



**AGENDA
BOARD OF TRUSTEES
DISTRICT ADMINISTRATION BUILDING'S BOARD ROOM
MAY 9, 2011**

1. Call to order at **5:00 p.m.** Demonstration of Electronic School Board Meeting
2. Enter executive session at **6:00 p.m.** in the lounge to consider the following:
 - a. Selected employment items (Exhibit A)
 - b. Selected reappointments (Exhibit B)
 - c. Employee matters: compensation adjustments
 - d. Legal briefing on negotiated employee contracts
3. Welcoming remarks at **7:00 p.m.**
4. Invocation – Buddy Price
5. Pledge of Allegiance – Robert Gantt
6. School Board Spotlight
7. Approve the agenda
8. Superintendent's report (**20 minutes**)
 - a. Superintendent
 1. Report: negotiated employee contracts
 - b. Community Services
 - c. Financial Services

1. Update on the cost of the Chapin High School's wetlands legal appeal (Exhibit C)
- d. Human Resources
- e. Instructional Services
- f. Technology Services
9. Public participation*

NEW DESIGN AND CONSTRUCTION AGENDA

10. DISCUSSION

1. Monthly update (Exhibit D) **(20 minutes)**

ACTION AGENDA

11. Items considered in executive session **(5 minutes)**
12. First reading approval of proposed revisions to J board policies: (Exhibit E) **(20 minutes)**
 - . JHCB "Released Time For Religious Instruction" replaces JEFB "Released Time For Religious Instruction"
 - . JHCB-R "Released Time For Religious Instruction" replaces JEFB-R "Released Time For Religious Instruction"
 - . Add as new Policy JIE/JIF/JIG "Pregnant Students/Students with Children/Married Students"
 - . JIH "Student Interrogations, Searches and Arrests" replaces JCAB "Interrogations and Searches"
 - . JIH-R "Student Interrogations, Searches and Arrests" replaces JCAB-R "Interrogations and Searches"
 - . Add as new Policy JIH-E(1) Student Interrogations, Searches and Arrests"
 - . JIH-E(2) "Student Parking Agreement" replaces JCAB (E)(2) "Student Parking Agreement"
 - . JIHC "Use of Metal Detectors" replaces JCAC "Use of Metal Detectors"
 - . JIHC-R "Use of Metal Detectors" replaces JCAC-R "Use of Metal Detectors"
 - . JII "Student Concerns, Complaints and Grievances" replaces JCE "Student Complaints and Grievances"
 - . JJ "Student Activities" replaces IDF "Interscholastic Activities"
 - . JJB "Student Social Events" replaces JHD "Student Social Events"

- . JJF "Student Activities Funds" replaces JHB "Student Activities Funds Management"
 - . Add as new Policy JJF-R "Student Activities Funds"
 - . JJG "Contests For Students" replaces JM "Contests For Students"
 - . JJI "Interscholastic Athletics (student athletes)" replaces IDFA "Interscholastic Athletics"
13. First reading approval of proposed changes to board policy BG/BGD "School Board Policy Process/Board Review of Administrative Rules" (Exhibit F) **(10 minutes)**
 14. Second reading approval of proposed revisions to board policy ADF "School Wellness" (Exhibit G) **(10 minutes)**
 15. Approve the minutes of the April 25, 2011 board meeting **(5 minutes)**

DISCUSSION AGENDA

16. Proposed revisions to board policy JICJ "Cell Phones/Communication Devices" (Exhibit H) **(15 minutes)**
17. Textbook Adoptions (Exhibit I) **(15 minutes)**
18. Adjourn at **9:30 p.m.**

FOR YOUR INFORMATION

19. The next regular scheduled board meeting will be on May 23, 2011 at Irmo High 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/ April 25, 2011

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

Mr. Robert Gantt, Chairman
Mrs. Beth Hutchison-Watson, Vice Chairman
Mrs. Ellen Baumgardner, Secretary
Mrs. Jan Hammond
Mrs. Kim Murphy
Mr. Jim Turner
Mr. Ed White
Dr. Stephen Hefner, 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

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

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

The School Board Spotlight was led by Robert Gantt, Ellen Baumgardner and Beth Watson.

During the superintendent's report, Pam Baker and Jeff Holstein gave an update on the Chapin High School's wetlands legal appeal; Dr. Karl Fulmer presented the monthly financial reports (Exhibit D).

During the public participation, George Burbach, Al Billings, Susan Baker and Bart Teal spoke regarding the Chapin High School renovations project.

