



**AGENDA
BOARD OF TRUSTEES
DISTRICT ADMINISTRATION BUILDING'S BOARD ROOM
OCTOBER 26, 2009**

1. Call to order at 6 p.m.
2. Motion to enter executive session in the lounge to consider the following:
 - a. Selected employment items (Exhibit A)
 - b. Contractual matter: Property update
 - c. Contractual matter: Dutch Fork High School Project
3. Welcoming remarks at 7 p.m.
4. Invocation – Erik Ely, Executive Pastor, East Lake Community Church
5. Pledge of Allegiance – Jacob Sprankle, student council vice president at Dutch Fork Middle School
6. School Board Spotlight
7. Approval of the agenda
8. Superintendent's report
 - a. Superintendent
 - b. Community Services
 - c. Financial Services
 1. Financial reports for September 2009 (Exhibit B)

- d. Human Resources
 - 1. Prevention and Risk Control Savings, Risk Control District of the Year
 - e. Instructional Services
 - 1. Presentation on AP, ACT and SAT tests (Exhibit C)
 - f. Technology Services
 - g. New Design and Construction
9. Public participation*

CONSENT AGENDA

- 10. Approval of the minutes of the regular meeting of October 12, 2009

ACTION AGENDA

- 11. Items considered in executive session
- 12. Second reading of proposed new board policies JFAA/JFAB "Admission of Resident/Non-Resident Students" replaces policy JBC "School Admissions"; JFAA/JFAB-R replaces JBC/JBC-R(1) "Statement for Determining Legal Residence"; JFAA/JFAB E(1) "Affidavit" replaces JBC E "Affidavit"; JFAA/JFAB E(3) "Affidavit" replaces JBC E(3) "Affidavit"; JFABB "Admission of Foreign Exchange Students" replaces JQK "Admission of Foreign and Exchange Students"; JFABB-R "Admission of Foreign Exchange Students" add as "Administrative Rule"; JFABB-E "Admission of Foreign Exchange Students" replaces JQK-E "Foreign and Exchange Student Agreement Form"; JH "Student Absences and Excuses" replaces JBD "Absences and Excuses"; JH-R "Student Absences and Excuses" replaces AR JBD-R "Absences and Excuses"; JJE "Student Fundraising Activities" replaces JK "Student Solicitations"; JJE-R add as "Administrative Rule"; JLCD "Assisting Students with Medications" replaces JGCD "Assisting Students with Medications"; JLCD-R "Assisting Students with Medications" replaces ARJGCD-R "Assisting Students with Medications" (Exhibit D)

DISCUSSION AGENDA

13. Proposed revisions to board policies JB "Attendance", JB (R) "Attendance", JBA "Compulsory Attendance Ages", JBB "Entrance Age", JBA (E) "Form to Elect Non-Attendance in Compulsory Kindergarten" (Exhibit E)
14. Proposed revisions to board policies GCI "Professional Staff Development" replacing GAD "Professional Development Opportunities", GCMD "Instructional Staff Extra Duty" replacing GBRD "Certified Personnel Staff Meetings" and GBRE "Certified Personnel Extra Duty", GCQC/GCQD "Resignation of Instructional Staff/Administrative Staff" replacing GBO "Certified Personnel Resignation", new policy GCNA "Supervision of Instructional Staff", GCR "Nonschool Employment of Professional Staff" replacing GBRG "Nonschool Employment During Working Hours", new policy GCRD "Tutoring for Pay", new policy GDO "Evaluation of Support Staff", new policy GDQB "Resignation of Support Staff", new policy GDQD "Discipline, Suspension and Dismissal of Support Staff", and new policy GDR "Nonschool Employment of Support Staff" (Exhibit F)
15. Adjourn

FOR YOUR INFORMATION

1. The next regular scheduled board meeting will be on November 9, 2009 at Chapin Elementary School.

*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/October 12, 2009

The Board of Trustees of School District Five of Lexington and Richland Counties met at Dutch Fork Middle School's Cafeteria with the following members present:

Mr. Robert Gantt, Chairman
Mrs. Roberta Ferrell, Vice Chairman
Mrs. Carol Sloop, Secretary
Mrs. Ellen Baumgardner
Ms. Beth Hutchison
Mrs. Jan Hammond
Mr. Ed White
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 Erik Ely, Executive Pastor, East Lake Community Church. The Pledge of Allegiance was led by Carter Cowser, student council president, Dutch Fork Middle School.

The School Board Spotlight was presented by Robert Gantt, Roberta Ferrell and Michelle Foster.

A welcome and brief overview of Dutch Fork Middle School was given by Rod Taylor, principal, Lynne Fralick, school improvement council chair, and Kim Hutson, PTSA chair.

During the superintendent's report, Buddy Price presented information on the Golden Apple Award; Karl Fulmer presented information on qualified school construction bonds (Exhibit B); and Keith McAlister presented a monthly update on new design and construction.

During the public participation, Kim Murphy, Michael Green, Susan Baker, Carroll Frick, Jr., Albert Bueno and Scott Murray spoke regarding Chapin High School's renovation project.

Karl Fulmer presented information on the procurement of energy management services (Exhibit G).

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

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of October 12, 2009

	B A U M G A R D N E R	H U T C H I S O 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. Hutchison S. Baumgardner Enter executive session to consider the following: 2a) briefing on student matter; 2b) selected employment items (Exhibit A); and 2c) legal briefing: personnel matter	X	X	X	X	X	X	A
2. M. Ferrell S. Baumgardner Approve the agenda	X	X	X	X	X	X	X
3. M. Ferrell S. Baumgardner Approve the minutes of the regular meeting of September 28, 2009	X	X	X	X	X	X	AB
4. M. Ferrell S. Baumgardner Approve the selected employment items (Exhibit A)	X	X	X	X	X	X	X
5. M. . Hutchison S. Baumgardner Approve second reading of GCG "Part-Time and Substitute Professional Staff Employment" and GCG-R "Part-Time and Substitute Professional Staff Employment Administrative Rule" replacing GBRJ "Substitute Teachers" and GBRJA "Pay Rate for Substitute Teachers on Extended Assignment" (Exhibit C)	X	X	X	X	X	X	X
6. M. Ferrell S. Hammond Appointment of Ellen Baumgardner, Beth Hutchison, Jan Hammond to serve as a delegate and receive one vote each, Robert Gantt to serve as a delegate and receive three votes, and Roberta Ferrell and Carol Sloop to serve as alternates for the 2009 South Carolina School Boards Association Delegate Assembly (Exhibit D)	X	X	X	X	X	X	X
7. M. Ferrell S. Hutchison Approve first reading of proposed new board policies JFAA/JFAB "Admission of Resident/Non-Resident Students" replaces policy JBC "School Admissions";	X	X	X	X	X	X	X

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SCHOOL DISTRICT FIVE
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Meeting of October 12, 2009

	B A U M G A R D N E R	H U T C H I S O 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
JFAA/JFAB-R replaces JBC/JBC-R(1) "Statement for Determining Legal Residence"; JFAA/JFAB E(1) "Affidavit" replaces JBC E "Affidavit"; JFAA/JFAB E(3) "Affidavit" replaces JBC E(3) "Affidavit"; JFABB "Admission of Foreign Exchange Students" replaces JQK "Admission of Foreign and Exchange Students"; JFABB-R "Admission of Foreign Exchange Students" add as "Administrative Rule"; JFABB-E "Admission of Foreign Exchange Students" replaces JQK-E "Foreign and Exchange Student Agreement Form"; JH "Student Absences and Excuses" replaces JBD "Absences and Excuses"; JH-R "Student Absences and Excuses" replaces AR JBD-R "Absences and Excuses"; JJE "Student Fundraising Activities" replaces JK "Student Solicitations"; JJE-R add as "Administrative Rule"; JLCD "Assisting Students with Medications" replaces JGCD "Assisting Students with Medications"; JLCD-R "Assisting Students with Medications" replaces ARJGCD-R "Assisting Students with Medications" (Exhibit E)							
8. M. Sloop S. Baumgardner Approve to proceed with the design development for Chapin High School – fourth viewing (Exhibit F)	X	X	X	X	AB	X	X
9. M. White S. Ferrell Adjourn at 10:10 p.m.	X	X	X	X	X	X	X

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X = Yes

SEPTEMBER 2009 REVENUE

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
REVENUE BUDGET REPORT BY ACCOUNT
FY 2009-2010

CURRENT MONTH: SEPTEMBER 2009

<u>ACCOUNT</u>	<u>BUDGETED REVENUE</u>	<u>CURRENT REVENUE</u>	<u>YEAR TO DATE REVENUE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>
TOTAL LOCAL REVENUE					
LOCAL PROPERTY TAX REVENUE TOTALS					
100-001-110-0000-00 LEVIES - CUR. OPERATIONS - LEX. CO.	24,505,500.00	-3,251.06	-20,831.50	0.00	24,526,331.50
100-001-110-0001-00 LEX. CO. VEHICLE TAXES	4,534,750.00	429,450.04	864,712.87	0.00	3,670,037.13
100-001-110-0002-00 STATE SALES & USE TAX CREDIT	200,000.00	0.00	12.75	0.00	199,987.25
100-001-110-0003-00 RICH. CO. CURRENT TAXES	10,869,375.00	0.00	0.00	0.00	10,869,375.00
100-001-110-0005-00 LEX. CO. DELINQUENT TAXES	800,000.00	80,369.21	199,584.60	0.00	600,415.40
100-001-110-0006-00 RICH. CO. DELINQUENT TAXES	600,000.00	0.00	0.00	0.00	600,000.00
100-001-110-0007-00 RICH. CO. VEHICLE TAXES	4,122,500.00	0.00	0.00	0.00	4,122,500.00
100-001-140-0000-00 PENALTIES/INTEREST - LEX. CO. TAXES	180,000.00	12,056.27	29,926.73	0.00	150,073.27
100-001-140-0001-00 PENALTIES/INTEREST - RICH. CO. TAXES	130,000.00	0.00	0.00	0.00	130,000.00
LOCAL PROPERTY TAX REVENUE TOTALS	45,942,125.00	518,624.46	1,073,405.45	0.00	44,868,719.55
FEE IN LIEU OF TAXES TOTALS					
100-001-280-0000-00 FEE IN LIEU OF TAXES - LEX	58,300.00	0.00	0.00	0.00	58,300.00
FEE IN LIEU OF TAXES TOTALS	58,300.00	0.00	0.00	0.00	58,300.00
TUITION REVENUE TOTALS					
100-001-310-1000-00 INSTRUCTIONAL FEES - TAX DIFF	600,000.00	1,017.00	13,138.37	0.00	586,861.63
100-001-350-0003-00 SUMMER SCHOOL TUITION - HIGH	100,000.00	0.00	0.00	0.00	100,000.00
TUITION REVENUE TOTALS	700,000.00	1,017.00	13,138.37	0.00	686,861.63
INTEREST INCOME TOTALS					
100-001-510-0000-00 INTEREST ON INVESTMENTS	600,000.00	8,407.66	40,854.27	0.00	559,145.73
INTEREST INCOME TOTALS	600,000.00	8,407.66	40,854.27	0.00	559,145.73
STUDENT FEES TOTALS					
100-001-740-0015-00 ADDITIONAL ELEMENTARY REVENUE	11,600.00	0.00	0.00	0.00	11,600.00
100-001-740-0017-00 ADDITIONAL ELEMENTARY REVENUE	13,000.00	0.00	0.00	0.00	13,000.00
100-001-740-0020-00 ATHLETIC FEE	25,000.00	0.00	0.00	0.00	25,000.00
100-001-740-0023-00 ADDITIONAL ELEMENTARY REVENUE	5,000.00	0.00	0.00	0.00	5,000.00
100-001-740-0024-00 ADDITIONAL ELEMENTARY REVENUE	11,000.00	0.00	0.00	0.00	11,000.00

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
REVENUE BUDGET REPORT BY ACCOUNT
FY 2009-2010

CURRENT MONTH: SEPTEMBER 2009

<u>ACCOUNT</u>	<u>BUDGETED REVENUE</u>	<u>CURRENT REVENUE</u>	<u>YEAR TO DATE REVENUE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>
100-001-740-0025-00 ADDITIONAL ELEMENTARY REVENUE	6,500.00	0.00	0.00	0.00	6,500.00
100-001-740-0026-00 ADDITIONAL ELEMENTARY REVENUE	8,500.00	0.00	0.00	0.00	8,500.00
100-001-740-0027-00 ATHLETIC FEE	25,000.00	0.00	0.00	0.00	25,000.00
100-001-740-0029-00 ADDITIONAL ELEMENTARY REVENUE	1,500.00	0.00	0.00	0.00	1,500.00
100-001-740-0030-00 ADDITIONAL ELEMENTARY REVENUE	9,000.00	0.00	0.00	0.00	9,000.00
100-001-740-0035-00 ADDITIONAL ELEMENTARY REVENUE	6,900.00	0.00	0.00	0.00	6,900.00
100-001-740-0040-00 ATHLETIC FEE	21,500.00	0.00	0.00	0.00	21,500.00
100-001-740-0050-00 ADDITIONAL ELEMENTARY REVENUE	5,500.00	0.00	0.00	0.00	5,500.00
100-001-740-0052-00 ADDITIONAL ELEMENTARY REVENUE	5,500.00	0.00	0.00	0.00	5,500.00
100-001-740-0055-00 ADDITIONAL ELEMENTARY REVENUE	4,000.00	0.00	0.00	0.00	4,000.00
100-001-740-1020-00 CLUB FEE	2,500.00	0.00	0.00	0.00	2,500.00
100-001-740-1027-00 CLUB FEE	12,000.00	0.00	0.00	0.00	12,000.00
100-001-740-1040-00 CLUB FEE	5,000.00	0.00	0.00	0.00	5,000.00
100-001-740-2020-00 DRIVER ED FEE	2,200.00	0.00	0.00	0.00	2,200.00
100-001-740-2027-00 DRIVER ED FEE	7,500.00	0.00	0.00	0.00	7,500.00
100-001-740-2040-00 DRIVER ED FEE	3,000.00	0.00	0.00	0.00	3,000.00
STUDENT FEES TOTALS	191,700.00	0.00	0.00	0.00	191,700.00
OTHER LOCAL REVENUE TOTALS					
100-001-910-0000-00 RENTALS OF PROPERTIES	50,000.00	1,400.00	3,780.00	0.00	46,220.00
100-001-950-0000-00 REFUND ON PRIOR YEAR'S EXPENSES	5,000.00	8,727.94	12,750.81	0.00	-7,750.81
100-001-950-0001-00 REFUND OF PRIOR YEAR - TEXTBOOKS	0.00	469.84	469.84	0.00	-469.84
100-001-990-0000-00 MISC. LOCAL REVENUE	25,000.00	1,564.28	9,964.85	0.00	15,035.15
100-001-990-0006-00 MISC REV - VOIDED STALE O/S CHECKS	0.00	-255.36	-277.23	0.00	277.23
100-001-999-0000-00 ALLOC. OF BEGIN. FUND BALANCE	665,071.00	0.00	0.00	0.00	665,071.00

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
REVENUE BUDGET REPORT BY ACCOUNT
FY 2009-2010

CURRENT MONTH: SEPTEMBER 2009

<u>ACCOUNT</u>	<u>BUDGETED REVENUE</u>	<u>CURRENT REVENUE</u>	<u>YEAR TO DATE REVENUE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>
OTHER LOCAL REVENUE TOTALS	745,071.00	11,906.70	26,688.27	0.00	718,382.73
100-001 TOTAL LOCAL REVENUE	48,237,196.00	539,955.82	1,154,086.36	0.00	47,083,109.64
TOTAL STATE REVENUE					
STATE RESTRICTED GRANTS REV. TOTALS					
100-003-131-0000-00 STATE REVENUE - HANDICAPPED	7,000.00	0.00	0.00	0.00	7,000.00
100-003-132-0000-00 STATE REV. - HOME INSTRUCTION	4,000.00	0.00	0.00	0.00	4,000.00
100-003-160-0000-00 BUS DRIVERS SALARY	636,165.00	51,752.75	163,137.69	0.00	473,027.31
100-003-162-0000-00 BUS DRIVERS WORKERS COMP	56,944.00	58,840.26	58,840.26	0.00	-1,896.26
100-003-180-0000-00 FRINGE BENEFITS - EMPLOYER CO	12,073,105.00	1,016,966.19	3,050,898.57	0.00	9,022,206.43
100-003-181-0000-00 RETIREE FRINGE - EMPLOYER CON	2,195,359.00	182,946.58	548,839.74	0.00	1,646,519.26
STATE RESTRICTED GRANTS REV. TOTALS	14,972,573.00	1,310,505.78	3,821,716.26	0.00	11,150,856.74
STATE EDUC. FINAN. ACT REV. TOTALS					
100-003-311-0000-00 EFA REVENUE - KINDERGARTEN	1,773,896.32	150,839.75	452,519.25	0.00	1,321,377.07
100-003-312-0000-00 EFA REVENUE - PRIMARY	5,518,954.46	469,189.62	1,407,568.84	0.00	4,111,385.62
100-003-313-0000-00 EFA REVENUE - ELEMENTARY	8,490,926.92	721,657.05	2,164,971.15	0.00	6,325,955.77
100-003-314-0000-00 EFA REVENUE - SECONDARY	4,023,926.59	217,455.60	652,366.80	0.00	3,371,559.79
100-003-315-0000-00 EFA REVENUE - T.M.H.	129,211.41	10,745.52	32,236.54	0.00	96,974.87
100-003-316-0000-00 EFA REVENUE - SPEECH	2,702,062.58	242,460.42	727,381.26	0.00	1,974,681.32
100-003-317-0000-00 EFA REVENUE - HOMEBOUND	87,461.50	7,448.26	22,344.78	0.00	65,116.72
100-003-321-0000-00 EFA REVENUE - EMOTIONALLY HA	320,712.48	29,133.79	87,401.37	0.00	233,311.11
100-003-322-0000-00 EFA REVENUE - E.M.H.	72,520.09	4,179.92	12,539.76	0.00	59,980.33
100-003-323-0000-00 EFA REVENUE - L.D.	1,892,930.18	153,701.27	461,103.81	0.00	1,431,826.37
100-003-324-0000-00 EFA REVENUE - HEARING HANDI.	70,372.09	6,863.40	20,590.20	0.00	49,781.89
100-003-325-0000-00 EFA REVENUE - VISUALLY HANDI.	60,966.00	5,843.69	17,531.07	0.00	43,434.93
100-003-326-0000-00 EFA REVENUE - ORTHOPEDICALLY	37,727.29	3,990.00	11,970.00	0.00	25,757.29
100-003-327-0000-00 EFA REVENUE - VOCATIONAL	5,117,781.67	564,300.05	1,692,900.15	0.00	3,424,881.52

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
REVENUE BUDGET REPORT BY ACCOUNT
FY 2009-2010

