privilege; misbehavior will not be tolerated. Students will be subject to the district's discipline code and may be removed from the program for discipline infractions.

Appendix A – Apex Course Offerings

District Course Title	Apex Course	SASI Number	AIM	Credit Recover Level 1	Credit Recovery Level 2	Retaking	Initial Credit	Notes
English 1	Intro to English Literature and Composition Core	CHS – 3011ADCW	N	Y	Y	Y	N	All English courses require novels, short stories and poems as a part of the curriculum.
		IR/DF - # of class						
English 2	Critical Reading & Effective Writing Essentials Core	CHS – 3012ADCW	Y	Y	Y	Y	Y	All English courses require novels, short stories and poems as a part of the curriculum.
		IR/DF -- # of class						
English 3	American Literature Core	3013GLCW	Y	Y	Y	Y	Y	All English courses require novels, short stories and poems as a part of the curriculum.
English 4	British & World Culture Core	3014GLCW	Y	Y	Y	Y	Y	All English courses require novels, short stories and poems as a part of the curriculum.
Algebra 1 Part 1	Algebra 1 Core Semester One	3141ABCW	N	Y	Y	Y	N	
Algebra 1 Part 2	Algebra 1 Core Semester Two	3142GLCW	N	Y	Y	Y	N	
Algebra 1	Algebra 1 Core	4111ADCW	N	Y	Y	Y	N	
Algebra 2	Algebra 2 Core	4112GLCW	Y	Y	Y	Y	Y	
Geometry	Geometry Core	4121GLCW	Y	Y	Y	Y	Y	
Precalculus	Precalculus Core	4131ADCW						
Probability & Statistics	Algebra 1 Comprehensive Sem 2 & Algebra 2 Comp Sem 2	4141GLCW	N	Y	Y	Y	N	
Earth Science	Earth Science Core	3265GLCW	Y	Y	Y	Y	Y	
Physical Science	Physical Science Core	3211GLCW	N	Y	Y	Y	N	
Chemistry	Chemistry Core	3231GLCW	N	Y	Y	Y	N	
Biology	Biology Core	3221GLCW	N	Y	Y	Y	N	

District Course Title	Apex Course	SASI Number	AIM	Credit Recover Level 1	Credit Recovery Level 2	Retaking	Initial Credit	Notes
Global Studies 1	World History Semester 1 Core	CHS CHS -- 3310ADCW	N	Y	Y	Y	N	Courses at Chapin High School are specially designed to match their regular curriculum.
		IR/DF - # of class						
Global Studies 2	World History Semester 2 Core	CHS -- 3360ADCW	Y	Y	Y	Y	Y	Courses at Chapin High School are specially designed to match their regular curriculum.
		IR/DF - # of class						
US History	US History Core	3320GLCW	N	Y	Y	Y	N	
Economics	US and Global Economics Core	3330GLCH	Y	Y	Y	Y	Y	
Government	US Government and Politics Core	3350GLCH	Y	Y	Y	Y	Y	
Music Appreciation	Music Appreciation	356100CW	Y	Y	Y	Y	Y	
French 1 (Core)	French 1 Core	3651GLCW	N	Y	Y	Y	N	
French 2 (Core)	French 2 Core	3652GLCW	N	Y	Y	Y	N	
Spanish 1 (Core)	Spanish 1 Core	3611GLCW	N	Y	Y	Y	N	
Spanish 2 (Core)	Spanish 2 Core	3612GLCW	N	Y	Y	Y	N	
Health: Fit For Life (1/2 Credit)	Health: Fit For Life (1/2 Credit)	3402GLCH	Y	Y	Y	Y	Y	Ghost Courses
English 1 Lab – F (1/2 Credit)	Reading Skills and Strategies	30999FCH	N	Y	Y	Y	Y	Ghost Courses
English 1 Lab – S (1/2 Credit)	Writing Skills and Strategies	30999SCH	N	Y	Y	Y	Y	Ghost Courses
English 1 Lab – Yr	Modules from both Courses	30999CCW	N	Y	Y	Y	Y	Ghost Courses
Exit Math Lab – F (1/2 Credit)	Math Foundations 1	3199EFCH	N	Y	Y	Y	Y	Ghost Courses
Exit Math Lab – S (1/2 Credit)	Math Foundations 2	3199ESCH	N	Y	Y	Y	Y	Ghost Courses
Exit Math Lab – Yr	Modules from both Courses	3199MLCW	N	Y	Y	Y	Y	Ghost Courses

All Apex Courses should start with a section number of 30 and go up in SASI.

Appendix B – South Carolina Virtual School

Administrative Rule

SC Virtual Courses, whether taken at a location outside of the school or the school where the student is enrolled, are those courses for which the student has been granted permission by his or her home school to earn a Carnegie unit.

- Prior to approval for SC Virtual School enrollment, all students must have parental/guardian approval in writing.
- Beginning with the 2006-07 school year, students who have reached their junior or senior year (starting with the summer prior to the junior year) must obtain written approval from the principal or his/her designee before enrolling in a SC Virtual Course.
- Courses approved for SC Virtual School are transferable to all District Five Schools. Only SC Virtual School courses previously approved by the principal (or designee).
- Only SC Virtual School courses previously approved by the principal (or designee) will transfer to the high school. Approved SC Virtual School courses will be counted as first term courses if completed during the first term and as second term courses if completed during the second term.
- SC Virtual School Courses must be completed and grades received prior to graduation. In accordance with the Uniform Grading Policy of the SC Department of Education, the weighting used in GPA computation will be the weighting for the course as designated by the SC Virtual School.
- Tuition, textbook expense, and any or all fees will be the responsibility of the individual student or his/her parent/legal guardian if not funded by the state.