Michael Harris presented proposed revisions to J board policies:

- . JHCB "Released Time For Religious Instruction" replaces JEFB "Released Time For Religious Instruction"
- . JHCB-R "Released Time For Religious Instruction" replaces JEFB-R "Released Time For Religious Instruction"
- . Add as new Policy JIE/JIF/JIG "Pregnant Students/Students with Children/Married Students"
- . JIH "Student Interrogations, Searches and Arrests" replaces JCAB "Interrogations and Searches"

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

- . JIH-R "Student Interrogations, Searches and Arrests" replaces JCAB-R "Interrogations and Searches"
- . Add as new Policy JIH-E(1) Student Interrogations, Searches and Arrests"
- . JIH-E(2) "Student Parking Agreement" replaces JCAB (E)(2) "Student Parking Agreement"
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- . JJF "Student Activities Funds" replaces JHB "Student Activities Funds Management"
- . Add as new Policy JJF-R "Student Activities Funds"
- . JJG "Contests For Students" replaces JM "Contests For Students"
- . JJI "Interscholastic Athletics (student athletes)" replaces IDFA "Interscholastic Athletics" (Exhibit I)

Buddy Price presented proposed changes to board policy BG/BGD "School Board Policy Process/Board Review of Administrative Rules" (Exhibit J).

Dr. Stephen Hefner and Dr. Karl Fulmer presented the proposed general fund budget for 2011-2012.

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of April 25, 2011

		B A U M G A R D N E R	G A N T T	H A M M O N D	M U R P H Y	T U R N E R	W A T S O N	W H I T E
1.	M. Watson S. Baumgardner Enter executive session to consider the following: 2a) selected employment items (Exhibit A) and 2b) contract reappointments (Exhibit B)	X	X	X	X	X	X	A
2.	M. Watson S. Baumgardner Support Mr. Gantt as he seeks position of treasurer for the South Carolina School Boards Association	X	X	X	X	X	X	X
3.	M. Watson S. Baumgardner Approve the agenda with one change (move item 16 schedule an electronic school board meeting demo on May 9, 2011 at 5:00 p.m. to 11b)	X	X	X	X	X	X	X
4.	M. Watson S. Baumgardner Approve the minutes of March 28, 2011 board meeting	X	X	X	X	X	X	X
5.	M. Watson S. Turner Approve the minutes of the April 4, 2011 special-called board meeting M. Murphy S. Turner Amend to include the wording in my letter in the official minutes Vote on original motion	 No X	 No X	 No X	 X No	 No X	 No X	 No X
6.	M. White S. Watson The chairman shall be authorized to seat a special committee of the Board of Lexington-Richland District 5 Trustees for the purpose of working with legal counsel to investigate the misrepresentations reported by Mr. Tom Crooks' family in connection with the purchase of the 2.7 acres for the Chapin elementary school site, as well as to investigate the circumstances surrounding the purchase of	X	X	X	AB	X	X	X

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X = Yes

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of April 25, 2011

	B A U M G A R D N E R	G A N T T	H A M M O N D	M U R P H Y	T U R N E R	W A T S O N	W H I T E
property from Mr. and Mrs. Derrick and whether or not any individual has made misrepresentations for the purpose of inducing any person to breach their contractual obligations to the District, and, if so, to recommend appropriate action to the full Board.							
7. M. Baumgardner S. White Approve to award to the lowest responsible, responsive bidder for the early site package at the new high school/CATE Center to Palmetto Grading and Drainage, Inc. at \$8,800,000 (Exhibit E)	X	X	X	No	X	X	X
8. M. Watson S. Baumgard Schedule an electronic school board meeting demo on May 9, 2011 at 5:00 p.m.	X	X	X	X	X	X	X
9. M. Baumgardner S. Watson Approve the selected employment items (Exhibit A) and the contract reappointments (Exhibit B)	X	X	X	X	X	X	X
10. M. Watson S. Baumgardner Approve second reading of proposed revisions to board policy JICDA-R "Code of Conduct" (Exhibit F)	X	X	X	X	X	X	X
11. M. Watson S. Baumgardner Approve second reading of the capital budget for 2011-2012 (Exhibit G)							
M. White S. Baumgardner Amend to give the superintendent and staff the discretion for variances on individual line items to the greater of 10% of the budgeted amount or \$50,000, whichever is greater	X	X	X	No	X	X	X
M. Murphy S. Hammond I move that District 5 incorporate into the budget, along with other camera equipment being purchased, the appropriate	No	No	X	X	No	No	No