CURRENT MONTH: SEPTEMBER 2009

<u>ACCOUNT</u>	<u>BUDGETED REVENUE</u>	<u>CURRENT REVENUE</u>	<u>YEAR TO DATE REVENUE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>
100-003-331-0000-00 EFA REVENUE - AUTISM	386,451.42	33,849.65	101,548.95	0.00	284,902.47
STATE EDUC. FINAN. ACT REV. TOTALS	30,685,901.00	2,621,657.99	7,864,973.93	0.00	22,820,927.07
STATE REVENUE IN LIEU OF TAXES					
100-003-810-0000-00 PROPERTY TAX RELIEF REIMB. - LI	6,611,007.00	0.00	0.00	0.00	6,611,007.00
100-003-810-0001-00 PROPERTY TAX RELIEF REIMB - RI	3,969,064.00	0.00	0.00	0.00	3,969,064.00
100-003-820-0000-00 HOMESTEAD EXEMPTION - LEX. CO	1,210,890.00	0.00	0.00	0.00	1,210,890.00
100-003-820-0001-00 HOMESTEAD EXEMPTION - RICH. CO	529,100.00	0.00	0.00	0.00	529,100.00
100-003-825-0000-00 TIER III PROPERTY TAX RELIEF	27,359,108.00	0.00	0.00	0.00	27,359,108.00
100-003-830-0000-00 MERCHANTS INV TAX RELIEF - LEI	196,881.00	49,220.20	49,220.20	0.00	147,660.80
100-003-830-0001-00 MERCHANT INV TAX RELIEF - RICH	17,074.00	0.00	0.00	0.00	17,074.00
100-003-840-0000-00 MANUFACTURERS DEPR REIMB - L	301,963.00	0.00	0.00	0.00	301,963.00
100-003-840-0001-00 MANUFACTURERS DEPR REIMB - R	1,700.00	0.00	0.00	0.00	1,700.00
100-003-890-0000-00 MOTOR CARRIER VEH TAX REIMB	90,000.00	28,518.24	69,315.89	0.00	20,684.11
100-003-890-0001-00 MOTOR CARRIER VEH TAX REIMB	35,000.00	0.00	0.00	0.00	35,000.00
STATE REVENUE IN LIEU OF TAXES	40,321,787.00	77,738.44	118,536.09	0.00	40,203,250.91
OTHER STATE REVENUE TOTALS					
100-003-990-0000-00 OTHER STATE REVENUE	6,831.00	0.00	0.00	0.00	6,831.00
OTHER STATE REVENUE TOTALS	6,831.00	0.00	0.00	0.00	6,831.00
100-003 TOTAL STATE REVENUE	85,987,092.00	4,009,902.21	11,805,226.28	0.00	74,181,865.72
TOTAL OTHER SOURCES OF REVENUE					
TRANSFER FROM OTHER FUNDS TOTALS					
100-005-230-0000-00 TRANSFER FROM EIA FUND	2,488,060.00	0.00	204,889.41	0.00	2,283,170.59
100-005-280-0000-00 TRANS FROM OTHER FUNDS - IND	600,000.00	29,118.28	29,434.18	0.00	570,565.82
TRANSFER FROM OTHER FUNDS TOTALS	3,088,060.00	29,118.28	234,323.59	0.00	2,853,736.41
OTHER SOURCES OF REVENUE					
100-005-300-0001-00 SALE OF FIXED ASSET	5,000.00	0.00	423.00	0.00	4,577.00
OTHER SOURCES OF REVENUE	5,000.00	0.00	423.00	0.00	4,577.00
100-005 TOTAL OTHER SOURCES OF REVENUE	3,093,060.00	29,118.28	234,746.59	0.00	2,858,313.41
	137,317,348.00	4,578,976.31	13,194,059.23	0.00	124,123,288.77

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
REVENUE BUDGET REPORT BY ACCOUNT
FY 2009-2010

CURRENT MONTH: SEPTEMBER 2009

<u>ACCOUNT</u>	<u>BUDGETED REVENUE</u>	<u>CURRENT REVENUE</u>	<u>YEAR TO DATE REVENUE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>
FUND 101 - TOTALS					
TOTAL LOCAL REVENUE					
PHONE NOTIFICATION FEE TOTALS					
101-001-740-0015-00 PHONE NOTIFICATION FEES-CES	1,700.00	0.00	0.00	0.00	1,700.00
101-001-740-0017-00 PHONE NOTIFICATION FEES-LMES	1,700.00	0.00	0.00	0.00	1,700.00
101-001-740-0020-00 PHONE NOTIFICATION FEES-CHS	2,500.00	0.00	0.00	0.00	2,500.00
101-001-740-0021-00 PHONE NOTIFICATION FEES-CMS	2,000.00	0.00	0.00	0.00	2,000.00
101-001-740-0023-00 PHONE NOTIFICATION FEES-HECE	1,030.00	0.00	0.00	0.00	1,030.00
101-001-740-0024-00 PHONE NOTIFICATION FEES-BES	1,542.00	0.00	0.00	0.00	1,542.00
101-001-740-0025-00 PHONE NOTIFICATION FEES-DFES	1,120.00	0.00	0.00	0.00	1,120.00
101-001-740-0026-00 PHONE NOTIFICATION FEES-RSES	1,280.00	0.00	0.00	0.00	1,280.00
101-001-740-0027-00 PHONE NOTIFICATION FEES-DFHS	4,170.00	0.00	0.00	0.00	4,170.00
101-001-740-0028-00 PHONE NOTIFICATION FEES-DFMS	2,080.00	0.00	0.00	0.00	2,080.00
101-001-740-0029-00 PHONE NOTIFICATION FEES-HWES	740.00	0.00	0.00	0.00	740.00
101-001-740-0030-00 PHONE NOTIFICATION FEES-OPES	1,260.00	0.00	0.00	0.00	1,260.00
101-001-740-0035-00 PHONE NOTIFICATION FEES-IES	1,000.00	0.00	0.00	0.00	1,000.00
101-001-740-0040-00 PHONE NOTIFICATION FEES-IHS	4,080.00	0.00	0.00	0.00	4,080.00
101-001-740-0045-00 PHONE NOTIFICATION FEES-CRMS	1,938.00	0.00	0.00	0.00	1,938.00
101-001-740-0046-00 PHONE NOTIFICATION FEES-IMS	1,850.00	0.00	0.00	0.00	1,850.00
101-001-740-0050-00 PHONE NOTIFICATION FEES-LES	970.00	0.00	0.00	0.00	970.00
101-001-740-0052-00 PHONE NOTIFICATION FEES-NRES	1,040.00	0.00	0.00	0.00	1,040.00
101-001-740-0055-00 PHONE NOTIFICATION FEES-SOES	1,000.00	0.00	0.00	0.00	1,000.00
PHONE NOTIFICATION FEE TOTALS	33,000.00	0.00	0.00	0.00	33,000.00
101-001 TOTAL LOCAL REVENUE	33,000.00	0.00	0.00	0.00	33,000.00
FUND 101 - TOTALS	33,000.00	0.00	0.00	0.00	33,000.00
	137,350,348.00	4,578,976.31	13,194,059.23	0.00	124,156,288.77

SEPTEMBER 2009 EXPENDITURES

**SCHOOL DIST 5 LEXINGTON/RICHLAND CO
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FY 2009-2010

CURRENT MONTH: SEPTEMBER 2009

<u>ACCOUNT</u>	<u>BUDGETED EXPENDITURE</u>	<u>CURRENT EXPENDITURE</u>	<u>YEAR TO DATE EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>
KINDERGARTEN TOTALS					
KINDERGARTEN SALARIES	4,306,755.97	359,223.47	536,801.13	0.00	3,769,954.84
KINDERGARTEN EMPLOYEE BENEFITS	1,458,093.09	116,170.70	194,206.58	0.00	1,263,886.51
KINDERGARTEN PURCHASED SERVICES	920.00	0.00	0.00	0.00	920.00
KINDERGARTEN SUPPLIES & MATERIALS	65,220.00	14,734.45	20,157.49	19,346.27	25,716.24
100-111 KINDERGARTEN TOTALS	5,830,989.06	490,128.62	751,165.20	19,346.27	5,060,477.59
PRIMARY TOTALS					
PRIMARY SALARIES	11,465,713.84	940,097.13	1,406,174.39	0.00	10,059,539.45
PRIMARY EMPLOYEE BENEFITS	3,459,622.41	275,252.80	453,095.90	0.00	3,006,526.51
PRIMARY PURCHASED SERVICES	3,300.00	0.00	0.00	0.00	3,300.00
PRIMARY SUPPLIES & MATERIALS	169,251.00	36,021.69	48,473.72	15,928.71	104,848.57
100-112 PRIMARY TOTALS	15,097,887.25	1,251,371.62	1,907,744.01	15,928.71	13,174,214.53
ELEMENTARY TOTALS					
ELEMENTARY SALARIES	18,130,770.49	1,504,900.19	2,255,624.15	0.00	15,875,146.34
ELEMENTARY EMPLOYEE BENEFITS	5,571,157.21	448,358.78	752,173.95	0.00	4,818,983.26
ELEMENTARY PURCHASED SERVICES	6,101.00	0.00	0.00	450.00	5,651.00
ELEMENTARY SUPPLIES & MATERIALS	454,720.00	71,692.45	89,277.51	54,180.66	311,261.83
100-113 ELEMENTARY TOTALS	24,162,748.70	2,024,951.42	3,097,075.61	54,630.66	21,011,042.43
SECONDARY TOTALS					
SECONDARY SALARIES	14,461,514.62	1,134,173.01	1,768,331.18	0.00	12,693,183.44
SECONDARY EMPLOYEE BENEFITS	4,049,509.78	326,228.96	551,263.65	0.00	3,498,246.13
SECONDARY PURCHASED SERVICES	106,070.00	957.53	1,569.59	0.00	104,500.41
SECONDARY SUPPLIES & MATERIALS	631,914.00	120,343.97	168,232.89	84,082.28	379,598.83
SECONDARY OTHER OBJECTS	8,155.00	0.00	0.00	0.00	8,155.00
100-114 SECONDARY TOTALS	19,257,163.40	1,581,703.47	2,489,397.31	84,082.28	16,683,683.81
VOCATIONAL TOTALS					
VOCATIONAL SALARIES	1,928,576.35	167,424.98	267,309.85	0.00	1,661,266.50
VOCATIONAL EMPLOYEE BENEFITS	586,901.79	48,782.29	83,331.38	0.00	503,570.41
VOCATIONAL SUPPLIES & MATERIALS	93,937.00	9,715.60	11,709.69	15,264.92	66,962.39
100-115 VOCATIONAL TOTALS	2,609,415.14	225,922.87	362,350.92	15,264.92	2,231,799.30
DRIVER EDUCATION TOTALS					
DRIVER EDUCATION SALARIES	114,874.50	9,489.54	17,723.00	0.00	97,151.50
DRIVER EDUCATION EMPLOYEE BENEFITS	31,635.70	2,547.64	4,831.70	0.00	26,804.00
DRIVER ED. SUPPLIES & MATERIALS	1,881.00	0.00	133.41	0.00	1,747.59
100-117 DRIVER EDUCATION TOTALS	148,391.20	12,037.18	22,688.11	0.00	125,703.09
EDUC. MENT. HANDI. TOTALS					
EDUC. MENT. HANDI. SALARIES	496,699.80	37,962.46	56,792.94	0.00	439,906.86
EDUC. MENT. HANI. EMPLOYEE BENEFITS	161,514.10	11,487.62	18,960.06	0.00	142,554.04
EDUC. MENT. HANDI. SUPPLIES	3,612.00	255.25	272.23	70.89	3,268.88
100-121 EDUC. MENT. HANDI. TOTALS	661,825.90	49,705.33	76,025.23	70.89	585,729.78
TRAIN. MENT. HANDI. TOTALS					
T. M. H. SALARIES	604,830.60	49,085.70	74,685.59	0.00	530,145.01
T. M. H. EMPLOYEE BENEFITS	206,815.28	15,443.99	26,015.59	0.00	180,799.69
T. M. H. SUPPLIES & MATERIALS	3,539.00	325.78	330.50	111.78	3,096.72
100-122 TRAIN. MENT. HANDI. TOTALS	815,184.88	64,855.47	101,031.68	111.78	714,041.42

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ORTHO. HANDI. TOTALS					
ORTHO. HANDI. SALARIES	300,931.31	23,929.33	36,268.81	0.00	264,662.50
ORTHO. HANDI. EMPLOYEE BENEFITS	107,670.70	8,362.22	14,108.60	0.00	93,562.10
ORTHO. HANDI. SUPPLIES	1,323.00	358.74	358.74	129.06	835.20
100-123 ORTHO. HANDI. TOTALS	409,925.01	32,650.29	50,736.15	129.06	359,059.80
VISUALLY HANDI. TOTALS					
VISUALLY HANDI. SALARIES	88,663.50	7,388.68	11,083.02	0.00	77,580.48
VISUALLY HANDI. EMPLOYEE BENEFITS	26,149.21	2,016.76	3,259.32	0.00	22,889.89
VISUALLY HANDI. SUPPLIES	757.00	0.00	0.00	0.00	757.00
100-124 VISUALLY HANDI. TOTALS	115,569.71	9,405.44	14,342.34	0.00	101,227.37
HEARING HANDI. TOTALS					
HEARING HANDI. SALARIES	230,308.00	18,385.60	27,795.46	0.00	202,512.54
HEARING HANDI. EMPLOYEE BENEFITS	66,001.19	5,234.41	8,612.50	0.00	57,388.69
HEARING HANDI. SUPPLIES	2,270.00	0.00	0.00	0.00	2,270.00
100-125 HEARING HANDI. TOTALS	298,579.19	23,620.01	36,407.96	0.00	262,171.23
SPEECH HANDI. TOTALS					
SPEECH HANDI. SALARIES	1,056,945.47	79,190.62	117,629.98	0.00	939,315.49
SPEECH HANDI. EMPLOYEE BENEFITS	313,905.69	22,284.85	35,180.60	0.00	278,725.09
SPEECH HANDI. PURCHASED SERVICES	114,963.50	0.00	0.00	114,963.50	0.00
SPEECH HANDI. SUPPLIES	11,172.00	1,273.07	1,736.19	0.00	9,435.81
100-126 SPEECH HANDI. TOTALS	1,496,986.66	102,748.54	154,546.77	114,963.50	1,227,476.39
LEARN. DISAB. HANDI. TOTALS					
LEARN. DISAB. SALARIES	3,853,564.52	313,501.70	474,059.48	0.00	3,379,505.04
LEARN. DISAB. EMPLOYEE BENEFITS	1,189,417.06	88,712.53	145,936.60	0.00	1,043,480.46
LEARN. DISAB. SUPPLIES	24,346.00	1,860.25	2,392.03	1,745.01	20,208.96
100-127 LEARN. DISAB. HANDI. TOTALS	5,067,327.58	404,074.48	622,388.11	1,745.01	4,443,194.46
EMOTIONALLY HANDI. TOTALS					
EMOTION. HANDI. SALARIES	760,883.90	63,698.54	92,131.34	0.00	668,752.56
EMOTION. HANDI. EMPLOYEE BENEFITS	265,056.93	20,694.47	33,856.99	0.00	231,199.94
EMOTION. HANDI. SUPPLIES	4,612.00	313.86	433.41	56.52	4,122.07
100-128 EMOTIONALLY HANDI. TOTALS	1,030,552.83	84,706.87	126,421.74	56.52	904,074.57
HOMEBOUND TOTALS					
HOMEBOUND SALARIES	5,000.00	480.74	689.07	0.00	4,310.93
HOMEBOUND EMPLOYEE BENEFITS	1,060.50	101.27	145.45	0.00	915.05
100-129 HOMEBOUND TOTALS	6,060.50	582.01	834.52	0.00	5,225.98
PRESCHOOL HANDICAPPED SPEECH					
PRESCHOOL HANDICAPPED SPEECH SUPPLI	454.00	0.00	0.00	0.00	454.00
100-135 PRESCHOOL HANDICAPPED SPEECH	454.00	0.00	0.00	0.00	454.00
PRESCHOOL HANDICAPPED ITINERANT					
PRESCHOOL HANDC'D ITINERANT SALARIE	10,475.30	872.96	1,309.44	0.00	9,165.86
PRESCHOOL HANDC'D ITINERANT BENEFIT	3,332.50	273.52	456.60	0.00	2,875.90
PRESCHOOL HANDC'D ITINERANT SUPPLIS	76.00	49.09	49.09	0.00	26.91
100-136 PRESCHOOL HANDICAPPED ITINERANT	13,883.80	1,195.57	1,815.13	0.00	12,068.67
PRESCHOOL TOTALS					
PRESCHOOL SALARIES	694,512.06	61,192.26	91,295.60	0.00	603,216.46
PRESCHOOL EMPLOYEE BENEFITS	246,474.15	20,925.45	35,178.56	0.00	211,295.59

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PRESCHOOL SUPPLIES	4,026.00	379.72	379.72	833.61	2,812.67
100-137 PRESCHOOL TOTALS	945,012.21	82,497.43	126,853.88	833.61	817,324.72
PRESCHOOL HANDC'D HOMEBASED					
PRESCHOOL HANDC'D HOMEBASED SALARI	7,690.85	640.92	961.38	0.00	6,729.47
PRESCHOOL HANDC'D HOMEBASED BENEFI	2,511.26	205.95	345.63	0.00	2,165.63
PRESCHOOL HANDC'D HOMEBASED SUPPLI	57.00	0.00	0.00	0.00	57.00
100-138 PRESCHOOL HANDC'D HOMEBASED	10,259.11	846.87	1,307.01	0.00	8,952.10
FOUR-YEAR OLD KINDERGARTEN TOTALS					
4 YR KINDERGARTEN SALARIES	514,466.44	42,068.56	61,826.73	0.00	452,639.71
4 YR KINDERGARTEN BENEFITS	161,000.11	12,922.32	21,106.18	0.00	139,893.93
4 YR KINDERGARTEN PURCH SERVICES	6,771.50	2,559.51	2,559.51	0.00	4,211.99
4 YR KINDERGARTEN SUPPLIES	6,258.88	35.82	89.60	409.40	5,759.88
100-139 FOUR-YEAR OLD KINDERGARTEN TOTALS	688,496.93	57,586.21	85,582.02	409.40	602,505.51
ACADEMIC. GIFTED TOTALS					
ACADEMICALLY GIFTED SALARIES	56,057.54	3,765.44	5,615.66	0.00	50,441.88
ACADEMIC GIFTED EMPLOYEE BENEFITS	11,832.82	777.80	1,163.99	0.00	10,668.83
100-141 ACADEMIC. GIFTED TOTALS	67,890.36	4,543.24	6,779.65	0.00	61,110.71
ADVANCED PLACEMENT TOTALS					
ADVANCED PLACEMENT SALARIES	779,090.35	64,989.24	98,202.88	0.00	680,887.47
ADVANCED PLACEMENT BENEFITS	227,253.91	18,271.51	29,891.80	0.00	197,362.11
100-143 ADVANCED PLACEMENT TOTALS	1,006,344.26	83,260.75	128,094.68	0.00	878,249.58
HOMEBOUND TOTALS					
HOMEBOUND SALARIES	127,575.00	6,535.67	9,544.13	0.00	118,030.87
HOMEBOUND BENEFITS	30,372.70	1,572.75	2,482.29	0.00	27,890.41
HOMEBOUND PURCHAS. SERV.	13,300.00	34.87	34.87	0.00	13,265.13
100-145 HOMEBOUND TOTALS	171,247.70	8,143.29	12,061.29	0.00	159,186.41
ARTISTIC. GIFTED TOTALS					
ARTISTICALLY GIFTED SALARIES	6,488.21	240.68	361.02	0.00	6,127.19
ARTISTIC GIFTED EMPLOYEE BENEFITS	1,376.17	50.37	75.60	0.00	1,300.57
ARTISTICALLY GIFTED PURCH. SERV.	1,950.00	0.00	0.00	0.00	1,950.00
100-148 ARTISTIC. GIFTED TOTALS	9,814.38	291.05	436.62	0.00	9,377.76
OTHER SPECIAL PROG. TOTALS					
OTHER SPECIAL PROGRAMS SALARIES	1,016,513.06	36,295.66	57,493.49	0.00	959,019.57
OTHER SPEC. PROG. EMPLOYEE BENEFITS	256,307.91	11,278.75	18,988.87	0.00	237,319.04
100-149 OTHER SPECIAL PROG. TOTALS	1,272,820.97	47,574.41	76,482.36	0.00	1,196,338.61
AUTISM TOTALS					
AUTISM SALARIES	794,490.08	66,117.95	98,920.05	0.00	695,570.03
AUTISM BENEFITS	289,004.07	21,995.32	37,103.17	0.00	251,900.90
AUTISM SUPPLIES	3,263.00	724.61	1,089.13	64.07	2,109.80
100-161 AUTISM TOTALS	1,086,757.15	88,837.88	137,112.35	64.07	949,580.73
SECONDARY SUMMER SCHOOL TOTALS					
SEC. SUM. SCH. SALARIES	84,150.00	0.00	21,882.00	0.00	62,268.00
SEC. SUM. SCH. EMPLOYEE BENEFITS	17,848.23	0.00	4,300.17	0.00	13,548.06
SEC. SUM. SCH. SUPPLIES	0.00	17,004.30	17,004.30	0.00	-17,004.30
100-173 SECONDARY SUMMER SCHOOL TOTALS	101,998.23	17,004.30	43,186.47	0.00	58,811.76