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X = Yes

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of April 25, 2011

	B A U M G A R D N E R	G A N T T	H A M M O N D	M U R P H Y	T U R N E R	W A T S O N	W H I T E
camera and tripod to begin live-streaming our meetings to the public, with the cost of the equipment not to exceed \$2,000. The cost of such equipment will be paid for out of my board salary that I have chosen not to take.	No	No	No	X	No	No	No
M. Murphy S. Turner							
I move that this capital projects budget include removing the cardboard boxes currently used as shelving for the ROTC program at Chapin High be replaced with appropriate shelving that will meet their needs. I understand there is already a design in-place.							
Vote on the original motion	X	X	X	No	X	X	X
12. M. Watson S. Hammond	X	X	X	X	X	X	X
Approve the request from Kingdom Builders Tabernacle of Praise to use H. E. Corley Elementary School (Exhibit H)							
13. M. Baumgardner S. Watson							
Due to the lateness of the hour, no discussion after the budget presentation							
M. Murphy S. Turner							
Amend to include a budget workshop and if there is not a quorum present that the meeting be posted so the public has opportunity to hear what is taking place							
M. White S. Hammond							
Table all amendments and after first reading decide if we need more time	X	X	X	X	X	X	X
14. M. Baumgardner S. Watson	X	X	X	X	X	X	X
Adjourn at 12:20 p.m.							

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X = Yes



Sybil Stowers <sstowers@lex5.k12.sc.us>

Here is my verbatim statement. Thanks, Sybil.

1 message

Kim Murphy <movingmountainskwm@gmail.com>

Tue, Apr 26, 2011 at 2:30 AM

To: Sybil Stowers <sstowers@lex5.k12.sc.us>

Our bond referendum campaign said we were growing 9,000 students in ten years. The demographer that Dr. Berg hired, right after the referendum, said we were going to decline 700 students in 10 years and again that's a 10,000-student miscalculation. Maybe it's a difference in philosophy, but I don't believe we should be building new school to spur the economy or spur growth.

I think we should be spending education dollars for education.

Kim Murphy 446-6565
154 Old Laurel Lane
Chapin, SC 29036

Attachment 1 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Kim Murphy
pursuant to S.C. Code Ann. §30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

A statement made by Ms. Murphy during Dr. Fulmer's report at the March 28 board meeting on the updated cost of Ms. Murphy's lawsuit was incorrect. She claimed it was not her legal appeal that delayed construction at Chapin High School. Instead, she claimed, the building project was delayed because the school district was waiting on approval from the OSF relating to the addition of gypsum board and the replacement of HVAC duct work. As Ms. Murphy pointed out a few months ago, a Jan. 14 letter from OSF informed the district that the Chapin High School project could not progress until the legal appeal had been settled.

Thus, it was not the gypsum board
+ HVAC that delayed this project.

Beth Watson

Attachment 2 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Beth Watson
pursuant to S.C. Code Ann. § 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

Attachment 3 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Ed White

pursuant to S.C. Code Ann. § 30-4-90(a)(4)
and Board Policy BEDG. The Board member
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

Construction Delays and Cost Increases

1. The delays and estimated cost increases for the Chapin High School renovation project, \$1.68 million in increased construction costs and professional fees and approximately \$6.3 million in increased interest costs as of April 24, 2011, are solely related to the efforts of Mrs. Kim Murphy and her lawsuit. Despite 10 days of trial we have no clear understanding of what she wants. As of this date, neither Mrs. Murphy nor her attorneys have communicated a feasible alternative for the Chapin High School project permit that she is challenging. This process cannot be delayed further. It is imperative that Mrs. Murphy deliver a written proposal to the Board defining any alternative she is requesting the Board to consider, and she should do so, no later than April 27, 2011, which is the same date she is to deliver her proposed order for the judge to consider in her own lawsuit.
2. It appears that delays and increased costs are imminent with the new elementary school site as well. It appears Mrs. Murphy has now directed some of her efforts to obstructing the new elementary school for Chapin. Recently, Mr. Tom Crooks, a private citizen, reported that a member of this Board misrepresented information about his wife in connection with a piece of property that the District was in the process of purchasing to complete the elementary school site. His public comments are attached to this statement. The information that we have received to date indicates that this individual was Mrs. Kim Murphy. The District was recently notified by another family, Mr. and Mrs. Hoyt Derrick, who had entered into a written contract to sell a portion of their land to the District to complete the Chapin elementary site, that they were not going to sell their land to the District. Mr. and Mrs. Derrick instructed the superintendant to communicate with their son, Mr. James R. Upchurch. A copy of a letter sent by Mr. Upchurch is also attached. An excerpt from this letter alleges that his parents signed the contract under duress and under the threat of condemnation from the District. There is evidence that suggests that the Derrick family may have been communicating with Mrs. Murphy concerning their property prior to the submission of this letter. A concern now arises as to whether or not misrepresentations have been made to the Derricks for the purpose of inducing them to breach their contract to sell a portion of their property to the District.
3. Bids were opened last week for the new high school site and CATE sites. It is not unreasonable to anticipate that Mrs. Murphy will next direct her efforts to obstructing the construction project on this site as well, which could lead to additional delays and expense to the District.
4. It is one thing for individuals to exercise their right to free speech and express their views in support or opposition to any project that a public body, such as the school district, is undertaking. However, it is illegal for any person to resort to fraud or misrepresentations to induce someone to break a contract previously entered into with the District. This type of conduct is not only illegal, but if it occurs, the District is entitled to recover compensation for its damages. I would encourage any person who has knowledge about any person making misrepresentations to attempt to induce someone to break their agreements with District 5 to report the information to one of the officers of this Board.