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	0.00	11,420.00	11,420.00	0.00	-11,420.00
100-174	0.00	11,420.00	11,420.00	0.00	-11,420.00
ADULT ED. BASIC TOTALS					
ADULT ED. BASIC SALARIES	112,606.50	8,048.88	18,505.38	0.00	94,101.12
ADULT ED. BASIC EMPLOYEE BENEFITS	34,477.62	2,547.80	5,874.07	0.00	28,603.55
ADULT ED. BASIC PURCHASED SERVICES	2,000.00	0.00	242.35	0.00	1,757.65
100-181 ADULT ED. BASIC TOTALS	149,084.12	10,596.68	24,621.80	0.00	124,462.32
ADULT ED. SECOND. TOTALS					
ADULT SECONDARY SALARIES	7,500.00	0.00	0.00	0.00	7,500.00
ADULT SEC. EMPLOYEE BENEFITS	1,590.75	0.00	0.00	0.00	1,590.75
	1,500.00	0.00	0.00	0.00	1,500.00
	9,660.00	0.00	166.67	0.00	9,493.33
100-182 ADULT ED. SECOND. TOTALS	20,250.75	0.00	166.67	0.00	20,084.08
PUPIL ACTIVITY TOTALS					
PUPIL ACTIVITY SALARIES	417,673.04	31,995.95	51,507.52	0.00	366,165.52
PUPIL ACTIVITY BENEFITS	91,493.39	6,915.15	11,229.81	0.00	80,263.58
PUPIL ACTIVITY OTHER	80,533.00	6,435.95	7,950.22	6,394.16	66,188.62
100-190 PUPIL ACTIVITY TOTALS	589,699.43	45,347.05	70,687.55	6,394.16	512,617.72
ATTENDANCE TOTALS					
ATTENDANCE SALARIES	540,140.25	44,748.34	85,175.98	0.00	454,964.27
ATTENDANCE EMPLOYEE BENEFITS	199,152.94	15,848.26	31,184.59	0.00	167,968.35
ATTENDANCE PURCHASED SERVICES	9,412.00	100.49	100.49	0.00	9,311.51
ATTENDANCE SUPPLIES	7,667.00	249.96	249.96	1,858.27	5,558.77
100-211 ATTENDANCE TOTALS	756,372.19	60,947.05	116,711.02	1,858.27	637,802.90
GUIDANCE TOTALS					
GUIDANCE SALARIES	2,873,349.53	236,843.98	461,476.16	0.00	2,411,873.37
GUIDANCE EMPLOYEE BENEFITS	849,998.78	68,241.78	136,976.54	0.00	713,022.24
GUIDANCE PURCHASED SERVICES	1,936.00	0.00	0.00	0.00	1,936.00
GUIDANCE SUPPLIES	18,594.50	2,704.61	5,477.98	1,577.10	11,539.42
100-212 GUIDANCE TOTALS	3,743,878.81	307,790.37	603,930.68	1,577.10	3,138,371.03
NURSES TOTALS					
NURSES SALARIES	1,175,231.35	98,632.21	145,995.11	0.00	1,029,236.24
NURSES EMPLOYEE BENEFITS	337,568.28	26,628.02	42,367.89	0.00	295,200.39
NURSES PURCHASED SERVICES	979.00	0.00	0.00	0.00	979.00
NURSES SUPPLIES	20,093.00	4,066.29	7,006.80	2,922.69	10,163.51
100-213 NURSES TOTALS	1,533,871.63	129,326.52	195,369.80	2,922.69	1,335,579.14
PSYCHOLOGICAL TOTALS					
PSYCHOLOGICAL SALARIES	1,020,361.50	85,030.10	170,060.16	0.00	850,301.34
PSYCHOLOGICAL EMPLOYEE BENEFITS	269,618.42	22,165.45	44,345.01	0.00	225,273.41
PSYCHOLOGICAL PURCHASED SERVICES	7,188.00	110.06	110.06	0.00	7,077.94
PSYCHOLOGICAL SUPPLIES	6,562.00	5,779.13	5,779.13	608.51	174.36
100-214 PSYCHOLOGICAL TOTALS	1,303,729.92	113,084.74	220,294.36	608.51	1,082,827.05
CAREER DEVELOPMENT FACILITATOR					
CAREER DEV. FAC. SALARIES	160,782.85	13,398.56	20,097.84	0.00	140,685.01
CAREER DEV. FAC. BENEFITS	51,966.15	4,252.07	7,122.46	0.00	44,843.69
CAREER DEV. FAC. SUPPLIES	1,300.00	0.00	0.00	0.00	1,300.00

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100-217 CAREER DEVELOPMENT FACILITATOR	214,049.00	17,650.63	27,220.30	0.00	186,828.70
IMPROV. OF INSTRUCT. TOTALS					
IMPROVEMENT OF INSTRUCT. SALARIES	3,176,545.30	250,330.42	635,656.40	0.00	2,540,888.90
IMPROV. OF INSTR. EMPLOYEE BENEFITS	863,494.80	65,969.55	169,847.55	0.00	693,647.25
IMPROV. OF INSTR. PURCHASED SERV.	252,515.00	5,973.02	6,400.71	2,212.03	243,902.26
IMPROV. OF INSTR. SUPPLIES	176,700.00	17,463.20	27,825.68	6,711.18	142,163.14
IMPROV. OF INSTR. OTHER OBJECTS	244,009.00	1,425.00	47,964.55	36,347.75	159,696.70
100-221 IMPROV. OF INSTRUCT. TOTALS	4,713,264.10	341,161.19	887,694.89	45,270.96	3,780,298.25
EDUCA. MEDIA TOTALS					
EDUCATIONAL MEDIA SALARIES	1,930,934.34	159,387.08	238,607.24	0.00	1,692,327.10
EDUCA. MEDIA EMPLOYEE BENEFITS	597,333.37	46,179.67	75,405.02	0.00	521,928.35
EDUC. MEDIA PURCHASED SERVICES	1,080.00	110.00	110.00	0.00	970.00
EDUC. MEDIA SUPPLIES	318,475.50	37,823.09	40,800.84	85,066.75	192,607.91
100-222 EDUCA. MEDIA TOTALS	2,847,823.21	243,499.84	354,923.10	85,066.75	2,407,833.36
SUPERVISION OF SPEC. PROG. TOTALS					
SUPERVISION OF SPEC. PROG. SALARIES	585,296.60	45,100.74	121,742.67	0.00	463,553.93
SUPV. OF SPEC. PROG. EMPL. BENEFITS	160,337.49	11,448.69	30,845.32	0.00	129,492.17
SUPV. OF SPEC. PROG. PURCH. SERV.	2,825.00	0.00	0.00	0.00	2,825.00
SUPV. OF SPEC. PROG. SUPPLIES	4,550.00	57.62	57.62	0.00	4,492.38
100-223 SUPERVISION OF SPEC. PROG. TOTALS	753,009.09	56,607.05	152,645.61	0.00	600,363.48
INSTRUC. STAFF DEV. TOTALS					
INSTRUC. STAFF DEV. SALARIES	10,875.00	1,529.00	1,942.54	0.00	8,932.46
INSTRUC. STAFF DEV. BENEFITS	2,306.59	322.55	408.89	0.00	1,897.70
INSTRUC. STAFF DEV. PURCH. SERVICES	162,625.44	7,641.43	13,059.05	2,514.80	147,051.59
INSTRUC. STAFF DEV. SUPPLIES	4,500.00	0.00	579.44	0.00	3,920.56
100-224 INSTRUC. STAFF DEV. TOTALS	180,307.03	9,492.98	15,989.92	2,514.80	161,802.31
BOARD OF EDUC. TOTALS					
BOARD OF EDUCATION SALARIES	36,250.00	2,187.50	6,562.50	0.00	29,687.50
BOARD OF ED. EMPLOYEE BENEFITS	7,638.39	343.26	1,029.78	0.00	6,608.61
BOARD OF ED. PURCHASED SERVICES	239,200.00	29,965.61	48,519.61	162.64	190,517.75
BOARD OF ED. OTHER OBJECTS	202,225.00	0.00	128,639.00	0.00	73,586.00
100-231 BOARD OF EDUC. TOTALS	485,313.39	32,496.37	184,750.89	162.64	300,399.86
OFF. OF SUPERINTENDENT TOTALS					
OFF. OF SUPERINTENDENT SALARIES	259,666.00	22,371.34	66,584.02	0.00	193,081.98
OFF. OF SUPT. EMPLOYEE BENEFITS	75,933.94	5,781.15	24,721.53	0.00	51,212.41
OFF. OF SUPT. PURCHASED SERVICES	12,000.00	639.08	2,014.08	0.00	9,985.92
OFF. OF SUPT. SUPPLIES	10,611.08	250.40	391.48	0.00	10,219.60
OFF. OF SUPT. OTHER OBJECTS	5,100.00	0.00	605.00	0.00	4,495.00
100-232 OFF. OF SUPERINTENDENT TOTALS	363,311.02	29,041.97	94,316.11	0.00	268,994.91
SCHOOL ADMINISTRATION TOTALS					
SCHOOL ADMINISTRATION SALARIES	7,207,849.10	559,350.37	1,434,136.18	0.00	5,773,712.92
SCH. ADMIN. EMPLOYEE BENEFITS	2,135,759.01	158,131.13	404,946.57	0.00	1,730,812.44
SCH. ADMIN. PURCHASED SERVICES	189,074.42	27,323.49	48,323.51	3,477.39	137,273.52
SCH. ADMIN. SUPPLIES	171,960.00	23,571.80	39,564.35	12,485.50	119,910.15
SCH. ADMIN. CAPITAL OUTLAY	12,867.00	0.00	0.00	0.00	12,867.00
SCH. ADMIN. OTHER OBJECTS	43,139.00	2,789.00	23,509.26	219.00	19,410.74

**SCHOOL DIST 5 LEXINGTON/RICHLAND CO
EXPENDITURE BUDGET REPORT BY ACCOUNT**

FY 2009-2010

CURRENT MONTH: SEPTEMBER 2009

<u>ACCOUNT</u>	<u>BUDGETED EXPENDITURE</u>	<u>CURRENT EXPENDITURE</u>	<u>YEAR TO DATE EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>
100-233 SCHOOL ADMINISTRATION TOTALS	9,760,648.53	771,165.79	1,950,479.87	16,181.89	7,793,986.77
STUDENT TRANSPORTATION TOTALS					
STUDENT TRANSPORTATION SALARIES	0.00	105.32	140.21	0.00	-140.21
STUDENT TRANSPORTATION BENEFITS	0.00	16.86	20.93	0.00	-20.93
100-251 STUDENT TRANSPORTATION TOTALS	0.00	122.18	161.14	0.00	-161.14
FISCAL SERVICES TOTALS					
FISCAL SERVICES SALARIES	793,933.00	63,063.08	194,169.54	0.00	599,763.46
FISCAL SERV. EMPLOYEE BENEFITS	236,093.70	17,852.14	55,045.45	0.00	181,048.25
FISCAL SERVICES PURCHASED SERVICES	55,000.00	904.47	4,759.80	5,405.47	44,834.73
FISCAL SERVICES SUPPLIES	65,250.00	11,838.20	14,666.31	962.31	49,621.38
FISCAL SERVICES CAPITAL OUTLAY	6,250.00	0.00	0.00	0.00	6,250.00
FISCAL SERVICES OTHER OBJECTS	4,500.00	56.00	636.00	0.00	3,864.00
100-252 FISCAL SERVICES TOTALS	1,161,026.70	93,713.89	269,277.10	6,367.78	885,381.82
OPER. & MAINT. TOTALS					
OPERATION & MAINT. SALARIES	5,851,688.70	481,364.75	1,437,976.56	0.00	4,413,712.14
OPER. & MAINT. EMPLOYEE BENEFITS	2,109,814.00	165,859.53	494,998.37	0.00	1,614,815.63
OPER. & MAINT. PURCHASED SERVICES	2,713,961.00	299,974.04	684,939.52	634,701.76	1,394,319.72
OPER. & MAINT. SUPPLIES	3,710,422.00	337,044.89	602,760.93	96,229.94	3,011,431.13
OPER. & MAINT. OTHER OBJECTS	34,500.00	0.00	15,000.00	0.00	19,500.00
100-254 OPER. & MAINT. TOTALS	14,420,385.70	1,284,243.21	3,235,675.38	730,931.70	10,453,778.62
PUPIL TRANSPORTATION TOTALS					
PUPIL TRANSPORTATION SALARIES	2,942,302.91	256,388.19	441,656.32	0.00	2,500,646.59
PUPIL TRANSP. EMPLOYEE BENEFITS	1,007,839.90	65,522.64	117,498.79	0.00	890,341.11
PUPIL TRANSP. PURCHASED SERVICES	201,570.00	10,538.54	16,647.42	22,595.00	162,327.58
PUPIL TRANSP. SUPPLIES	52,535.00	8,227.25	10,782.10	553.38	41,199.52
PUPIL TRANSP. OTHER OBJECTS	450.00	0.00	104.00	0.00	346.00
100-255 PUPIL TRANSPORTATION TOTALS	4,204,697.81	340,676.62	586,688.63	23,148.38	3,594,860.80
INTERNAL SERVICES TOTALS					
INTERNAL SERVICES SALARIES	379,657.32	33,233.74	95,827.62	0.00	283,829.70
INTERNAL SERV. EMPLOYEE BENEFITS	116,048.69	9,497.57	28,100.09	0.00	87,948.60
INTERNAL SERV. PURCHASED SERVICES	679,814.68	52,885.49	98,144.26	125,010.54	456,659.88
INTERNAL SERV. SUPPLIES	46,730.00	1,783.91	9,765.35	7,958.21	29,006.44
100-257 INTERNAL SERVICES TOTALS	1,222,250.69	97,400.71	231,837.32	132,968.75	857,444.62
SECURITY TOTALS					
SECURITY SALARIES	0.00	5,793.58	17,380.74	0.00	-17,380.74
SECURITY BENEFITS	0.00	1,497.15	4,491.45	0.00	-4,491.45
SECURITY PURCHASED SERVICES	723,675.78	7,477.68	33,929.71	46,205.71	643,540.36
SECURITY SUPPLIES	200.00	0.00	0.00	0.00	200.00
100-258 SECURITY TOTALS	723,875.78	14,768.41	55,801.90	46,205.71	621,868.17
PUBIC RELATIONS DEPT. TOTALS					
INFORMATION SERVICES SALARIES	216,024.00	19,591.71	54,952.31	0.00	161,071.69
INFORMATION SERV. EMPLOYEE SERVICES	56,938.16	4,668.82	13,644.36	0.00	43,293.80
INFORMATION SERV. PURCHASED SERV.	66,006.00	352.81	352.81	2,850.00	62,803.19
INFORMATION SERV. SUPPLIES	23,499.00	4,007.84	5,509.54	1,390.68	16,598.78
INFORMATION SERV. OTHER OBJECTS	13,684.92	695.00	1,854.93	1,357.96	10,472.03
100-263 PUBIC RELATIONS DEPT. TOTALS	376,152.08	29,316.18	76,313.95	5,598.64	294,239.49

**SCHOOL DIST 5 LEXINGTON/RICHLAND CO
EXPENDITURE BUDGET REPORT BY ACCOUNT**

FY 2009-2010

CURRENT MONTH: SEPTEMBER 2009

<u>ACCOUNT</u>	<u>BUDGETED EXPENDITURE</u>	<u>CURRENT EXPENDITURE</u>	<u>YEAR TO DATE EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>
PERSONNEL DEPT. TOTALS					
STAFF SERVICES SALARIES	537,466.98	43,559.10	132,640.84	0.00	404,826.14
STAFF SERVICES EMPLOYEE BENEFITS	251,399.40	11,898.40	62,317.28	0.00	189,082.12
STAFF SERVICES PURCHASED SERVICES	62,900.00	1,986.00	2,431.00	350.00	60,119.00
STAFF SERVICES SUPPLIES	49,782.00	31,452.74	32,278.58	1,887.60	15,615.82
STAFF SERVICES OTHER OBJECTS	300.00	0.00	350.00	0.00	-50.00
100-264 PERSONNEL DEPT. TOTALS	901,848.38	88,896.24	230,017.70	2,237.60	669,593.08
DATA PROCESSING TOTALS					
DATA PROCESSING SERVICES SALARIES	916,030.00	77,492.84	232,578.52	0.00	683,451.48
DATA PROCESS. EMPLOYEE BENEFITS	260,770.46	21,100.51	63,954.71	0.00	196,815.75
DATA PROCESS. PURCHASED SERVICES	175,000.00	3,778.60	46,151.11	7,223.52	121,625.37
TECHNOLOGY SERVICES - SUPPLIES	12,250.00	-484.96	25.29	2,359.58	9,865.13
100-266 DATA PROCESSING TOTALS	1,364,050.46	101,886.99	342,709.63	9,583.10	1,011,757.73
PUPIL SERVICES TOTALS					
PUPIL SERVICES SALARIES	1,252,167.57	125,745.11	237,538.70	0.00	1,014,628.87
PUPIL SERVICE EMPLOYEE BENEFITS	301,129.86	27,582.80	55,981.77	0.00	245,148.09
PUPIL SERVICES PURCHASED SERVICES	3,750.00	0.00	0.00	0.00	3,750.00
100-271 PUPIL SERVICES TOTALS	1,557,047.43	153,327.91	293,520.47	0.00	1,263,526.96
	30,960.00	3,870.00	3,870.00	0.00	27,090.00
	6,800.00	0.00	0.00	0.00	6,800.00
100-390	37,760.00	3,870.00	3,870.00	0.00	33,890.00
TRANSFER TO STATE DEPT. TOTALS					
TRANSFER TO STATE DEPT.	25,000.00	0.00	0.00	0.00	25,000.00
100-411 TRANSFER TO STATE DEPT. TOTALS	25,000.00	0.00	0.00	0.00	25,000.00
TRANSF. TO OTHER GOVT. TOTALS					
TRANSFER TO OTHER GOVT. UNITS	152,200.00	845.21	13,777.50	0.00	138,422.50
100-412 TRANSF. TO OTHER GOVT. TOTALS	152,200.00	845.21	13,777.50	0.00	138,422.50
PYMT OTHER NONPR. 1ST STEP TOTALS					
PYMT OTHER NONPROF. 1ST STEPS	3,200.00	0.00	0.00	0.00	3,200.00
100-415 PYMT OTHER NONPR. 1ST STEP TOTALS	3,200.00	0.00	0.00	0.00	3,200.00
TRANSF. TO GENERAL FUND TOTALS					
TRANSFER TO GENERAL FUND	40,215.00	0.00	0.00	0.00	40,215.00
100-420 TRANSF. TO GENERAL FUND TOTALS	40,215.00	0.00	0.00	0.00	40,215.00
TRANSF. TO SPEC. REV. TOTALS					
TRANSFER TO SPECIAL REV. FUND	134,531.00	0.00	0.00	0.00	134,531.00
100-421 TRANSF. TO SPEC. REV. TOTALS	134,531.00	0.00	0.00	0.00	134,531.00
TRANSF. TO FOOD SERV. TOTALS					
TRANSFER TO FOOD SERV. FUND	521,745.00	0.00	0.00	0.00	521,745.00
100-425 TRANSF. TO FOOD SERV. TOTALS	521,745.00	0.00	0.00	0.00	521,745.00
TRANSF. TO PUPIL ACT. TOTALS					
TRANSFER TO PUPIL ACT. FUND	408,168.00	0.00	0.00	0.00	408,168.00
100-426 TRANSF. TO PUPIL ACT. TOTALS	408,168.00	0.00	0.00	0.00	408,168.00
	137,052,352.36	11,138,940.40	20,683,740.41	1,427,236.11	114,941,375.84
FUND 101 - TOTALS					
DATA PROC. TOTALS					

**SCHOOL DIST 5 LEXINGTON/RICHLAND CO
EXPENDITURE BUDGET REPORT BY ACCOUNT**

FY 2009-2010

CURRENT MONTH: SEPTEMBER 2009

<u>ACCOUNT</u>	<u>BUDGETED EXPENDITURE</u>	<u>CURRENT EXPENDITURE</u>	<u>YEAR TO DATE EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>
DATA PROC. PURCHASED SERVICES	33,000.00	0.00	40,367.62	0.00	-7,367.62
101-266 DATA PROC. TOTALS	33,000.00	0.00	40,367.62	0.00	-7,367.62
FUND 101 - TOTALS	33,000.00	0.00	40,367.62	0.00	-7,367.62
FUND 102 - TOTALS					
PRIMARY TOTALS					
PRIMARY SALARIES	89,200.90	7,433.44	11,150.16	0.00	78,050.74
PRIMARY EMPLOYEE BENEFITS	29,981.51	2,200.78	3,627.00	0.00	26,354.51
102-112 PRIMARY TOTALS	119,182.41	9,634.22	14,777.16	0.00	104,405.25
ELEMENTARY TOTALS					
ELEMENTARY SALARIES	68,012.60	5,667.74	8,501.61	0.00	59,510.99
ELEMENTARY EMPLOYEE BENEFITS	23,006.42	1,717.10	2,844.29	0.00	20,162.13
102-113 ELEMENTARY TOTALS	91,019.02	7,384.84	11,345.90	0.00	79,673.12
CURRICULUM TOTALS					
CURRICULUM SALARIES	39,471.25	0.00	0.00	0.00	39,471.25
CURRICULUM EMPLOYEE BENEFITS	8,371.83	0.00	0.00	0.00	8,371.83
102-221 CURRICULUM TOTALS	47,843.08	0.00	0.00	0.00	47,843.08
IN-SERVICE TRAINING TOTALS					
IN-SERVICE TRAINING SALARIES	5,734.75	0.00	3,481.71	0.00	2,253.04
IN-SERVICE TRAINING - EMP BENEFITS	1,216.38	0.00	720.49	0.00	495.89
102-224 IN-SERVICE TRAINING TOTALS	6,951.13	0.00	4,202.20	0.00	2,748.93
FUND 102 - TOTALS	264,995.64	17,019.06	30,325.26	0.00	234,670.38
	137,350,348.00	11,155,959.46	20,754,433.29	1,427,236.11	115,168,678.60



Memorandum

To: Members of the Board of Trustees

Through: Dr. Herbert M. Berg

From: Helen Anderson *HAA*
Chief Instructional Services Officer

Date: October 19, 2009

Enclosed in the packet is testing information on the Advanced Placement tests, the ACT and the SAT tests that were given during the 2008-2009 school year. Missy Wall-Mitchell, Director of Accountability, and I will be giving a presentation during the instructional portion of the School Board meeting.

If you have any questions, Mrs. Wall-Mitchell and I will be happy to answer them.

School District Five Testing Bulletin



2009 Results of Advanced Placement and IB Examinations

School District Five of Lexington and Richland Counties
Instructional Services, Office of Accountability

Dr. Hebert Berg
October, 2009

The Advanced Placement Exams

Since 1984, each school district in South Carolina has been required to provide Advanced Placement (AP) courses in all secondary schools that enroll a number of academically talented students. Students may, and often do, take more than one AP course during a school year. These elective courses prepare students for the national AP examinations. Students who receive a sufficiently high score on an AP exam may receive credit and/or advanced placement for the subject area covered by the test from participating colleges and universities. Results of the examinations are reported on a five-point scale:

- 5 - Extremely well qualified,
- 4 - Well qualified,
- 3 - Qualified,
- 2 - Possibly qualified, and
- 1 - No recommendation.

A score of three or higher on the AP exam is necessary for a student to be eligible for credit from participating colleges and universities. For the purposes of this report, the percentage of exams scoring three or higher will be considered the passing rate.

Exams Attempted

In 2009, District Five students attempted AP examinations in 22 different subjects, 20 for Dutch Fork High, 16 for Irmo High School, and 13 for Chapin High. The number of students attempting each exam, by school and for the district, is shown in Table 1. Eng Lang & Comp had the most test takers (326) followed by Eng. Lit (275) and United States History (268 students.)

2009 AP Results

In 2009, 1,018 students in District Five attempted a total of 2,125 AP exams. A total of 1,361 exams (64%) resulted in a score of three or higher, qualifying the students for college credit/advanced placement. The passing rate increased one percentage point from 63% to 64%.

Table 1. Number of Students Attempting 2009 AP Exams

Course	CHS	DFHS	IHS	D5
Biology		31	32	63
Calculus AB	38	60	29	127
Calculus BC	12	45	17	74
Chemistry		14	22	36
Computer Science A		32	18	50
Computer Science AB		20		20
Eng Lang & Comp	85	115	126	326
Eng Lit & Comp	62	130	83	275
Environmental Science	45	23		68
European History	17	47		64
Gov & Politics: Comp.	54	118	57	229
Macroeconomics		74		74
Music Theory	14	10	8	32
Physics B	33	37	1	71
Physics C-Mechanics		11		11
Spanish			8	8
Statistics	56	79	30	165
Studio Art: Drawing		3		3
Studio Art: 2-D	1	3	1	5
Studio Art: 3-D	2		1	3
U.S. History	70	112	86	268
World History		152	1	153
Total # of Exams	489	1,116	520	2,125

National Comparisons

In 2009, 59% of U.S. students scored three or higher. The percentage of District Five student who scored three or higher was seven percentage points above the national figure (Table 2).

Table 2. District, State, and National Results

	SD5		S.C.		U.S.	
	2008	2009	2008	2009	2008	2009
# Tested	892	1,018	14,778	na	1,580,821	1,691,905
# of Exams	1,914	2,125	23,901	26,453	2,736,445	2,929,929
3 and above	63%	64%	56%	56%	58%	59%

Comparison with State Average

In 2009, 56% of S.C. public school students scored three or higher. District Five students exceeded the state percentage of three and higher scores by eight percentage points. Results from other districts are not available, so district comparisons could not be made.

Thirteen Year Trend

A comparison of district AP results over the past 13 years is provided in Table 3. The percentages of students scoring three or better for the district, state and nation are presented in Figure A.

The percentage of scores at three or higher reached its highest in 2002. Sharp increases occurred in 1997, 1998, and 2001, when District Five gained by eight, six, and six percentage points respectively over the previous year. The current year's passing rate is 64%, a one percentage point increase from 2008.

The percentage of AP test takers continues to increase. In 2009, forty-one percent of the eleventh and twelfth graders took at least one AP test, a four percentage point increase over the previous year. Table 2 provides information on the number of students taking the test, the number of exams taken, and percentages of score of 3 or above.

Table 3. District Five AP Results: 1997-2008

	# Students	# Exams	% 3 or above
1997	419	729	72%
1998	440	908	78%
1999	591	1088	73%
2000	599	1071	73%
2001	567	957	79%
2002	610	1090	80%
2003	616	1113	73%
2004	634	1136	77%
2005	682	1340	75%
2006	762	1481	69%
2007	879	1744	64%
2008	892	1,914	63%
2009	1,018	2,125	64%

High School Results

The number of students taking AP exams increased by 65 students at Irmo High, by 33 students at Dutch Fork High and by 28 students at Chapin High.

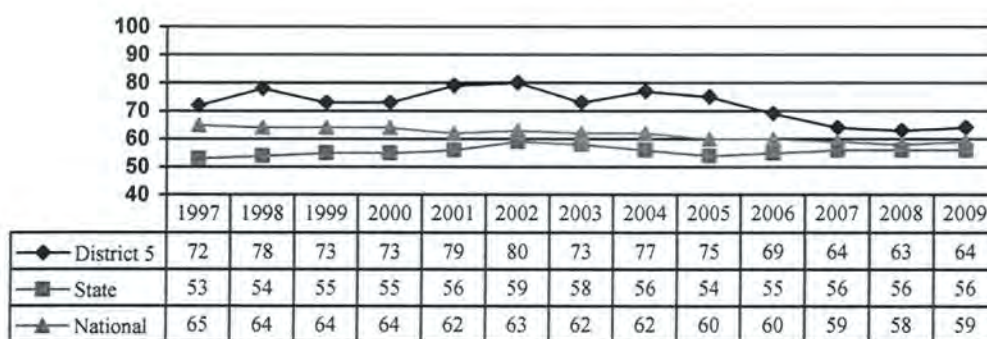
Chapin High increased the passing rate by 14 percentage points, and Dutch Fork High increased of two percentage points. The passing rate at Irmo High decreased by 13 percentage points.

Table 4. School Level Results

	Chapin		Dutch Fork		Irmo	
	2008	2009	2008	2009	2008	2009
# Students	189	217	468	501	235	300
# Exams	406	489	1,097	1,116	411	520
% 3 and above	49%	63%	66%	68%	71%	58%

The International Baccalaureate Diploma Programme (IB) was implemented in Irmo High in 2006. In 2009, a total of 19 students took 85 exams. The percentage of exams with a score of four or higher was 63.

**Figure A. Percentage of AP Exams Scoring a 3 to 5
1997-2009**



Note: National Results include all test takers.

School District Five Testing Bulletin



Test Results for the 2009 ACT Assessment

School District Five of Lexington and Richland Counties
Instructional Services, Office of Accountability

Dr. Herbert Berg
August 2009

The ACT Assessment is a national college admission examination that consists of tests in English, mathematics, reading, and science reasoning. ACT results are accepted by virtually all U.S. colleges and universities. The ACT includes 215 multiple-choice questions and takes approximately 3 hours and 30 minutes to complete. Actual testing time is 2 hours and 55 minutes. In the U. S., the ACT is administered on five test dates in October, December, February, April, and June. In selected states, the ACT is also offered in late September. School District Five is a testing site.

The ACT Assessment is not an aptitude or an IQ test. Instead, the questions on the ACT are related to what students have learned in high school courses in English, mathematics, and science. Students may take the ACT Assessment as often as they wish. The score range for ACT is 1-36.

Results for the District Compared to the State and the Nation

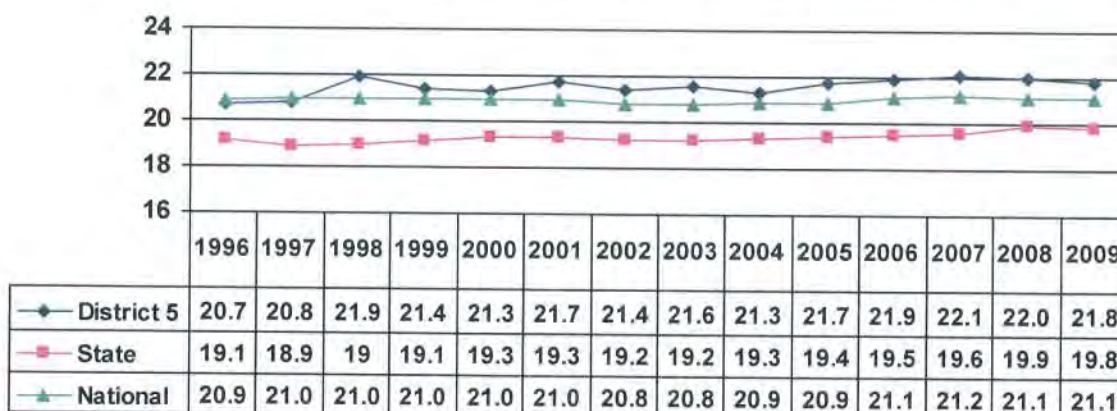
In School District Five, about 52% (602 students) of the members of the Class of 2009 attempted the ACT at least once during their sophomore, junior, or senior years and received an average composite score of 21.8. In South Carolina, the average composite score was 19.8 for the 18,691 tested students who graduated in 2009. The average composite score of the 1,480,469 students in the nation who graduated in 2009 and had taken the ACT during their sophomore, junior, or senior years was 21.1. Table 1 provides a comparison of district results with state and national results.

Table 1. ACT Results for District Five Compared with Results for the State and the Nation

	Number of Students		English		Math		Reading		Science Reasoning		Composite	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	566	602	21.4	20.9	22.6	22.5	22.3	21.7	21.5	21.6	22.0	21.8
State	16,521	18,691	19.2	19.2	20.1	20.0	20.0	19.9	19.7	19.8	19.9	19.8
Nation	1,421,941	1,480,469	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Figure A presents the district, state, and national average composite scores from 1996 through 2009. Compared with last year, District Five's composite score decreased by 0.2 points. The state composite score decreased by 0.1 points and the national composite remained the same. In 2009, District Five's composite score was 2.0 points above the state average and 0.8 points above the national average.

Figure A. Average ACT Composite Scores: 1996-2009



District Five, Anderson 1, and Dorchester 2 tied for the fourth rank place in the state in terms of the average composite score on the 2009 ACT assessment. Pickens ranked first with a composite score of 22.6, York 4/Fort Mill ranked second with a composite score of 22.3 and Lexington 1 ranked third with a composite score of 21.9. More details regarding the South Carolina public school district ACT results are available at <http://ed.sc.gov/topics/assessment/scores/act/2009/2009ACTAssessmentResults.html>.

ACT Scores School Level Results

Of the District Five schools, Dutch Fork High School had the highest average composite score of 22.7. Chapin High School's composite score was 22.4, and Irmo High School's was 20.6. Compared with results from last year, Chapin High School's composite score decreased 0.1 point, Dutch Fork High School's remained the same, and Irmo High School's composite score decreased 0.2 points. Table 2 below provides ACT results for our high schools for 2008 and 2009. Table 4 provides ACT results from 2002 to 2008.

Table 2. ACT Results for the High Schools in District Five in 2008 and 2009

	Number of Students		English		Math		Reading		Science Reasoning		Composite	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
CHS	132	114	21.9	21.7	23.2	23.0	22.7	22.2	21.7	22.0	22.5	22.4
DFHS	250	262	22.0	22.0	23.2	23.4	23.0	22.5	22.2	22.1	22.7	22.7
IHS	184	226	20.1	19.3	21.2	21.2	21.0	20.4	20.2	20.8	20.8	20.6

College Benchmarks

The ACT has developed College Readiness Benchmarks for each subtest. Students who reach these benchmark scores have a high probability of earning a "C" or higher, and a 50/50 chance of earning a "B" or higher in credit bearing first-year college courses. The benchmark for college English composition is a score 18 or higher on the ACT English test, a score 22 or higher on the ACT Math test for college Algebra, a score 22 or higher on the ACT Reading test for college social sciences, and a score of 24 or higher on the ACT Science test for college biology.

Figure B provides the percentage of ACT-tested students that are college ready for District Five, South Carolina and the U.S. in 2009. Figure C provides the percentage of ACT-tested students that are college ready for our high schools. Table 3 provides the percentage of ACT-tested students identified as College Ready from 2006 to 2009 for our high schools, district, and state.