Mr. Gantt Thank you, Mr. Brabham. We'll next hear from Mr., um, from Tom Crooks. Mr.

Crooks?

Mr. Crooks Uh, members of the board, Dr. Hefner, uh, I have two things I'd like to speak to the board about. Number one is, my wife, Brenda Graham Crooks, and my brother-in-law, Blease ~~sp?~~, Cole Blease Graham, Jr., were the sellers of the property that you purchased at the intersection of Mt. Vernon Church Road and Derrick Pond Road. And when we heard that the purchaser, or the perspective purchaser was going to be School District Five, we were very happy. And we're still very pleased, we're great...very pleased that it looks like there'll be an elementary school there in a couple years. Uh, on the other hand, we had one disappointment. And we appreciate you all approving the condemnation procedures, but we had a board member contact one of the claimants and it...I understand was told that my wife had cut trees off of one of that claimant's land. And I want you all to understand, that is not true. That land had been in my father-in-law's, ah, estate, as far back...I only go back to 1961...but we had over 60 years of adverse possession. I regret that we did not have clear title to that 2.67 acres. But, I want to let...I just want to say that I found that behavior to be over...out of bounds. It certainly wasn't ethical and it certainly out of character for what I expect out of School District Five. I've heard some people up here tonight talking about...but to me, School District Five of Richland and Lexington Counties has always had a reputation of having some of the finest schools in this state. And all I can say to you is I want you to continue in that manner. Thank you and God bless.

Mr. Gantt Thank you, Mr. Crooks. Thank you, Mr. Crooks....

Attachment 4 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Ed White
pursuant to S.C. Code Ann. § 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

Attachment 5 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Ed White

March 21, 2011

pursuant to S.C. Code Ann. § 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

This is to inform all parties that we are officially withdrawing our former offer that was signed on August 26, 2010 in regard to any dedication or alteration of our properties in regard to the proposed school located adjacent to our property. We are also opposed to any changes to Derrick Pond Road and do not wish to participate in any future alterations of our property by the School District. The document that was signed was done so under duress and without legal representation on our part and with the threat of condemnation and eminent domain from the School District of Lexington and Richland County.

Sincerely,

Hoyt W. Derrick

Earline A. Derrick

Attachment 6 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Kim Murphy
pursuant to S.C. Code Ann. § 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

The Parham Law Firm

Katie R. Parham, Esquire

Post Office Box 2904
Irmo, SC 29063
Phone: 803.834.3968
Fax: 803.772.0369

April 15, 2011

Via Email and US Mail

Pamela A. Baker, Esquire
McNair Law Firm, P.A.
Post Office Box 11390
Columbia, SC 29211-1390

Mary D. Shahid, Esquire
McNair Law Firm, P.A.
Post Office Box 1431
Charleston, SC 29402-1431

Re: *Murphy v. SCDHEC and District Five of Lexington and Richland Counties*
Docket No.: 2010-ALJ-07-0562-CC

Dear Pam and Mary:

We are in receipt of your letter of April 11, 2011. As we previously indicated, Mrs. Murphy would welcome the opportunity to present her alternative proposals for accomplishing the Chapin High School renovation project directly to the District Administration with counsel for the District and Mrs. Murphy present. However, given the tone of your letter and your increasingly arbitrary preconditions, we are concerned as to whether you are seeking further discussions in good faith.

We had hoped the District would seriously consider our original proposal for mediation in the interest of resolving this matter in a way that both protects the stream and allows the Chapin High School construction project to be completed expeditiously. However, when you advised us that the District is not interested in mediation, we were disappointed but held out hope that negotiations could still proceed in good faith.

If there is still a genuine interest on the part of the District in hearing Mrs. Murphy's presentation without arbitrary preconditions, which would include having our engineer

Pamela A. Baker, Esquire
Mary D. Shahid, Esquire
April 15, 2011
Page 2

Attachment 7 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Kim Murphy
pursuant to S.C. Code Ann. § 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

Steve Strickland demonstrate alternatives available for consideration by the District Administration, we would welcome such an opportunity.