Figure B. Percentage of ACT-Tested Students Identified as College Ready in 2009

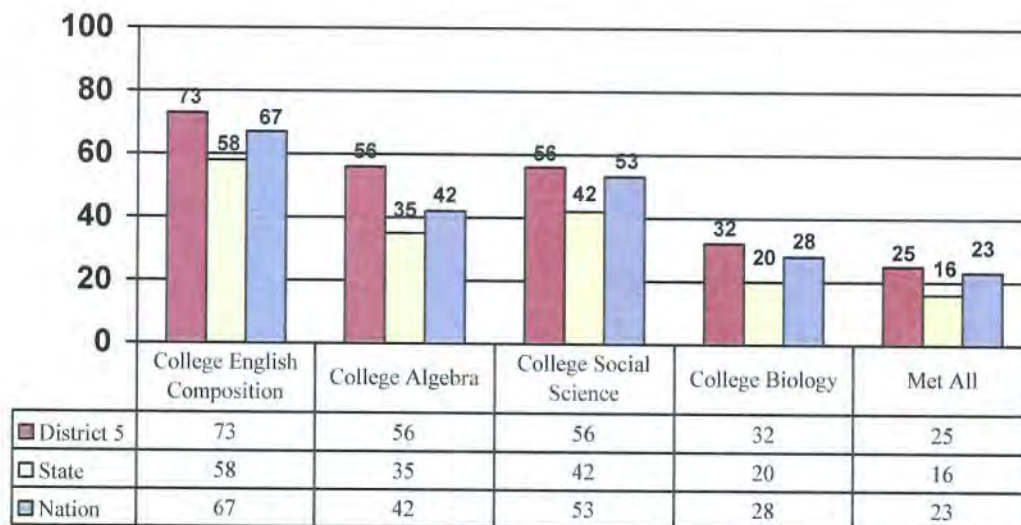


Figure C. Percentage of ACT-Tested Students Identified as College Ready in 2008 in our high schools

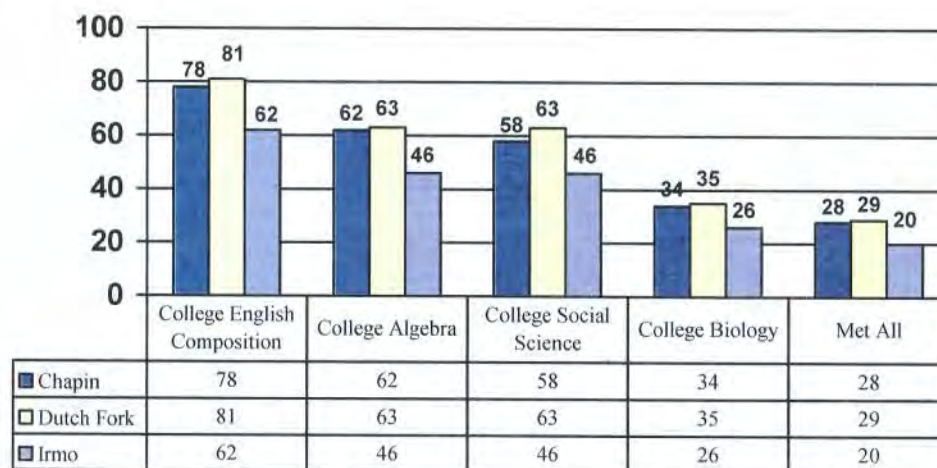


Table 3. Percentage of ACT-Tested Students Identified as College Ready in 2005-2009

	Year	College English Composition	College Algebra	College Social Science	College Biology	Met All
Chapin High	2005	67	46	57	25	22
	2006	79	59	56	27	23
	2007	81	68	65	42	35
	2008	83	62	61	34	30
	2009	78	62	58	34	28
Dutch Fork High	2005	75	51	53	31	25
	2006	75	53	57	32	27
	2007	75	51	60	34	28
	2008	79	61	64	37	33
	2009	81	63	63	35	29
Irmo High	2005	74	59	54	28	24
	2006	68	51	53	29	24
	2007	74	49	53	32	26
	2008	66	47	50	24	23
	2009	62	46	46	26	20
District 5	2005	73	53	54	29	24
	2006	73	54	56	30	25
	2007	76	53	58	35	28
	2008	76	57	59	32	29
	2009	73	56	56	32	25
State	2005	57	28	40	16	12
	2006	57	32	41	17	13
	2007	58	34	41	19	15
	2008	60	36	43	19	16
	2009	58	35	42	20	16
Nation	2005	68	41	51	26	NA
	2006	69	42	53	27	21
	2007	69	43	53	28	23
	2008	68	43	53	28	22
	2009	67	42	53	28	23

Table 4. ACT Scores from 2003 to 2009

	Year	Num. Students	Composite	English	Math	Reading	Science
Chapin High	2003	61	21.1	20.4	21	21.7	21.1
	2004	46	20.3	19.7	20.6	20.5	20.2
	2005	69	21.2	20.4	21.6	21.3	20.9
	2006	101	22.0	21.2	22.9	21.6	21.5
	2007	101	23.3	22.8	24.0	23.2	22.9
	2008	132	22.5	21.9	23.2	22.7	21.7
	2009	114	22.4	21.7	23.0	22.2	22.0
Dutch Fork High	2003	236	21.6	20.7	21.9	21.6	21.6
	2004	212	21.5	20.8	21.8	21.6	21.2
	2005	220	21.6	21.1	21.7	21.6	21.4
	2006	257	22.1	21.6	22.3	22.2	21.7
	2007	261	22.1	21.4	22.2	22.4	21.8
	2008	250	22.7	22.0	23.2	23.0	22.2
	2009	262	22.7	22.0	23.4	22.5	22.1
Irmo High	2003	182	21.8	21.3	22	21.9	21.4
	2004	213	21.4	20.9	22	21	21.1
	2005	197	22.0	21.4	22.8	21.7	21.5
	2006	202	21.5	20.6	21.9	21.6	21.3
	2007	207	21.7	21.0	21.8	22.0	21.5
	2008	184	20.8	20.1	21.2	21.0	20.2
	2009	226	20.6	19.3	21.2	20.4	20.8
District	2003	479	21.6	20.9	21.8	21.7	21.5
	2004	471	21.3	20.7	21.8	21.2	21.1
	2005	487	21.7	21.1	22.2	21.6	21.4
	2006	560	21.9	21.2	22.3	21.9	21.5
	2007	569	22.1	21.5	22.4	22.4	21.9
	2008	566	22.0	21.4	22.6	22.3	21.5
	2009	602	21.8	20.9	22.5	21.7	21.6
State	2003	13,359	19.2	18.7	19.0	19.4	19.2
	2004	13,332	19.3	18.8	19.1	19.4	19.3
	2005	13,867	19.4	18.8	19.3	19.4	19.3
	2006	14,816	19.5	18.9	19.6	19.7	19.4
	2007	16,716	19.6	19.0	19.8	19.8	19.5
	2008	16,521	19.9	19.2	20.1	20.0	19.7
	2009	18,691	19.8	19.2	20.0	19.9	19.8
Nation	2003	1,175,059	20.8	20.3	20.6	21.2	20.8
	2004	1,171,460	20.9	20.4	20.7	21.3	20.9
	2005	1,186,251	20.9	20.4	20.7	21.3	20.9
	2006	1,206,455	21.1	20.6	20.8	21.4	20.9
	2007	1,300,599	21.2	20.7	21.0	21.5	21.0
	2008	1,421,941	21.1	20.6	21.0	21.4	20.8
	2009	1,480,469	21.1	20.6	21.0	21.4	20.9

Links to Additional Information

South Carolina ACT Test scores:

<http://ed.sc.gov/topics/assessment/scores/act/2009/2009ACTAssessmentResults.html>

ACT web site:

<http://www.act.org/news/data/09/index.html>

School District Five Testing Bulletin

SAT Test Results for the Class of 2009



School District Five of Lexington and Richland Counties
Instructional Services, Office of Accountability

Dr. Herbert M. Berg
September 2009

The SAT Test

The SAT test provides a measure of the critical thinking skills students need for academic success in college. Many colleges and universities use SAT scores as one indicator when making college admission and placement decisions. An enhanced version of the previous SAT Reasoning Test, was administered for the first time in 2006 and includes a section on writing skills, new math topics, and additional paragraph-length passages. The test has three sections: critical reading, mathematics, and writing.

The critical reading section of the test measures the ability to identify genre, relationships among parts of a text, cause and effect, rhetorical devices, and comparative arguments. The critical reading test consists of 67 questions in two 25-minute sections and one 20-minute section.

The math section measures the mastery of mathematical concepts and reasoning skills, exponential growth, absolute value, and functional notation. The math test also places greater emphasis on linear functions, manipulation of exponents, and properties of tangent lines. The math test consists of 54 questions in two 25-minute sections and one 20-minute section.

The writing section measures the ability to develop a point-of-view on an issue and express ideas. The writing test is composed of 49 multiple-choice questions (35 minutes) and an essay question (25 minutes). The multiple-choice questions place emphasis on the mechanics of writing rather than the process of composing.

On SAT tests administered prior to 2006, a perfect combined score was 1600 (verbal and math). The current SAT scores for each section are reported on a scale from 200 to 800. A perfect combined score is 2400 (critical reading, math, and writing).

District Results

School District Five of Lexington and Richland Counties results can be compared with national results, with South Carolina statewide results, and with other school districts within the state. Average scores for the district, state, and nation for 2009 are shown in Table 1, along with the percentages of graduates tested.

Among students in District Five's Class of 2009, 793 students attempted the SAT at least once. These students achieved an average score of 503 on the critical reading section, 528 on the math section, and 488 on the writing section. The combined average was 1,519.

Percentage of Students Tested

In District Five, about 71 percent of the members of the Class of 2009 attempted the SAT at least once. The SAT participation rate in South Carolina was 67 percent. Nationally, this figure was 46 percent. District Five's percentage of SAT takers decreased by 3 percent for the Class of 2009.

National Comparison

Across the United States, students in the Class of 2009 averaged 501 on the critical reading section, 515 on the math section, and 493 on the writing section. The National average composite score was 1,509. The average composite score for District Five students was 1,519. District Five scored above the national average on the critical reading section (two points), and on the math section (13 points), but scored below the national average on the writing section (five points). Overall, District Five scored above 10 points above the national average for the composite score. The results for District Five, our state, and the nation are provided in Table 1.

Statewide Comparison

The South Carolina average score for was 486 for the critical reading section, 496 for the math section, and 470 for the writing section. The average composite score was 1,452. District Five's averages surpassed South Carolina's scores by 17 points on the critical reading section, by 32 points on the math section, and by 18 points on the writing section, for a total difference of 67 points for the composite score.

District Five had the fourth highest average composite score in South Carolina. York 4 (Fort Mill) had the highest composite score, followed by Pickens and Lexington 1. The results for the top six South Carolina districts, as measured by the composite SAT average score that tested more than 10 students, are presented in Table 3.

Table 1. Average Results for 2008 and 2009

	District 5		S.C.		U.S.	
	2008	2009	2008	2009	2008	2009
% Tested	72	71	61	67	45	46
	-3		+6		+1	
Critical Reading	510	503	488	486	502	501
	-7		-2		-1	
Math	531	528	497	496	515	515
	-3		-1		0	
Writing	496	488	476	470	494	493
	-8		-6		-1	
Composite	1,537	1,519	1,461	1,452	1,511	1,509
	-18		-9		-2	

In 2009, District Five's composite score decreased by 18 points (see Table 1). The high schools showed a decrease on their scores ranging from 11 to 47 points (see Table 2). District Five did not experience a similar decrease on ACT scores. SAT results from 1993 to 2009 are provided in Table 4.

High School Results

The most recent results for our high schools are presented in Table 2. All District Five high schools exceeded the state composite score. Dutch Fork High and Chapin High exceeded the national composite score. SAT results for our high schools from 1993 to 2009 are provided in Table 5.

Table 2. Results by School for 2008 and 2009

	Chapin		Dutch Fork		Irmo	
	2008	2009	2008	2009	2008	2009
% Tested	81	70	62	66	76	71
	-11		+4		-5	
Critical Reading	507	512	519	516	502	485
	+5		-3		-17	
Math	531	539	548	548	514	500
	+8		0		-14	
Writing	493	493	507	499	489	473
	0		-8		-16	
Composite	1,531	1,544	1,574	1,563	1,505	1,458
	+13		-11		-47	

Chapin High

Chapin High School (CHS) seniors averaged 512 on critical reading, 539 on math, and 493 on writing for a composite score of 1,544. Seventy percent of the senior class took the SAT at least once and ranked 14th among South Carolina high schools that tested more than 10 students.

Dutch Fork High

Dutch Fork High (DFHS) seniors averaged 516 on critical reading, 548 on math, and 499 on writing, for a composite score of 1,563. The percentage of the senior class students who took the SAT at least once was 66. DFHS ranked 18th among South Carolina high schools that tested more than 10 students.

Irmo High

Irmo High School's Class of 2009 averaged 485 on critical reading, 500 on math, and 473 on writing, for a composite of 1,458. Seventy-one percent of the senior class took the test at least once and ranked 55th in the state among South Carolina high schools that tested more than 10 students.

Links to Additional Information

South Carolina Department of Education Press Release

<http://www.ed.sc.gov/news/more.cfm?articleID=1296>

State Test Results Page (includes results prior to 2009)

<http://www.ed.sc.gov/topics/assessment/scores/sat/2009>

Table 3. Top Scoring Districts on 2009 SAT (Ranked by total composite average score)

District	Number Tested	# of Seniors	% Tested	Critical Reading	Math	Writing	Composite (all subtests)
York 4 – Fort Mill	350	568	62%	532	543	511	1,586
Pickens	449	992	45%	515	518	492	1,525
Lexington 1	673	1292	52%	507	527	489	1,523
Lexington 5	793	1121	71%	503	528	488	1,519
Anderson 1	260	604	43%	507	522	487	1,516

Table 4. District Five SAT Reasoning Test Scores Seventeen Year Trend

Year	Number	Critical Reading	Math	Writing	Composite (CR+M+W)	Change
92-93	675	510	517			
93-94	693	517	518			
94-95	702	511	509			
95-96	640	513	516			
96-97	725	519	530			
97-98	707	520	531			
98-99	779	518	531			
99-00	746	522	534			
00-01	674	520	543			
01-02	757	522	542			
02-03	734	526	546			
03-04	595	526	552			
04-05	708	529	553			
05-06	716	513	544	506	1,563	NA
06-07	734	521	544	513	1,578	+15
07-08	764	510	531	496	1,537	-41
08-09	793	503	528	488	1,519	-18

Table 5. High Schools SAT Reasoning Test Scores: Seventeen Year Trend

Year	Chapin High School					Dutch Fork High School					Irmo High School				
	N	CR	M	W	Composite	N	CR	M	W	Composite	N	CR	M	W	Composite
92-93	91	517	532			75	476	479			509	514	519		
93-94	126	524	512			183	502	500			384	522	529		
94-95	130	521	520			225	501	496			349	513	514		
95-96	101	520	502			217	507	507			330	522	526		
96-97	137	515	513			227	518	533			361	521	534		
97-98	128	526	537			222	511	526			357	523	533		
98-99	132	518	531			274	518	534			373	518	529		
99-00	141	527	531			274	521	535			331	521	535		
00-01	139	522	541			242	528	548			293	512	540		
01-02	148	529	547			269	526	550			338	515	532		
02-03	153	520	536			271	531	551			307	525	548		
03-04	131	527	550			199	523	554			265	527	551		
04-05	189	520	546			226	538	555			293	529	557		
05-06	209	506	551	497	1,554	243	521	545	515	1,581	264	510	538	504	1,552
06-07	184	520	546	506	1,572	297	527	556	520	1,603	253	514	528	509	1,551
07-08	239	507	531	493	1,531	262	519	548	507	1,574	263	502	514	489	1,505
08-09	184	512	539	493	1,544	308	516	548	499	1,563	301	485	500	473	1,458
change		+5	+8	0	+13		-3	0	-8	-11		-17	-14	-16	-47

Legend: N: Number tested
CR: Critical Reading (was Verbal prior to 2005-06)
M: Mathematics
W: Writing (New in 2005-06)
Composite: (CR+M+W)

SAT/ACT Improvement Strategies

The following are recommendations for improving SAT/ACT performance at each of the District Five high schools. It is believed that students planning to take the SAT should attend a SAT/ACT workshop and /or complete the SAT Verbal/ Math semester courses offered at each high school. The goal of the district is for each college bound student in District Five to take at least one Advanced Placement or dual credit course before graduation. Research indicates that these students are more successful in college and do better on the college entrance exams.

By incorporating specific strategies that will provide effective communication with parents, students, and teachers we want to ensure all involved with the SAT/ACT process are aware of the following:

- The differences between the SAT and the ACT.
- Counseling that will help students and parents decide which test may be better suited for the student.
- Dates available for SAT/ACT workshops.
- Information that will help parents and students interpret PSAT/PLAN results which will help determine a student's strengths and weaknesses.
- Dates when SAT camps are available during the summer months.
- Information to help parents, students, and teachers access College Board websites designed to help students prepare for the SAT.
- How to register students to register for higher level classes.

The district staff development focus for the past year has been helping teachers increase rigor in the classroom, providing a higher level of learning in all classes which should lead to improved SAT/ACT scores. Having higher expectations and incorporating higher levels of instruction should result in greater student performance. Some of the strategies being used in our schools are:

- Infusion of SAT words into all areas of the curriculum. Teachers will be provided with lists of these words.
- Implementation of the SAT *Word of the Day* and the SAT *Math Problem of the Day*.
- Increasing non-fiction reading, incorporating difficult texts aside from textbooks.
- Implementing timed writing assignments in all classes.
- Implementing formative assessment strategies.
- Use AP Potential (PSAT results) as a source for identification of students for honors and AP courses.
- Incorporating more writing opportunities in all classes.
- Providing teachers with staff development on teaching SAT strategies and writing skills.

It has been suggested that the district sponsor a SAT competition among our high schools. The schools will organize teams and participate during the spring of 2010.

**MEMORANDUM**

TO: Members of the Board of Trustees

THRU: Dr. Herbert Berg, Superintendent

FROM: Ms. Helen Anderson
Chief Instructional Services Officer

DATE: October 19, 2009

RE: October 26, 2009 Board Meeting, Second and Final Reading Approval, "Proposed Revisions to Board Policies JBC "School Admissions", JBC-R(1) "School Admissions", JBC-E "Affidavit", JBC-E(3) "Residence Affidavit", JQK "Foreign and Exchange Students", add JFABB-R as "Administrative Rule", JQK-E "Foreign and Exchange Student Agreement Form", JBD "Absences and Excuses", JBD-R "Absences and Excuses", JK "Student Solicitations", add JJE-R as "Administrative Rule", JGCD "Medicines", add JLCD-R as "Administrative Rule"

Final changes are highlighted in "yellow" per direction of Board of Trustees.

JFAA/JFAB "Admission of Resident/Non-Resident Students" replaces policy JBC "School Admissions"

JFAA/JFAB-R replaces JBC-R(1) "School Admission"

JFAA/JFAB E(1) "Affidavit" replaces JBC-E "Affidavit"

JFAA/JFAB E(3) "Affidavit" replaces JBC-E(3) "Residence Affidavit"

JFABB "Admission of Foreign Exchange Students" replaces JQK "Foreign and Exchange Students"

JFABB-R "Admission of Foreign Exchange Students" add as "Administrative Rule"

JFABB-E "Admission of Foreign Exchange Students" replaces JQK-E "Foreign and Exchange Student Agreement Form"

JH "Student Absences and Excuses" replaces JBD "Absences and Excuses"

JH-R Student Absences and Excuses" replaces JBD-R "Absences and Excuses"

JJE "Student Fundraising Activities" replaces JK "Student Solicitations"

JJE-R add as "Administrative Rule"

JLCD "Assisting Students with Medications" replaces JGCD "Medicines"

JLCD-R "Assisting Students with Medications" add as "Administrative Rule"

Recommendation: Request Board of Trustees approval.

Attachments: Recommended New Polices (White Paper)

Mr. Michael Harris will be available to answer any questions at the October 26th meeting.

ADMISSION OF RESIDENT/NON-RESIDENT STUDENTS

Code **JFAA/JFAB** Issued **Final**

Purpose: To establish the basic structure for admitting to district schools those students who do and do not reside in the district.

Generally, all persons of legally defined and mandated school age who reside in the district and who have presented required birth certificates and certificates of immunization may attend the free public schools.

Documentation required for admission

New students of legally defined and mandated school age seeking enrollment in the district must enroll in person, not by telephone, on forms provided by the school. The district will require proof of residence, legal guardianship or legal custody before the student will be enrolled.

All students entering kindergarten through grade 12 must present a valid birth certificate to verify their date of birth. Such students must also present immunization documents as required by South Carolina Department of Health and Environmental Control. A copy of the birth certificate and immunization record must be placed in the student's file.

When a child with one or more living parents comes under the guardianship of an adult who lives in the district, the child can be enrolled upon written confirmation from an attorney that he/she has been retained by a custodial parent or person to petition the family court for the adult to obtain legal guardianship of the child. The district will then give the student 30 days to present a properly executed court order stating that the adult has been awarded guardianship through the family court. An extension of the time limit must be approved by the superintendent or his/her designee, provided appropriate documentation has been received from the attorney or family court.

In compliance with the McKinney-Vento Act, special consideration will be given regarding the enrollment of any student categorized as homeless. The act defines homeless children or youth (21 years of age and younger) as the following.

- Children and youth who lack a fixed, regular and adequate nighttime residence including children and youth who are sharing the housing of another person due to loss of housing, economic hardship or a similar reason (often referred to as doubled-up); are living in motels, hotels, trailer parks or camping grounds due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals or are awaiting foster care placement.

- Children and youth who have a primary nighttime residence that is a public or private place not designed for a regular sleeping accommodation for human beings.
- Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described above.

As stipulated by the law, the school will immediately enroll a homeless child or youth even if the child is unable to produce records normally required for enrollment.

Bar to enrollment

When a student seeks to enroll in the district for the first time, the board's designee will determine whether the student meets the district's standards of conduct and behavior. The board's designee will consider non-school records and the student's disciplinary records in any school in which the student was previously enrolled. The board's designee will consider these records as they relate to the adjudication of delinquency in any jurisdiction for violent crimes, unlawful use or possession of weapons, unlawful participation in gang-related activity or unlawful sale of drugs.