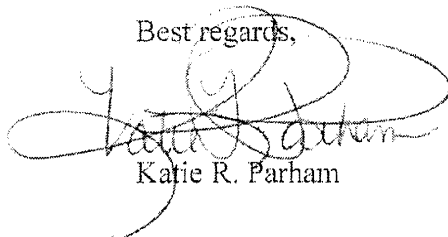
As you are aware from hearing Mr. Strickland's testimony at trial, he has over twenty-five years of experience as an engineer and is licensed in six states. Based on his years of experience, he has expressed the expert opinion that the feasible alternatives he presented at trial for accomplishing the project purposes of providing parking, athletic fields, a road system and associated sewer and stormwater infrastructure can be accomplished without requiring destruction of the headwaters stream. While a detailed cost analysis of these alternative site plans is beyond the scope of Mr. Strickland's alternatives evaluation, in his opinion a number of alternative site plans may actually reduce project costs by avoiding the expense of mass grading for construction on steep slopes while also avoiding the costs of purchasing stream mitigation credits in connection with destroying the stream.

In short, the preconditions in tone and substance suggest to us that the District is simply erecting artificial barriers to resolving this dispute. We certainly hope that is not the case. Therefore, we challenge the District to commit to good faith discussions with Mrs. Murphy without preconditions.

If the District is interested in hearing our presentation, as previously discussed and without preconditions, we would be pleased to arrange a date that suits everyone's schedules to make our presentation. If not, we have no interest in what would be a fruitless exercise.

Should you have questions or concerns regarding this letter, please do not hesitate to contact me.

Best regards,



Katie R. Parham

Attachment 8 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Beth Wadsworth
pursuant to S.C. Code Ann. § 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

MCNAIR
ATTORNEYS

Pamela A. Baker

pbaker@mcnair.net

T (803) 799-9800
F (803) 753-3219

March 15, 2011

Via E-mail and U. S. Postal Service

Robert Guild, Esquire
314 Pall Mall Street
Columbia, South Carolina 29201

Katie R. Parham, Esquire
Post Office Box 2904
Irmo, South Carolina 29063

Re: Kim Murphy v. SCDHEC and District 5 of Lexington and
Richland Counties
Docket No. 2010-AIJ-07-0562-CC

Dear Bob and Katie:

Our client, District 5 of Lexington and Richland Counties (District 5), authorized us to contact you, as counsel for Mrs. Murphy, in the above referenced matter regarding Mrs. Murphy's statements that she is open to a compromise option or some sort of settlement proposal to resolve the pending permit appeals. Mrs. Murphy has stated on numerous occasions during Board meetings and in the media that she would like for her attorney's to present to the Board her proposal with regard to a compromise or settlement of the pending appeals. It was explained to Mrs. Murphy that it is inappropriate under the rules of practice for her attorneys to communicate directly with our client, District 5, however, District 5 is very interested in having her proposal communicated to their counsel so that it may be considered.

Accordingly, at the direction of our client, we are writing to request that Mrs. Murphy's settlement proposal or compromise offer be submitted to us in writing on or before March 25, 2011 so that we may present it to our client for consideration. We sincerely hope that Mrs. Murphy's statements are sincere as we believe it is in the best interest of both parties to resolve this matter as expeditiously as possible. The District welcomes and will seriously consider any reasonable offer of compromise or settlement.

McNair Law Firm, P. A.
1221 Main Street
Suite 1600
Columbia, SC 29201

Mailing Address
Post Office Box 11390
Columbia, SC 29211

mcnair.net

Robert Guild, Esquire
Katie R. Parham, Esquire
March 15, 2011
Page 2

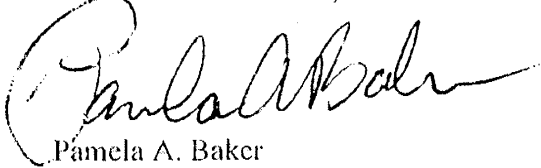
Attachment 9 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Beth Watson
pursuant to S.C. Code Ann. § 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

MCNAIR
ATTORNEYS

We look forward to hearing from you on or before March 25th in response to this letter.
If you have any questions concerning this matter, please feel free to call.

Sincerely,

McNAIR LAW FIRM, P.A.



Pamela A. Baker

PAB/rwm

cc: Keith McAlister
Steve Heffner

Attachment 10 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Beth Watson
pursuant to S.C. Code Ann. §30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

ROBERT GUILD

Attorney at Law

314 Pall Mall • Columbia, South Carolina 29201 • 803-252-1419

March 25, 2011

Pamela A. Baker, Esquire
McNair Law Firm, P.A.
Post Office Box 11390
Columbia, SC 29211-1390

Re: Kim Murphy v. SCDHEC and District 5
Docket No. 10-ALJ-0562-CC

Dear Pam:

Our client, Kim Murphy, has authorized me to respond to your letter of March 15, 2011. As you state on behalf of the District, we, too, sincerely hope that this matter might be resolved as expeditiously as possible in a manner which both accomplishes the desirable renovations and additions to Chapin High School while preserving the important environmental interests at stake in this litigation. Ms. Murphy sincerely hopes that there are opportunities for settlement and compromise that can be identified which protect the interests identified by both parties to this dispute. To this end Ms. Murphy proposes, as detailed below, that the parties undertake to submit this dispute to formal mediation as provided for by the Alternative Dispute Resolution (ADR) Rules of the Supreme Court, as a means for securing, if possible, the "just, speedy, inexpensive and collaborative resolution," of this dispute. ADR Rule 1.

By way of clarification, however, Kim Murphy reiterates her offer to present to the District Board and administration the engineering and scientific information regarding the various feasible alternatives for accomplishing the elements of the proposed project, including providing student parking, athletic facilities, and needed infrastructure such as sanitary sewer, roads and stormwater management systems, while avoiding the filling of 727 linear feet of headwaters stream with the attendant permanent destruction of this important aquatic ecosystem and its functions and values.

As a means for formally evaluating the opportunities for compromise and potential settlement of this matter, Kim Murphy proposes that the parties enter into a written Agreement to Mediate including an agreement to be bound by the Supreme Court's ADR Rules in all respects including Rule 6 regarding the duties of the parties and their attorneys and Rule 8 which would provide for the confidentiality of communications during mediation. In light of the intensity of the public discourse surrounding this controversy a commitment by the parties to maintain the confidentiality of all aspects of the mediation process would facilitate frank and unguarded communication by the parties whether or not such mediation proves successful. As I am sure you will agree, the ADR process for voluntary mediation, employing court-certified, trained neutral mediators, has proven an effective means for resolving even



Attachment 11 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Beth Watson
pursuant to S.C. Code Ann. § 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

March 25, 2011
Pamela A. Baker, Esquire
Page 2

the most hotly contested matters. A commitment to mediate represents no advance concession by either party; but only an agreement to undertake the dispute resolution process in good faith.

In order to initiate formal mediation, Ms. Murphy proposes that the parties agree to request the Administrative Law Court to enter an order providing for mediation by agreement pursuant to the ADR Rules including a commitment to confidentiality; and providing for an appropriate period, to be agreed upon by the parties, for suspension of the pending contested case proceedings, including the submission of proposed orders and decision as well as action in the recent sanitary sewer construction permit appeal, to permit attention by the parties and their attorneys to the mediation process.

Ms. Murphy sincerely hopes that the District will accept her proposal to undertake the mediation process as a means for attempting to resolve this matter by an agreement serving the best interests of the District, its students, as well as the environment. Should you have any questions or desire to discuss this matter further please do not hesitate to call.

With kind regards, I am

Sincerely,


Robert Guild

cc: Mary D. Shahid, Esquire
Katie R. Parham, Esquire

Attachment 12 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Beth Watson
pursuant to S.C. Code Ann. § 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

MCNAIR
ATTORNEYS

Pamela A. Baker

pbaker@mcnair.net
T (803) 799-9800
F (803) 753-3219

April 5, 2011

Via E-mail and U. S. Postal Service

Robert Guild, Esquire
314 Pall Mall Street
Columbia, South Carolina 29201

Katie R. Parham
Parham Law Firm
Post Office Box 2904
Irmo, South Carolina 29063

Re: *Kim Murphy v. SCDHEC and District Five of Lexington and
Richland Counties*
Docket No. 2010-ALJ-07-0562-CC

Dear Robert and Katie:

Thank you for your letter of March 25, 2011. The District is pleased Mrs. Murphy is willing to submit a proposal to resolve her outstanding disagreements with the Chapin High School renovation project. Because the parties have incurred the expense of trial and a ruling is imminent, the District is deferring the idea of going through the additional expense of a mediation process at this time but would consider mediation at a later stage, if necessary, as referenced below.

The District has authorized us to offer the following to Mrs. Murphy:

1. Mrs. Murphy will be allowed to present, using her attorneys or other advisors, directly to the District Administration (with the District's attorneys present) her proposal in a 1½ hour meeting to be held at the District Office on one of the following dates and times: April 14 2011 from 2:00 pm to 3:30 pm, April 15, 2011 from 12:00 pm to 1:30 pm or 1:00 pm to 2:30 pm. Mrs. Murphy would be making a presentation to the District Administration for it to assess her proposal and gather any additional factual information that would be needed to submit the proposal to the full Board for consideration.
2. As a precondition to this meeting, Mrs. Murphy would need to submit specific, enumerated, requests in writing of the changes she would like the District to consider for the Chapin High School renovation project no later than five business days prior to the meeting (these requests should be stated with the same level of specificity that the Board could use to instruct the Superintendent to carry out the changes if it agrees with Mrs. Murphy's proposal).