If a student is not allowed to enroll based on his/her record, notice will be provided to the student's parent/legal guardian and the student will be entitled to a hearing and other procedural rights in accordance with policy JKE (Expulsion).

The bar to enrollment applies for a maximum of one year if the student otherwise meets the district standards of conduct and behavior. After the bar is lifted, the student may reapply for enrollment and the board will order the student enrolled if he/she otherwise meets enrollment criteria.

Resident students

The district will admit any student who lives in the district provided the student meets the following criteria.

- lives with his/her parents
- lives with his/her legal guardian (testamentary guardian or by judicial appointment)
- lives with a person who has been awarded legal custody by a court of competent jurisdiction
- lives with his/her foster parents
- lives in a residential community-based care facility licensed or operated by the South Carolina Department of Social Services or the South Carolina Department of Juvenile Justice
- is emancipated (18 years of age, married, or declared emancipated by a court of law)
- resides in an emergency shelter located within the district

If an adult resident of the district signs an affidavit as required by law, the district will admit a student who fits into one of these situations.

- Lives with an adult resident of the district, provided that the child resides with the adult as a result of the following.
 - death, serious illness or incarceration of a parent/legal guardian
 - relinquishment by a parent/legal guardian of the complete control of the child as evidenced by the failure to provide substantial financial support and parental guidance
 - abuse or neglect by a parent/legal guardian
 - physical or mental condition of a parent/legal guardian being such that he/she cannot provide adequate care and supervision of the child
 - is homeless or is a child of a homeless individual, as defined in Public Law 100-77
 - a parent/legal guardian's military deployment or call to active duty more than 70 miles from his/her residence for a period greater than 60 days; provided, however, that if the child's parent/legal guardian returns from such military deployment or active duty prior to the end of the school year, the child may finish that school year in the school he/she attends without charge even if the child resides in another school district for the remainder of the school year due to his/her parent/legal guardian returning home

In addition, the adult must attest that the child's claim of residency in the district is not primarily related to attendance at a particular school. The adult must also accept responsibility for educational decisions for the child.

In all cases the student must do the following.

- maintain a satisfactory scholastic record in accordance with scholastic standards of achievement set by the board of trustees
- not be guilty of violating the rules of conduct and behavior that must be met by all students as a condition to the right to attend the public schools of the district as set by the board of trustees

Documentation for the adult affidavit is required and will be reviewed periodically by the superintendent or his/her designee for approval of continued enrollment. Because affidavits are usually for temporary situations, they must be renewed each year, with appropriate current documentation provided. Failure to provide such documentation may result in continued enrollment being denied.

Any parent/legal guardian or person who enrolls a student and/or signs an affidavit in support of an enrollment will be required to repay the educational expenses of per student expenditure to the district if the enrollment is based upon false documentation. In such an event, the student will be immediately withdrawn from the district and payment will be due. All records and grades of that student may be held until satisfactory payment is made with the district.

Non-resident students

All non-resident students must provide the district superintendent with an official release duly signed by the district superintendent from their area of residence prior to enrollment.

The district will allow a student whose parent/legal guardian moves outside the geographic confines of the district during the school year to continue enrollment in the school he/she was attending at the time the move occurred for the remainder of that semester. The parent/legal guardian must assume responsibility for transportation and a release must be presented. The parent/legal guardian of any student not a resident of the district at the time of registration will be required to sign an affidavit stating that all information is correct. Should it be false, the parent/legal guardian will be required to reimburse the district the amount of property taxes spent on a per student basis [see JFAA/JFAB-E(1)].

Conditions for acceptance of non-residents

In the following two cases, the district superintendent or his/her designee will assign the school which the student will attend based on available classroom space in the schools or, for employees, according to the school in which the employee is assigned to work.

- The student owns real estate in the district having an assessed value of \$300. The student must present a certificate from the county tax assessor to verify ownership of real estate with the required assessment in his/her name. The student does not have to provide release from the resident district. The district will charge a fee that is equal to the difference between the amount of school taxes paid on the property and the district per student yearly cost according to South Carolina Code of Laws, Section 59-63-45. A student who purchased property prior to September 9, 1996, and whose sibling enrolled with property ownership prior to 1996 but was not enrolled in any district school until after that date, may petition the board of trustees to waive the out-of-district enrollment fee.
- Any child of a district employee has permission for such transfer from the board of trustees of his/her resident district, provided this transfer has the approval of the superintendent of School District Five. The student must provide a release from the resident district. The student will be eligible to attend the employee's school, the appropriate grade level school in the attendance zone of the employee's location or an appropriate grade level school en route to the employee's school or closest to the employee's residence. The district reserves the right to make the school assignment. The employee is responsible for transportation of the children enrolled pursuant to this provision.

Should the student not maintain a satisfactory discipline record, permission to remain in the district will be withdrawn and the student must return to the home district. The parent/legal guardian may appeal the principal's decision to the supervisor of student personnel services.

In the case of a child of any parent/legal guardian who lives out of the district at the time of admission but the parent/legal guardian plans to move into the district within four months of applying for enrollment in the district, temporary admission

may be granted under the conditions below. Students in these categories must provide a release of residence from their present district. Upon presentation of the documents listed below, the temporary enrollment status will be lifted.

House under construction

A copy of the official building permit and copy of the contract/purchase complete with an anticipated completion date within six months of the date of the contract/purchase agreement is submitted to the school, and a notarized statement from the parent/legal guardian stating the intent to occupy the residence immediately upon completion will be acceptable.

House under repair

A notarized statement will be provided by the person making the repairs indicating that the house will be ready for occupancy within four months from the date the student is admitted and a notarized statement from the parent/legal guardian stating the intent to re-occupy the residence upon completion of the repairs will be acceptable.

Newly-purchased home

Whenever an existing home is purchased and occupancy cannot be gained immediately, a duly signed contract or purchase agreement must be provided by the previous owner or the realtor assuring occupancy within four months from the date the student is admitted and a notarized statement from the parent/legal guardian stating the intent to occupy the residence immediately upon completion will be acceptable.

Newly-leased home

Whenever an existing home is leased and occupancy cannot be gained immediately, a duly signed rental agreement must be provided by either the owner of the home or the realtor assuring occupancy within four months from the date the student is admitted and a notarized statement from the parent/legal guardian stating the intent to occupy the residence immediately upon availability will be acceptable.

The district will not deny admission to any student on the basis of race, religion, color, creed, sex, immigrant status or English-speaking status, national origin or disabling condition.

Adopted 8/18/78; Revised 7/21/80, 11/16/81, 7/6/82, 5/28/84, 4/2/90, 5/3/93, 8/15/94, 10/6/97, 7/24/00, 3/11/02, 1/27/03, 1/12/04, 9/10/07, ^

Legal references:

A. Federal Law:

1. Homeless Assistance Act, Pub.L.No. 100-77, 101 Stat. 482-538 (1987), also known as the McKinney Act.
2. Title VI of the Civil Rights Act of 1964 - Prohibits discrimination on the basis of race, color, national origin, religion or sex.

3. Uniform Tax Act (Section 1524, Internal Code) Section 610 E, Code Section 6676 E - All dependents age five and above required to have Social Security number.
 4. No Child Left Behind Act of 2001, P.L. 107-110, Section 4155.
- B. S.C. Code of Laws, 1976, as amended:
1. Section 16-1-60 - Violent crimes.
 2. Section 44-29-180 - Student must show immunization prior to admission.
 3. Section 59-63-30 - Qualifications for attendance.
 4. Section 59-63-31 - Additional qualifications for attendance at public school.
 5. Section 59-63-32 - Requirements to enroll child in public school; affidavit; penalties for providing false information.
 6. Section 59-63-45 - Procedures for reimbursement for districts for cost of educating non-resident students.
 7. Section 59-63-217 - Board of trustees may consider non-school records and prior school disciplinary records in determining whether a school district may refuse to enroll a student for the first time.
 8. Section 59-63-390 - Ages of attendance.
 9. Sections 59-63-480 and 490 - Attendance of non-resident students.
 10. Section 59-19-90(10) - Power of board to transfer and assign pupils.
- C. State Board of Education Regulations:
1. R-43-272 - School admission.
 2. R-43-273 - Transfers and withdrawals.
- D. State Board of Health and Environmental Control Regulations:
1. R-61-8 - Immunization of students.
- E. U.S. Supreme Court:
1. Parents Involved in Community Schools v. Seattle School District No. 1, 127 S. Ct. 2738 (2007).
- F. Federal Court Decisions:
1. Milliken v. Bradley, 418 U.S. 717.
 2. Tasby v. Estes, 412 F.Supp. 1185, aff'd 572 F.2d 1010.
 3. Evans v. Buchanan, 393 F.Supp. 428.
 4. Armour v. Nix, No.79-6108 (N.D. Ga. May 12, 1979).

ADMISSION OF RESIDENT/NON-RESIDENT STUDENTS

Code **JFAA/JFAB-R** Issued **Final**

Statement for determining legal residence

For purposes of determining legal residence, the district may consider the following factors, among other things.

- address at which mail is received
- identity of the person in whose name electricity and water service is provided at the dwelling
- address at which the individual receives local, state and/or federal financial assistance
- individual whom the tax assessor's office lists as the owner of the property
- existence of a deed identifying the owner of the property
- address at which the individual sleeps, eats and carries on other daily activities

For students moving into the district, the following guidelines that are established by the South Carolina High School League may be considered as well as other information available to district staff in determining legal residence.

- The student and the parent/legal guardian have a bona fide change of residence from the attendance area of the former school into the attendance area of the new school.
- The move must be with the intent of being permanent.
- Under no circumstances can a student/family have two residences for attendance eligibility purposes. Only primary residences will be considered. A primary residence is defined as the address at which the individual sleeps, eats and carries on other daily activities.
- The entire household and furniture must be moved into the new residence.
- The prior residence must be clearly closed as the residence of the family and must not be used by the family.
- When the parents are not legally separated and when they are residing in different places, the residence is generally considered the residence formerly lived in by both parents.

When a student and his/her parent/legal guardian move in with a family in an existing home/apartment, the following documentation is required for temporary admission to the district.

- The owner/lessee of the home must execute a notarized affidavit [JFAA/JFAB-E(2)] that declares that the family is currently residing with them.
- The parent/legal guardian of the student must execute a notarized affidavit [JFAA/JFAB-E(1)] stating that all information is correct regarding the new address.
- If the new address is an apartment, the apartment management must supply a verification letter that the student and the parent/legal guardian are residing at the specified address.
- Within 30 calendar days, business mail must be received at the address and other legal documentation must be presented showing the new address (vehicle tax notice, driver's license, employment records, etc.)

Should any information presented by the parent/legal guardian or the district resident prove to be false, the student may be immediately withdrawn from the school district, charges may be filed for a false affidavit against the adults involved, and educational costs may have to be repaid to the district.

Issued 8/15/94; Revised 7/24/00, ^

School District Five of Lexington and Richland Counties



File: JFAA/JFAB E(1)

Residency Declaration Affidavit

Parent/Legal Guardian

Residency Declaration Affidavit

(To be completed by Parent or Legal Guardian)

I, _____, certify that I am the custodial parent/legal guardian

of _____

and that I have established my permanent or temporary residence at _____

I also agree that if I move, I will notify Lexington/Richland School District Five within (10) business days of my new residence information.

I understand that if it is found that I have willfully and knowingly provided false information in this affidavit to enroll a child in a school which the child is not eligible, I may be found guilty of a misdemeanor and, upon conviction, must be fined an amount not to exceed two hundred dollars or imprisoned for not more than thirty days and also must be required to pay Lexington/Richland School District Five an amount equal to the cost to the district for educating the child during the period of enrollment. I also understand that I will be required to withdraw the student(s) immediately, and that I must enroll him/her in the school that serves my true residential address.

I agree that the Lexington/Richland School District Five may use any methods that is deems necessary, including the employment of outside agencies, to verify any of the information set forth in this affidavit. I confirm that all of the information herein is true and accurate.

Date

Signature of Parent/Guardian

Date

Signature of Parent/Guardian

State of South Carolina

County of _____

Sworn to before me and subscribed in my presence this _____ day of _____,

(Seal)

Notary Public

My Commission Expires _____



File: JFAA/JFAB E(2)

Residency Declaration Affidavit
Property/Lessee Owner

Residency Declaration Affidavit
(To be completed by Property Owner or Lessee)

I, _____, certify that I am the owner of the
residence/apartment located at _____.

I further certify that _____
has established permanent or temporary residence in the aforementioned residence/apartment and, to
the best of my knowledge, is not maintaining a separate residence elsewhere. The following children
and adults live in my household:

All Adults in Household

All Children in Household

I understand that if it is found that I have willfully and knowingly provided false information in this affidavit to enroll a child in a school which the child is not eligible, I may be found guilty of a misdemeanor and, upon conviction, must be fined an amount not to exceed two hundred dollars or imprisoned for not more than thirty days and also must be required to pay Lexington/Richland School District Five an amount equal to the cost to the district for educating the child during the period of enrollment.

I agree that the Lexington/Richland School District Five may use any methods that is deems necessary, including the employment of outside agencies, to verify any of the information set forth in this affidavit. I confirm that all of the information herein is true and accurate.

Date

Signature of Property or Lease Owner

State of South Carolina
County of _____

Sworn to before me and subscribed in my presence this _____ day of _____,

(Seal)

Notary Public
My Commission Expires _____

ADMISSION OF FOREIGN EXCHANGE STUDENTS

Code **JFABB** Issued **Final**

Purpose: To establish the basic structure for the admission of foreign exchange students.

Recognizing the cultural benefits of having foreign exchange student programs, the board authorizes the district to accept foreign exchange students into its schools.

The admission and tuition responsibilities of foreign exchange students will be in accordance with the procedures established in JFABB-E.

Adopted 9/11/00; Revised ^

(ADD) AS AN ADMINISTRATIVE RULE
ADMISSION OF FOREIGN EXCHANGE STUDENTS

Code **JFABB-R** Issued **Final**

Procedures for admission of foreign and exchange students

Foreign exchange students

Only students from United States Information Agency approved student exchange programs may be accepted.

All United States Information Agency regulations must be met prior to approval for enrollment and all policies must be followed after acceptance.

Only high school foreign exchange students may be accepted.

The student must meet the following criteria:

- Be a secondary school student in his/her home country who has not completed more than 11 years of primary and secondary school, exclusive of kindergarten, or be at least 15 years of age but not more than 18 and six months years of age at the time of initial school enrollment;
- Be a person who demonstrates maturity, good character and scholastic aptitude; and
- Be a student who has not previously participated in an academic year or semester secondary school student exchange program in the United States.

Contingent upon the availability of space and a schools decision to participate in the Foreign Exchange Program, the number of foreign exchange students will be limited to five students at Irmo High School, five students at Dutch Fork High School and five students at Chapin High School.

The student must be able to speak, write and understand English proficiently.

No foreign exchange student may be enrolled in the English Speakers of Other Languages program.

The student will be awarded course credits, as earned.

No diploma will be issued to a foreign exchange student.

Foreign exchange students will not be classified as seniors nor may they participate in any graduation exercises.

Foreign exchange students must provide a transcript translated into English upon enrollment.

Students who are accepted through exchange programs will be expected to meet all academic, attendance and student discipline requirements as required of students enrolled in the district's high schools, including the requirement that the student cannot be enrolled if he/she has completed high school.

The principal of the school may withdraw attendance approval for a student who commits any severe discipline infraction.

PAGE 2 - JFABB-R - ADMISSION OF FOREIGN EXCHANGE STUDENTS

Foreign exchange students may not enroll in a driver's education course.

Foreign exchange students will be allowed to participate in all extracurricular activities including athletics as they are eligible.

Foreign students

The September 1996 Illegal Immigration Reform and Immigration Responsibility Act (IIRIRA), Section 625, contains regulations regarding F-1 visa students.

- F-1 visa students may not attend public elementary schools.
- F-1 visa students may only attend secondary schools and their attendance cannot exceed one year.

Students who have visitor visa status may not enroll in the district schools.

Issued 9/11/00; Revised 4/25/05, ^

ADMISSION OF FOREIGN EXCHANGE STUDENTS

Code **JFABB-E** Issued **Final**

The district annually accepts foreign exchange students for enrollment in the district's high schools (see JFABB). To avoid possible misunderstanding regarding course credits and high school graduation, however, these regulations will apply for foreign exchange students requesting to be enrolled. The regulations are as follows.

- The student must be eligible for enrollment in the South Carolina Student Accounting System.
- The student must be able to speak, write and understand English proficiently.
- The student will be awarded course credits, as earned.
- No diploma will be issued to a foreign exchange student.
- Foreign exchange students will not be classified as seniors nor may they participate in any graduation exercises.
- Students must provide a transcript translated into English.
- Students who are accepted through exchange programs will be expected to meet all academic, attendance and student discipline requirements as required of all students enrolled in the school district's high schools, including the requirement that the student cannot be enrolled if he/she has completed high school.
- Foreign exchange students may not enroll in a driver's education course.

The signatures below will indicate agreement by the student and the official representative of the student exchange program.

I have read and will abide by all board policies and administrative rules pertaining to foreign exchange students in School District Five of Lexington and Richland Counties. I understand if I violate the provisions of those policies and procedures, I will be withdrawn from _____
_____ High School.

Student

Date

Representative, student exchange program

Date

Name of Student Exchange Program

Telephone number

Host parent

Date

Issued 8/15/94; Revised 4/25/05, ^

School District Five of Lexington and Richland Counties

STUDENT ABSENCES AND EXCUSES

Code **JH**

Purpose: To establish the basic structure for allowing and excusing student absences.

The board believes that attendance is a key factor in student achievement. Any absence from school represents an educational loss to the student. However, the board recognizes that some absences are unavoidable.

In order to receive credit for a high school course, a student must attend at least 85 days (for a 90-day semester course) or 170 days (for a 180-day year course). The board may grant approval of excessive absences in accordance with board policy.

The district will utilize a written intervention plan for improving student attendance. The purpose of the plan will be to link students with attendance problems and their families to all appropriate school and community resources.

The board recognizes that truancy is primarily an educational issue and will take all reasonable, educationally sound and corrective actions prior to resorting to the juvenile justice system.

Any student who misses school must present a written excuse, signed by his/her parent/legal guardian. The excuse will contain such other information as directed by the administration. The note must be presented to school officials no later than the student's third day back at school. The school administration will keep all excuses confidential.

If a student fails to bring a valid excuse to school, he/she will automatically receive an unexcused absence. If a student brings a false (or forged) excuse, the teacher will refer the student to the school administration for appropriate action.

The district will consider students lawfully absent under the following circumstances.

- They are ill and their attendance in school would endanger their health or the health of others.
- There is a death or serious illness in their immediate family.
- There is a recognized religious holiday of their faith.
- There are prearranged absences for other reasons and/or extreme hardships at the discretion of the principal.
- Students are participating in school-related activities that have received prior approval by the principal or his/her designee.

The district will consider students unlawfully absent under the following circumstances.

- They are willfully absent from school without the knowledge of their parent/legal guardian.
- They are absent without acceptable cause with the knowledge of their parent/legal guardian.

Suspension is not to be counted as an unlawful absence for truancy purposes.

The principal will be responsible for implementing and expediting medical homebound instruction for students experiencing a prolonged illness or injury requiring them to be absent from school.