McNair Law Firm, P. A.
1221 Main Street
Suite 1600
Columbia, SC 29201

Mailing Address
Post Office Box 11390
Columbia, SC 29211

mcnair.net

Robert Guild, Esquire
Katie R. Parham
April 5, 2011
Page 2

Attachment 13 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Boeth Watson
pursuant to S.C. Code Ann. §30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

M C N A I R
ATTORNEYS

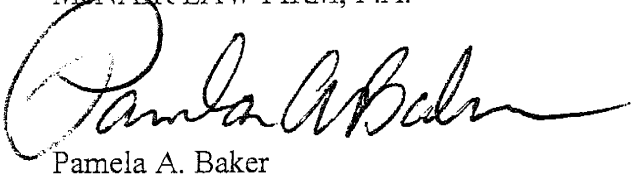
3. This meeting would not interrupt or in any way delay the Judge's ruling in the normal course of the Administrative Law Court's procedures. Accordingly, we intend to adhere to the April 27, 2011 deadline for the submission of proposed orders.

If our clients are not able to resolve Mrs. Murphy's legal disagreements with the District through her presentation and proposal, then to the extent that the Court were to rule in favor of Mrs. Murphy the District may consider mediation at that time if it cannot otherwise agree with Mrs. Murphy upon an acceptable path to proceed with the renovation project.

We look forward to your response and Mrs. Murphy's proposal.

Sincerely,

McNAIR LAW FIRM, P.A.



Pamela A. Baker

PAB:rwm

Attachment 14 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Beth Watson
pursuant to S.C. Code Ann. §30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

The Parham Law Firm

Katie R. Parham, Esquire

Post Office Box 2904
Irmo, SC 29063
Phone: 803.834.3968
Fax: 803.772.0369

April 6, 2011

Via Email and US Mail

Pamela A. Baker, Esquire
McNair Law Firm, P.A.
Post Office Box 11390
Columbia, SC 29211-1390

Mary D. Shahid, Esquire
McNair Law Firm, P.A.
Post Office Box 1431
Charleston, SC 29402-1431

Re: *Murphy v. SCDHEC and District Five of Lexington and Richland Counties*
Docket No.: 2010-ALJ-07-0562-CC

Dear Pam and Mary:

We appreciate your letter of April 5, 2011. Mrs. Murphy would like to accept your offer to allow her to present her proposal directly to the District Administration, with counsel for the District and Mrs. Murphy present. However, given that the District is unwilling to postpone the deadline for the submission of the proposed orders to the court, we do not believe there is adequate time to prepare this presentation and honor the preconditions set forth in your letter, while also preparing our proposed order for submission to the Administrative Law Court.

We propose the following in reply to your counteroffer:

1. Mrs. Murphy will present her proposal directly to the District Administration, within the time constraints provided, but she will do so after all proposed orders are submitted to the Administrative Law Court on April 27, 2011, as agreed by all parties. Please propose dates and times after this date when the District Administration, as well as their counsel, will be available for such proposal.

Attachment 13 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Beth Wadson
pursuant to S.C. Code Ann. § 30-4-90(a)(4)
and Board Policy BEDG. The Board majority

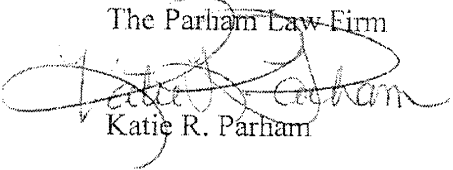
2. As part of Mrs. Murphy's proposal, we would like to have Mr. Steve Strickland, who is identified as an expert in Civil Engineering, with a specialty in Environmental Engineering, during the trial of this case, to present alternatives to the District Administration. ~~did not approve, disapprove, or otherwise act upon the contents of this attachment~~

We look forward to working together with the district and Mrs. Murphy to resolve this matter in a way that accomplishes the goals for the new construction and renovation of Chapin High School while preserving the important environmental interests at stake in this litigation.

Please let us receive your response to our reply at your earliest convenience, as we will need to coordinate with Mr. Strickland for scheduling purposes, should the District accept our proposal.

Best regards,

The Parham Law Firm


Katie R. Parham

Attachment 16 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
Beth Watson
pursuant to S.C. Code Ann. § 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

M C N A I R
ATTORNEYS

Pamela A. Baker

pbaker@mcnair.net
T (803) 799-9800
F (803) 753-3219

April 11, 2011

**Via Electronic Mail and
United States Postal Service**

Robert Guild, Esquire
314 Pall Mall Street
Columbia, South Carolina 29201

Katie R. Parham, Esquire
Parham Law Firm
Post Office Box 2904
Irmo, South Carolina 29063

Re: Kim Murphy v. SCDHEC and District 5 of Lexington and
Richland Counties Docket No. 2010-ALJ-07-0562-CC

Dear Bob and Katie:

We are writing to confirm receipt of your letter dated April 6, 2011 responding to the District's offer to have Ms. Murphy, and you as her counsel, present to the District Administration her proposed changes to the Chapin High School renovation project in an effort to resolve her legal matter and objections to the project.