PAGE 2 - JH - STUDENT ABSENCES AND EXCUSES

Adopted 7/21/87; Revised 9/8/97, Legal references:

- A. Federal law:
 - 1. 20 U.S.C. Section 7112 (2002) - No Child Left Behind Act of 2001.
 - 2. 42 U.S.C. Section 5601, et seq. (2002) - Juvenile Justice and Delinquency Prevention Act of 1974.
 - 3. McKinney-Vento Homeless Education Improvements Act of 2001, P.L. 107-110, 42 U.S.C. Sections 11431-11435.
- B. S. C. Code, 1976, as amended:
 - 1. Section 59-65-90 - State Board to establish rules and regulations defining lawful and unlawful absences.
- C. State Board of Education Regulations:
 - 1. R-43-274 - Student attendance.

STUDENT ABSENCES AND EXCUSES

Code **JH-R** Issued **Final**

The board of trustees designates the principal of the school to promptly approve or disapprove any student's absence of more than 10 days.

Unlawful absences

A student ages 6 to 17 years who has three consecutive unlawful absences or a total of five unlawful absences is considered truant as defined by state board of education regulation.

A student ages 12 to 17 years who fails to comply with the school's Attendance Improvement Plan (AIP) and accumulates two or more additional unlawful absences is considered a habitual truant.

A student ages 12 to 17 years who has been through the school AIP process, has reached the level of a habitual truant, has been referred to family court and placed on an order to attend school and continues to accumulate unlawful absences is considered a chronic truant.

Intervention

In order to encourage and assist students in attending school regularly, the administration will administer the following intervention procedures.

Once a student is determined to be truant, school officials will make every reasonable effort to meet with the parent/legal guardian to identify the reasons for the student's continued absence and/or excessive tardiness, including telephone calls, home visits, written messages and e-mails.

A written AIP will be developed by school administrators in conjunction with the student and the parent/legal guardian. The AIP must include, but is not limited to, the following.

- a designated person to lead the intervention team (may be someone from another agency)
- reasons for the unlawful absences and/or excessive tardiness
- actions the parent/legal guardian and student will take to resolve the causes of the unlawful absences and/or excessive tardiness
- documentation of referrals to appropriate service providers and, if available, alternative school and community-based programs
- actions to be taken by intervention team members
- actions to be taken in the event unlawful absences and/or excessive tardiness continue
- signature of parent/legal guardian and student or evidence that attempts were made to include them
- documentation of involvement of team members
- guidelines for making revisions to the plan

School officials may utilize a team intervention approach to include representatives from social services, community mental health, substance abuse and prevention, and other persons deemed appropriate in formulating the AIPs..

PAGE 2 - JH-R - STUDENT ABSENCES AND EXCUSES

Referrals and judicial intervention

The district will not refer a child age 6 to 17 years to the family court to be placed on an order to attend school prior to the written intervention plan being completed by the school with the parent/legal guardian and student. The district will not use a consent order from any local school or district as an intervention plan.

Refusal by the parent/legal guardian to cooperate with school AIP planning can result in a referral of the student to family court and the filing of **educational neglect** against the parent/legal guardian with social services in accordance with law.

The district will inform the parent/legal guardian and/or the student of their right to have legal representation and their right to a trial at this time.

If the situation continues to where the student is classified as a habitual truant, school officials may file a petition for a school attendance order. Once a school attendance order has been issued by the family court and the student continues to accumulate absences to the point of becoming a chronic truant, school officials may refer the case back to family court. The school and district will exhaust all reasonable alternatives prior to petitioning the family court to hold the student and/or parent/legal guardian in contempt of court.

Transfer to another school

If a student transfers to another public school in the state, the district will forward the student's intervention plan to the receiving school.

Approval of absences in excess of 10 days

After 10 lawful or unlawful absences or a combination thereof, the principal of the school will approve or disapprove each succeeding absence.

Furthermore, in order to more fully clarify unusual or unexpected mitigating circumstances, each school principal should evaluate individually and may approve the following lawful absence situations:

- family educational trips
- community and church related performing groups
- organized competitive events or related activities

Make-up work

Districts should allow students whose excessive absences are approved to make up work missed. Examples of make-up work opportunities may include after-school and/or weekend make-up programs and extended-year programs.

All make-up time and work must be completed within 10 days from the last day of the course. The board or its designee may extend the time for completion of the requirements due to extenuating circumstances as prescribed by state board of education guidelines.

School principals will exert every realistic effort to provide assurance that this regulation is adhered to in a fair and consistent manner. Principals will place special emphasis on coordinating implementation affecting students within the same family.

Issued 8/4/86; Revised 9/8/97, ^

STUDENT FUNDRAISING ACTIVITIES

Code **JJE** Issued **Final**

Purpose: To establish the basic structure for the conduct of student fundraising activities.

Schools will keep fundraising campaigns to a minimum so as not to impair the efficiency and effectiveness of the education program. In addition, schools may undertake such campaigns only under the following circumstances.

Students in the elementary schools shall not participate in fund-raising activities in which they would be selling items or soliciting contributions, pledges or orders. However, these students may be used as couriers between school and home of information, order blanks and materials pertaining to fund-raising activities sponsored by the school and school-related organizations such as the PTO/A.

- The principal will approve and supervise each campaign.
- Students may not participate in fundraising activities during school hours without the express approval of the principal.
- Students will not solicit personal contributions to meet the basic needs of the school or to finance extracurricular activities.
- Fundraising campaigns sponsored within the school must be in support of specific student activities or projects that will contribute to the improvement of the school's program.

No student or organization may sell, distribute or advertise services, written materials or items from private sources on school premises or in the school or school district without the permission of the principal of the school involved and the superintendent.

Organizations or students seeking to distribute materials to students unrelated to the individual school or school district must have the permission of the superintendent.

Adopted 8/1/73; Revised 11/16/81, 11/21/83, 4/28/86, ^

Legal references:

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

1. Section 16-17-420 - Board can regulate any activity that would disturb school.

STUDENT FUNDRAISING ACTIVITIES

Code **JJE-R** Issued **Final**

All fundraising activities that take place must be conducted by an organization, not an individual. Any club or organization requesting permission to hold a fundraiser must have a valid charter and board-approved bylaws and have been in existence for at least four months prior to making the request. The principal must approve the fund-raising activities of both parent/legal guardian and student-governed organizations. The approval must be in writing and issued prior to the beginning of the fundraising activity.

Organizations must make written requests for fundraising activities to include the following.

- the inclusive dates of the activity or sales campaign
- the type of activity clearly explained
- name of supplier of sales items or activity
- intended use of the money raised
- how this use of funds can improve the school

Principals should limit each club or organization to one fundraising project per school year.

All information, advertising, tickets and other materials used for promotion of the activity must carry the name of the sponsoring club or organization. Organizations may not use a board of trustees endorsement on any materials, notices or advertising without the specific written consent of the board.

No teacher or employee of the district will be required to participate in any fundraising activity sponsored by a parent/legal guardian or student group such as, but not limited to, PTA, band boosters, etc.

Issued ^

ASSISTING STUDENTS WITH MEDICATIONS

Code **JLCD** Issued **Final**

Purpose: To establish the basic structure for assisting students with medications.

School personnel will not dispense medications (including over the counter medications) except as provided below and in administrative procedures developed by the superintendent.

The school nurse, principal, or his/her designee may assist students with oral, prescription, herbal or homeopathic medications during school hours at the written request of the healthcare provider and parent/legal guardian. Parent or guardian must bring medications to the school nurse or office.

Students who bring over the counter medication to school to take during the school day must have written parental permission to take the medication. All medication must be properly labeled and in its original container and can only be administered according to manufacturer's instructions.

Students must keep all medication brought to school in the school health room or office. The principal or school nurse will keep the medication in a locked case.

Students will not share any prescription or over the counter medication with another student. Each year, the district will notify students in writing of this prohibition and that violations may result in disciplinary action including, but not limited to, suspension or expulsion.

No parenteral medications (intravenous procedures or injections) will be administered by school nurses to students, teachers or staff during or after school hours while on school property except in a life threatening situation or under physician's orders.

Nurses have the option to give or refuse to give a medication at school based on their professional judgment.

If a school employs a licensed practical nurse (LPN), a registered nurse (RN) must be available on call (by phone, fax, pager).

Adopted 4/22/96; Revised 8/18/97, ^

Legal references:

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

1. Section 40-33-70 - Amends law relating to on-site supervision of a nurse.
2. Sections 59-63-80 and 90 - Policy for individual healthcare plan for certain students.
3. Section 15-78-60 - Immunity from liability for districts and employees.
4. Section 44-53-360 - Prescriptions.

ASSISTING STUDENTS WITH MEDICATIONS

Code **JLCD-R** Issued **FINAL**

Students are not allowed to bring medications to school except as directed below.

Before the principal or his/her designee will assist a student with medication, the student must submit a dated request to the school office signed by his/her parent/legal guardian to include the following information.

- child's name
- physician's name
- name of the medication
- time to be administered
- dosage
- possible side effects
- reason for medication or medical condition

The student must bring a request slip for each new or different medication.

One permission slip per year will suffice for prescription medications which will be given on a long-term basis or those medications which must be administered in case of an emergency; for example, adrenalin for bee stings. All changes in dosage during the year will require a new permission form.

The principal or his/her designee is authorized to give oral medication as outlined above. The principal or his/her designee will keep a record of all instances when the student is assisted with medication.

The parent/legal guardian will reclaim any unused medications within one week of the termination of treatment or on the last day of school. The school will destroy any unused medications after this time.

Neither the school district nor its personnel will be responsible for the occurrence of any adverse drug reaction when the medication has been given in the manner prescribed.

The school district retains the discretion to reject requests for assisting students with medication.

Issued 4/22/96; Revised 8/18/97, ^



MEMORANDUM

TO: Members of the Board of Trustees

THRU: Dr. Herbert Berg, Superintendent

FROM: Ms. Helen Anderson
Chief Instructional Services Officer

DATE: October 19, 2009

RE: October 26, 2009 Board Meeting, Discussion Item,
"Proposed Revisions to Board Policies JB "Attendance", JB(R)
"Attendance", JBA "Compulsory Attendance Ages", JBB "Entrance Age",
JBA(E) "Form To elect Non-Attendance In Compulsory Kindergarten"

A copy of Board Policies JB, JB(R), JBA, JBB, JBA(E) are attached.

JB add as new "Equal Educational Opportunity/NonDiscrimination"
JE "Student Attendance" replaces JB "Attendance", JB(R) "Attendance", JBA
"Compulsory Attendance Ages",
JEB "Entrance Age" replaces JBB "Entrance Age"
JEB(E) Form To elect Non-Attendance In Compulsory Kindergarten" replaces
JBA(E) Form To elect Non-Attendance In Compulsory Kindergarten"

Recommendation: Request Board of Trustees approval.

Attachments: Recommended New Policies (White Paper)
Old Policies (Blue Paper)

Mr. Michael Harris will be available to answer any questions at the October 26th meeting.

EQUAL EDUCATIONAL OPPORTUNITY/ NONDISCRIMINATION

Code **JB** Issued **Final**

Purpose: To establish the board's vision regarding equal educational opportunities for all students in the district.

The board believes that the district must provide public education in an atmosphere where differences are understood and appreciated. The district should treat all persons fairly, with respect, and without discrimination or threats of violence or abuse.

Every student of this school district will have equal educational opportunities regardless of ethnic or racial background, religious beliefs, sex, disability, immigrant status or English-speaking status, and economic or social conditions. The district schools will not refuse to admit or exclude any person based on these criteria. The district will advertise this nondiscrimination policy.

This concept of equal educational opportunity serves as a guide for the board and the staff in making decisions related to students. It will be the superintendent's responsibility for developing a plan and providing procedures to assure support of this policy. Each building principal will be responsible for working with the staff and students in his/her school to ensure equal opportunity for all students in all building level programs and activities.

Cf. AC, GBA, GBAA, GBK, JI, JII

Adopted ^

Legal references:

- A. Federal statutes:
 - 1. Title VI of the Civil Rights Act of 1964, 42 U.S.C. Section 2000d; and Title IX of the Educational Amendments of 1972, 20 U.S.C. Section 1681, et seq.
- B. S. C. Code, 1976, as amended:
 - 1. Section 59-63-40 - Discrimination on account of race, creed, color or national origin prohibited.
- C. U.S. Supreme Court:
 - 1. Plyler vs. Doe, 1982.

STUDENT ATTENDANCE

Code **JE** Issued **Final**

Purpose: To establish the basic structure for student attendance.

State law requires all children between the ages of five and 17 to attend regularly a public or private school or kindergarten or be approved by the district or the South Carolina Independent Schools Association for home instruction. A parent/legal guardian whose child or ward is not six years old on or before September 1st of the school year may waive kindergarten attendance for his/her child.

The board expects children to attend school regularly. Regular attendance is necessary if students are to make the desired and expected academic and social progress.

The school year consists of 180 school days. High school students must attend 85 days of each 90-day semester to receive one-half unit of credit. They must attend 170 days through the course of the school year to receive one unit of credit.

Cf. JH

Adopted 9/19/77; Revised 10/15/79, 9/83, 1/21/85, 4/28/86, 3/11/02, ^

Legal references:

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

1. Section 59-35-10 - Each district to provide a kindergarten program.
2. Section 59-63-20(3) - Entrance age for kindergarten program.
3. Section 59-63-20(4) - Entrance age for first grade.
4. Section 59-63-20(6) - Four-year-olds may attend optional child development programs.
5. Section 59-65-10 - Compulsory attendance age group in South Carolina includes children ages five through 17; parents may waive compulsory kindergarten attendance requirement.

B. State Board of Education Regulations:

1. R-43-270 - Attendance.
2. R-43-271 - Entrance age.
3. R-43-272.1 - South Carolina compulsory kindergarten program.
4. R-43-274 - Student attendance.

Descriptor Term: ATTENDANCE	Descriptor Code: JB	Issued Date: 4/28/86
	Rescinds: JB	Issued: 6/85

Sixteen
In accordance with state law, all children between the ages of ~~five and sixteen~~, inclusive, must be enrolled in school. (Parents/guardians may, however, waive the compulsory kindergarten attendance requirement for five-year-olds.) It is expected that they be in regular attendance as well as enrolled. Regular attendance is necessary for the desired and expected academic and social progress to be made.

The school year consists of 180 school days. In each class where high school credit may be awarded, a student shall attend at least 170 (of 180 days) for one unit of credit and 85 days (of 90 days) for 1/2 unit of credit. All students must attend 170 days through the course of the school year to receive credit. (See JBD - Absences and Excuses.)

Students are counted present only when they are actually at school or on homebound instruction.

All administrative and professional personnel shall cooperate with any designated attendance supervisor and/or authorized social agencies in order to promote the regularity of attendance vital for educational progress.

(Cf: JBD)

Adopted 9/19/77; Revised 9/83; 1/21/85, 4/28/86

Constitutional & Statutory Provisions:

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

1. Section 59-63-20 - Age of attendance.
2. Section 59-63-30 - Qualifications for attendance.

B. State Board of Education Regulations:

1. Regulations for Immediate Implementation - Student Attendance/Lawful and Unlawful Absences, August 1, 1984.

Lexington County School District Five, S.C.

Descriptor Term: ATTENDANCE	Descriptor Code: JB-R	Issued Date: 5/88
	Rescinds:	Issued:

Attendance Records

Teachers are strictly accountable for all enrollment and daily attendance reports to be submitted to the principal. They should be familiar with and follow all attendance procedures as set forth by the South Carolina Department of Education. Principals will be responsible for informing teachers of these procedures and any changes.

Encouraging Attendance

Teachers should remind students that it is important that they attend classes every day that it is possible to do so. School will be in session every scheduled day as outlined on the school calendar, unless prohibited by emergency conditions. Teachers should remind students to listen to the local radio station for school announcements during severe weather conditions.

Financial support by the State of South Carolina for all school systems is based on average daily membership (ADM). Students should be encouraged to be present every day possible.

Issued 8/1/73; Revised 11/16/81; 8/15/82, 1/21/85, 1/25/88

COMPULSORY ATTENDANCE AGES

Code **JBA** Issued **3/02**

All children between the ages of five and sixteen, inclusive, are required to attend a public or private school or kindergarten. However, a parent or guardian whose child or ward is not six years of age on or before the first day of September of the school year may waive kindergarten attendance for their child. Parents who do not want their children to attend kindergarten will be allowed to sign a waiver form. The signed waiver will be retained and placed in each child's permanent record when he enters school.

Adopted 10/15/79; Revised 1/21/85, 3/11/02

Constitutional and Statutory Provisions:

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

1. Section 59-19-340 - Child development programs.
2. Section 59-36-10 - Preschool programs for children with disabilities.
3. Section 59-63-20(3) - Kindergarten entrance age.
4. Section 59-63-20(4) - First grade entrance age.

ENTRANCE AGE

Code **JEB** Issued **Final**

Purpose: To establish the basic structure for the appropriate age for students entering school.

Students with Developmental Delays

The district provides a free appropriate public education consistent with the federal Individuals with Disabilities Education Act -2004 for all three-, four- and five-year-old children with disabilities who reside in the district. Children with developmental disabilities are eligible for special education services at their third birthday.

Kindergarten

Students may enroll in kindergarten if they meet one of these criteria.

- They will attain the age of five on or before September 1 of the school year.
- They substantially began attending a public school kindergarten program in another state which has a different attendance age requirement.

At the time of registration, every child entering kindergarten will be required to present a valid birth certificate showing that he/she will be five years of age on or before September 1 of the current school year, or has already substantially initiated a public school kindergarten program in another state that has a different attendance age requirement.

Since the kindergarten program is designed for children five years of age, those who are six years old on or before September 1 of the current school year will not be permitted to enroll in the district kindergarten program, as these children will be eligible to enroll in first grade. An exception to this procedure will be considered upon the receipt of a written request from the parents/legal guardians of the student to enroll in kindergarten, even though he/she will be six years old before September 1 of the current school year. Such a request will be referred to the department of instruction for study and necessary evaluations. The student will be evaluated by a kindergarten teacher and after all information has been reviewed by the department of instruction, a recommendation concerning appropriate placement for the student will be made to the district superintendent for approval or disapproval. Children turning four years of age on or before September 1 of the current school year will be eligible to apply for the district's child development program, offered under the Education Finance Act. Screenings using a state approved instrument and an assessment of other risk factors will be used to determine eligibility for this program's limited number of slots. Prior to entering child development, children will be required to present a valid birth certificate. Students turning five years of age on or before September 1 of the current school year will not be considered for the child development program, as these children will be eligible to enroll in kindergarten.

First grade

Students may enroll in the first grade if they meet one of these criteria.

- They will attain the age of six on or before September 1 of the school year.
- They substantially began a first grade program in another state that has a different attendance requirement.

PAGE 2 - JEB - ENTRANCE AGE

- They have attended a public school kindergarten program for one full school year.

Prior to entering first grade, every child will be required to present a valid birth certificate showing that he/she will be six years of age on or before September 1 of the current school year. A request for exception to this requirement should be referred to the department of instruction for study and evaluation. However, a first grade student who transfers during the school year from another state where a different regulation exists may be accepted provided legal residence has been changed to this school district and the school administration determines that he/she has attended a public school kindergarten program for one full school year.

Adopted 2/24/69; Revised 1973, 11/16/81, 4/30/84, 2/6/89, 5/3/93, 2/7/94, 8/12/02, ^

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-19-340 - Child development programs.
 - 2. Section 59-63-20(3) - Kindergarten entrance age.
 - 3. Section 59-63-20(4) - First grade entrance age.
- B. State Board of Education Regulations:
 - 1. R43-272 - School admissions.
 - 2. 43-243-1 - Criteria for Entry into Programs of Special Education for Students with Disabilities .

ENTRANCE AGE

Code **JBB** Issued **3/02**

Prior to entering first grade, every child will be required to present a valid birth certificate showing that he/she will be six years of age on or before September 1 of the current school year. A request for exception to this age requirement should be referred to the department of instruction for study and evaluation. However, a first-grade pupil who transfers during the school year from another state where a different regulation exists may be accepted provided legal residence has been changed to this school district and the school administration determines that he/she has attended a public school kindergarten program for one full school year.

At the time of registration, every child entering kindergarten will be required to present a valid birth certificate showing that he/she will be five years of age on or before September 1 of the current school year or has already been attending a public school kindergarten program in another state which has a different attendance age requirement.

Since the kindergarten program is designed for children five years of age, those who are six years old on or before September 1 of the current school year will not be permitted to enroll in the district kindergarten program, as these children will be eligible to enroll in first grade. An exception to this procedure will be considered upon the receipt of a written request from the parents for the student to enroll in kindergarten even though he/she will be six years old on or before September 1 of the current school year. Such a request will be referred to the department of instruction for study and evaluation. A recommendation concerning appropriate placement for the student will be made to the district superintendent for approval or disapproval.

Under special revenue funds, preschool children who have disabilities are eligible to begin to receive school services on their third birthday. Children who are eligible for visually or hearing handicapped services as well as students who are identified as educationally disadvantaged may begin to receive services offered under the Education Finance Act funds during the school year that these children are four years old on or before September 1.

Adopted 2/24/69; Revised 1973, 11/16/81, 4/30/84, 2/6/89, 5/3/93, 2/7/94, 3/11/02

Constitutional and Statutory Provisions:

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

1. Section 59-19-340 - Child development programs.
2. Section 59-36-10 - Preschool programs for children with disabilities.
3. Section 59-63-20(3) - Kindergarten entrance age.
4. Section 59-63-20(4) - First grade entrance age.

**STATE OF SOUTH CAROLINA
FORM TO ELECT NON-ATTENDANCE IN COMPULSORY KINDERGARTEN**

Child's legal name _____
(Verify from birth certificate)

Date of birth _____

Birth certificate number _____

Parent or legal guardian _____

Address _____

Telephone _____

District/Elementary school _____

Address _____

I am fully aware that kindergarten attendance is compulsory for children in South Carolina who are five years of age on or before September 1.

However, I do not elect to enroll my child in a kindergarten program during the 20__ – 20__ school year.

I understand that this may affect my child's education in later years, and I accept responsibility for this action.

Signature of parent or guardian

Signature of witness (school personnel)

Date

This form will be filed in your child's school record at the time of school entry and remain a part of that permanent record.

**State of South Carolina
Form to Elect Non-Attendance in Compulsory Kindergarten**

Child's Legal Name: _____ Date of Birth: _____
(Verify from birth certificate)

Birth Certificate Number: _____

Parent or Legal Guardian _____

Address _____

Telephone _____

District/Elementary School _____

Address _____

I am fully aware that kindergarten attendance is compulsory for children in South Carolina who are five years of age on or before September 1.

However, I do not elect to enroll my child in a kindergarten program during the 20__ - 20__ school year.

I understand that this may affect my child's education in later years, and I accept responsibility for this action.

Signature of Parent or Guardian

Signature of Witness (School Personnel)

Date

This form will be filed in your child's school record at the time of school entry and remain a part of that permanent record.

School District Five of Lexington and Richland Counties, SC

Adopted 4/85; Revised 3/11/02

School District Five of Lexington and Richland Counties



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: October 21, 2009

Re: Board Policies – Section G

Issue: Discussion of proposed revisions and new board policies: GCI “Professional Staff Development” replacing GAD “Professional Development Opportunities”, GCMD “Instructional Staff Extra Duty” replacing GBRD “Certified Personnel Staff Meetings” and GBRE “Certified Personnel Extra Duty”, GCQC/GCQD “Resignation of Instructional Staff/Administrative Staff” replacing GBO “Certified Personnel Resignation”, new policy GCNA “Supervision of Instructional Staff”, GCR “Nonschool Employment of Professional Staff” replacing GBRG “Nonschool Employment During Working Hours”, new policy GCRD “Tutoring for Pay”, new policy GDO “Evaluation of Support Staff”, new policy GDQB “Resignation of Support Staff”, new policy GDQD “Discipline, Suspension and Dismissal of Support Staff”, and new policy GDR “Nonschool Employment of Support Staff”

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

Recommendation: Request Board of Trustees discussion.

AHB/rl

Attachment: Recommended new revisions and new policies.



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: October 8, 2009

Re: Board Policy – GCG

Issue: Second Reading approval of proposed new policy *GCG – Part-Time and Substitute Professional Staff Employment*.

Background: Attached for your consideration is the recommended new policy with noted revisions.

Recommendation: Request Board of Trustees second reading approval.

AHB/rl

Attachment: Recommended new policy *GCG and Corresponding Administrative Rule GCG-R*

PROFESSIONAL STAFF DEVELOPMENT

Code **GCI** Issued **DRAFT/09**

Purpose: To establish the basic structure for the professional development of the district staff.

The board encourages and expects all professional staff members to pursue appropriate staff development activities that will help them better meet the demands of their positions.

The board recognizes that the key to a successful educational program is a well-trained, competent staff dedicated to professional growth. Therefore, the board will include in its budget resources for providing approved inservice activities and staff development opportunities.

While professional growth through participation in ongoing staff development activities is the responsibility of all employees, the encouragement for such professional growth is a district obligation. Therefore the district should assist in the development and scheduling of appropriate staff development activities which will enable employees to effectively meet their responsibilities.

The board will maintain and support a planned, comprehensive staff development program that includes district-sponsored activities to train groups in specific areas. The program also will include workshops, seminars and course work through outside resources. The superintendent is responsible for designing, developing and evaluating programs with the involvement of other administrators and teachers.

The board expects all professional employees of the district to participate in inservice programs. State-sponsored programs must meet national standards for professional development and focus on effective instructional leadership as it pertains to instructional leadership and school-based improvement. Part of this state-sponsored training must include instruction for administrators on the importance of school improvement councils and ways to make councils an active force in school improvement as well as a program of instruction in the essentials of constitutional protections and prohibitions as they relate to religion and public school operations.

Within budgetary limitations and staff time commitments to their jobs, the board will encourage staff members to attend outside conferences and workshops.

Professional development plans

All school administrators will develop an on-going individual professional development plan with annual updates. This plan will be geared to their role or position and will support both individual growth and organizational needs as defined by the district's strategic plan or the school renewal plan. Individuals completing the School Leaders Licensure Assessment through the Office of School Leadership of the state department of education will develop their professional plan on the basis of that assessment.

Principal Induction Program

The district will provide a school principal serving for the first time as a building level principal, director of a specialized education unit or occupational education center director with a formal induction program.

PAGE 2 - GCI - PROFESSIONAL STAFF DEVELOPMENT

This program will be in conjunction with the state department of education that will assist the district in providing support and professional development for first-year principals through the Principal Induction Program.

Components will be based on statewide criteria and statewide performance standards for assisting, developing and evaluating principals.

The district will implement this program in accordance with state law and state board of education regulations.

Adopted 2/24/69; Revised 11/16/81, 3/19/85, ^

Legal references:

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

1. Section 59-3-90 - Inservice training programs for teachers.
2. Section 59-17-140 (A) - Inservice training related to religion and public school operations.
3. Section 59-24-30 - Individual professional development plans.
4. Section 59-24-50 - Continuous professional development programs.
5. Section 59-24-80 - Formal induction program for first year principals.

B. State Board of Education Regulations:

1. R 43-167 - Principal Induction Program.
2. R 43-165.1 - Program for Assisting, Developing and Evaluating Principal Performance.

Policy GAD Professional Development Opportunities

Inservice and staff development programs shall be provided school personnel in individual schools and on a district-wide basis.

The Board recognizes its particular responsibility to provide opportunity for the continual professional growth of its staff. Such opportunities may include several days set aside annually and early dismissal of classes to accommodate district-sponsored inservice programs.

Additional opportunities for the professional growth of teachers shall include an adequate professional library, assistance from supervisors and consultants, and-within budgetary limitations-school visitation and attendance at professional conferences and meetings.

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

Cross Ref.: (CF, CK, [GBRH](#))

Constitutional & Statutory Provisions:

S.C. Code, 1976, as amended:

[Section 8-15-60](#) - State policy in favor of professional development.

[Section 59-20-10](#) (4) (e) Staff Development Program Mandated.

State Board of Education Regulations:

[R-43-201](#) - Professional Development Opportunities

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

INSTRUCTIONAL STAFF EXTRA DUTY

Code **GCMD** Issued **DRAFT/09**

Purpose: To establish the basic structure for the requirement of extra duty responsibilities for the district instructional staff.

The board expects teachers to assume reasonable duties over and above their regular teaching responsibilities in order to provide students with appropriate supervision and a comprehensive educational program. Professional staff members will assist in the supervision of students as part of their regular duties during the school day. This includes, but is not necessarily limited to, bus, lunchroom and hall duty.

The board expects all teachers to attend functions of their respective schools and, when requested, to assist the principal/director.

The board also expects teachers to attend the appropriate parent-teacher meetings of their respective schools.

The board may consider activities and services that make major demands on a teacher's extra time as an extra duty assignment. The board may compensate such assignments in accordance with the board's supplementary pay schedule which is annually considered by the board.

Adopted 1973; Revised 11/16/81,^

Issued 8/73

Adopted 8/1/73

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

Policy GBRE Certified Personnel Extra Duty

Issued 11/81

All teachers are expected to attend functions of their respective schools and, when requested, to assist the principal/director.

Staff members who are on duty at school functions at which admission is charged will not be expected to pay admission fees to such events. The board also expects teachers to attend the appropriate parent-teacher meetings of their respective schools.

Adopted 1973; Revised 11/16/81

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

RESIGNATION OF INSTRUCTIONAL STAFF/ ADMINISTRATIVE STAFF

Code **GCQC/GCQD** Issued **DRAFT/09**

Purpose: To establish the basic structure for the resignation of professional staff members.

Any professional staff member who wants to cancel or terminate a contract must state his/her desire in writing to the superintendent. The district is under no obligation to release a teacher from a contract except as set out below. For such resignation to be effective, it must be accepted in writing by the superintendent.

The board will be formally advised of all resignations. When the superintendent does not accept a resignation and the employee fails to continue to perform his/her contractual duties, the superintendent will report the breach of contract to the board. The board may send a formal complaint to the state board of education requesting that appropriate action be taken against the employee for failure to comply with contractual obligations. If there is conclusive evidence, the state board will take action on a complaint signed by the appropriate administrator; however, there must be documentation that the board voted to send the complaint. Both state law and state board of education regulation provide for suspension or revocation of the professional certificate under such circumstances.

Contract releases (teachers)

The board will not release a teacher from his/her contract after July 1 (*may insert different date*) except under one of the following conditions.

- circumstances beyond the teacher's control (ex., military/business transfer of spouse)
- serious illness of teacher

The teacher must submit a request for contract release in writing to the superintendent 30 days prior to the deadline set forth in this policy.

The district reserves the right not to release the teacher if written notice is not given before the date specified above or a suitable replacement has not been found.

Until a teacher has been formally released from his/her contract, the district expects the teacher to report for duty on the first day of the school year or to continue to report for duty if the request for release is made mid-year.

If a teacher signs a new contract without having been properly released from a previous contract, the new contract is considered to be void.

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

Legal references:

- A. S. C. Code of Laws, 1976, as amended:
 1. Section 59-25-150 - State Board of Education may revoke/suspend certificate for just cause.
 2. Section 59-25-160 - "Just cause" for revocation/suspension of certificate by State Board.
 3. Section 59-25-530 - Unprofessional conduct; breach of contract.
- B. State Board of Education Regulation:
 1. R43-206 - Professional personnel resignation.

PAGE 2 - GCQC/GCQD -RESIGNATION OF INSTRUCTIONAL STAFF/ADMINISTRATIVE STAFF

2. R43-58 - Disciplinary action on educator certificates.
3. R43-58.1 - Reporting of terminations of certain school district employees.

Policy GBO Certified Personnel Resignation

The resignation of any certified employee wishing to cancel or terminate a contract shall be presented in writing to the superintendent. for such resignation to be effective, it shall be accepted in writing by the superintendent and formally approved by the board.

Adopted 8/1/73; Revised 11/16/81

Constitutional and Statutory Provisions:

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

Section 59-25-150 - State Board of Education may revoke/suspend certificate for just cause.

Section 59-25-160 - "Just cause" for revocation/suspension of certificate by State Board.

Section 59-25-530 - Teacher failing to comply with provisions of contract without written consent of school board deemed guilty of unprofessional conduct and subject to revocation/suspension of certificate for up to one calendar year. Contract with any other school district in South Carolina during same employment period, without consent of first board, is void.

State Board of Education Regulation:

R-43-206 - Professional Personnel Resignation.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

SUPERVISION OF INSTRUCTIONAL STAFF

Code **GCNA** *Issued* **DRAFT/09**

Purpose: To establish the board's vision for the supervision of instructional staff in the district.

The school principal is the instructional leader of the school. As such, he/she is responsible for the supervision of instruction and instructional personnel.

The purpose of supervision (and teacher evaluation) is to improve the educational program and the effectiveness of instruction. Thus, the school principal is responsible for guiding teachers in implementing the approved objectives and reviewing teacher plans, observing actual instruction, offering suggestions for the improvement of teaching, and helping teachers correct deficiencies. The principal may require a teacher to change methods and lesson plans when these conflict with the approved curriculum or board policy. A teacher who willfully ignores such a directive may be referred to the superintendent for action on charges of insubordination.

The principal will be particularly attentive to the needs of new teachers, of those teachers who are undertaking new instructional programs, and of those teachers whose classes, for no apparent reason other than daily instruction, have not achieved as well as comparable classes on standardized tests.

Adopted ^

NONSCHOOL EMPLOYMENT OF PROFESSIONAL STAFF

Code **GCR** Issued **DRAFT/09**

Purpose: To establish the basic structure for the non-school employment of professional staff.

The board prohibits a professional staff member from engaging in any employment that would have the following effect.

- Impair the individual's usefulness as an employee in the district.
- Make time and/or energy demands upon the individual that could interfere with his/her effectiveness in performing regular assigned duties.
- Compromise or embarrass the school system.
- Adversely affect the individual's employment status or professional personnel standing.
- Conflict with assigned duties in any way.

An employee will not engage in any other employment or in any private business during the hours necessary to fulfill appropriate assigned duties.

Option: An employee who wants to hold a job in addition to that for which he/she is employed must submit a written request to the superintendent. The superintendent will have a conference with the employee to determine if such additional employment will interfere with the individual's assigned duties in the district. The superintendent will send to the individual a written statement of approval or disapproval of such request. If an employee engages in other employment without the approval of the superintendent, the superintendent will consider the conduct as an act of insubordination and treat it accordingly.

Adopted 1/21/85; Revised ^

Policy GBRG Nonschool Employment During Working Hours

The official assignment of full-time employees in Lexington County School District Five is considered their primary employment. Acceptance of additional employment of any kind during the employee's normal hours of employment must be approved by the District Superintendent. The District Superintendent shall reserve the right to withdraw approval for any secondary employment during the employee's normal hours of employment if the efficiency, effectiveness, or productivity of the employee deteriorates or the employment presents an obvious conflict of interest. It shall be the responsibility of full-time employees desiring additional employment of any kind during the employee's normal hours of employment to initiate requests for approval of additional employment in accordance with school board policy. Acceptance of such employment without proper prior approval shall be grounds for disciplinary action.

Adopted 1/21/85

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

TUTORING FOR PAY

Code **GCRD** Issued **DRAFT/09**

Purpose: To establish the basic structure regarding district staff tutoring students for payment.

A teacher may enter into an agreement with parents/legal guardians for tutoring children for a fee. This practice must be limited to children other than those for whom the teacher is currently exercising teaching, administrative or supervisory responsibility. These restrictions are to assure all students reasonable assistance without charge from their own teachers, as well as to avoid placing a teacher in a position where he/she may have a conflict of interest.

A teacher may not tutor any student for pay during his/her regular working hours or on school premises.

These agreements are between the parents and the teachers and the district assumes no responsibility for monitoring these activities.

Adopted ^

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 8-13-700 - Use of facilities for private gain.

EVALUATION OF SUPPORT STAFF

Code **GDO** Issued **DRAFT/09**

Purpose: To establish the basic structure for evaluation of support staff to ensure accountability.

The development of a strong, competent support staff and the maintenance of high morale among staff members are major objectives of the board. The major duties of the board regarding support staff are to establish wage and salary policies which encourage employees to put forth their best efforts and to provide a good atmosphere in which to work. A program of continuous evaluation is necessary for the board to fulfill its duties.

The board directs the superintendent to develop and implement a program of support staff evaluation. It will be the responsibility of each supervisor to inform the employee in advance of the criteria to be used in the evaluation.

The evaluation system for support staff is designed to measure the level of performance of individual employees and to encourage continued professional development. The evaluation system will not be a contract obligation of the district or a contract right of the employee. It is not intended to create, nor will it be construed to create, an expectation or assurance of continued employment. Neither the substance nor the content of the evaluation will be subject to the grievance process.

Adopted ^

RESIGNATION OF SUPPORT STAFF

Code **GDQB** *Issued* **DRAFT/09**

Purpose: To establish the basic structure for the resignation of support staff members.

A support staff member who wishes to terminate his/her employment with the district may submit a letter of resignation to his/her supervisor. The supervisor will forward the request to the superintendent. The staff member must submit this letter two weeks before the desired termination date.

The superintendent will present a list of such requests to the board of trustees as appropriate.

Adopted ^

DISCIPLINE, SUSPENSION AND DISMISSAL OF SUPPORT STAFF

Code **GDQD** *Issued* **DRAFT/09**

Purpose: To establish the basic structure for the discipline, suspension and dismissal of support staff.

The board authorizes the superintendent to discipline, suspend or dismiss support staff as required. Principals should be actively involved in this process for their school.

Adopted ^

Legal references:

- A. S.C. Code of Laws 1976, as amended:
 - 1. Section 59-18-1300 - District accountability system.

NONSCHOOL EMPLOYMENT OF SUPPORT STAFF

Code **GDR** Issued **DRAFT/09**

Purpose: To establish the basic structure for the non-school employment of support staff.

The district employs all school personnel for a specific job in the schools. The board expects each employee to carry out the duties of his/her position to the satisfaction of the superintendent of schools, the principal and his/her supervisor. The board also recognizes that an individual may desire to improve him/herself financially.

The district will allow support staff to receive compensation for outside activities as long as these activities do not interfere with the proper discharge of his/her assigned duties or do not cause poor public relations within the community. The board expects the employee to carry on any outside activity in a businesslike and ethical manner.

An employee will not engage in any other employment or in any private business during the hours necessary to fulfill appropriate assigned duties.

Option: An employee who wants to hold a job in addition to that for which he/she is employed must submit a written request to the superintendent. The superintendent will have a conference with the employee to determine if such additional employment will interfere with the individual's assigned duties in the district. The superintendent will send to the individual a written statement of approval or disapproval of such request. If an employee engages in other employment without the approval of the superintendent, the superintendent will consider the conduct as an act of gross insubordination and treat it accordingly.

Adopted ^