We understand the need to prepare a proposed order to submit to the court as we are in the process of preparing our own proposed order on behalf of the District. Given the expense that time delays create in this situation and the urgency of moving this project forward so that the students will have a safe, modern, renovated and expanded high school, we are willing to make this meeting a top priority if a resolution is possible without delaying this matter any further.

We find it perplexing that Ms. Murphy would either need or want to delay this meeting given the fact we have just concluded a ten (10) day trial of extensive testimony which included many proposals with testimony of her experts as to how the project may be approached differently to satisfy Ms. Murphy's concerns. Our proposal for the meeting is premised on the fact that Ms. Murphy has repeatedly requested, from the date she was installed as a Board member, for the opportunity to have her attorneys make a presentation to the District on her behalf explaining the alternatives to the project which would resolve her pending legal appeal.

McNair Law Firm, P. A.
1221 Main Street
Suite 1600
Columbia, SC 29201

Mailing Address
Post Office Box 11390
Columbia, SC 29211

mcnair.net

Robert Guild, Esquire
Katie R. Parham, Esquire
April 11, 2011
Page 2

Attachment 11 is included with
the minutes of the 4-25-11
meeting, at the request of Board member
both Watsen
pursuant to S.C. Code Ann. § 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

MCNAIR
ATTORNEYS

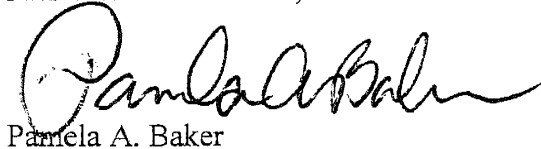
Nevertheless, the District is willing to accommodate Ms. Murphy's request to delay the meeting with the District Administration until after April 27, 2011, and proposes the following dates: from 9:00 a.m. to 11:00 a.m. on May 3, 2011, anytime after 2:00 p.m. May 4, 2011, and anytime after 2:30 p.m. May 5, 2011. We will also accommodate the request to have Mr. Strickland attend the meeting to assist in presenting Ms. Murphy's proposals. With the exception of the date change, the conditions outlined in my letter of April 5, 2011 still apply to this meeting. Please note, in order for the District to fully evaluate Ms. Murphy's alternatives, the District must be provided with adequate detail in terms of costs and engineering to assess the proposals feasibility.

In the interim, if it would suit Ms. Murphy better, she is welcome to simply submit specific, enumerated requests in writing of the changes she would like the District to consider for the Chapin High School renovation project and the District will evaluate these alternatives immediately and, as promised, will present all viable alternatives to the Board for consideration. This approach would eliminate the need for a meeting and save time and resources. The District simply wants to know what Ms. Murphy is proposing that the District consider doing differently with this project.

If you have any questions concerning this letter, please feel free to contact me.

Sincerely,

McNAIR LAW FIRM, P.A.



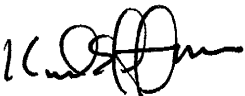
Pamela A. Baker

PAB:rwm



May 4, 2011

TO: Stephen Hefner, Ed.D.
Superintendent

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

RE: Updated Estimated Cost of Kim Murphy's Lawsuit Delaying
Renovations at Chapin High School

Combining all the costs referenced below, the lawsuit by Ms. Kim Murphy has cost the school district in excess of \$1.73 million.

As a result of the protest and subsequent lawsuit the costs associated with the delay of the Chapin High School renovation project continue to increase. A summary of those costs are as follows:

- The school district anticipates that construction costs will continue to increase. The initial delay in the Chapin High School renovations started when Ms. Murphy protested and then appealed the Water Quality Permit. DHEC cleared the project on May 24, 2010. Ms. Murphy subsequently filed her lawsuit further delaying the project. As of today, the resulting delay has increased construction costs by an estimated \$1,020,000.
- To date our retained professional staff estimates they have incurred extra costs due to expenses related to attending meetings and drafting alternative designs at the request of the Corp of Engineers during Ms. Murphy's administrative protest. That estimated amount is \$103,479.
- Attorney fees related to the protests and lawsuit continue to accumulate and currently total \$409,786. In addition, the District has been billed \$923 to date relating to the sanitary sewer permit protest.
- Architectural fees currently total \$124,650.
- To date, total staff time devoted to the wetlands litigation is approximately 687.5 hours or \$38,327.
- To date, fees for Tidewater Environmental Services total \$37,098.

Dr. Stephen Hefner

May 4, 2011

Page 2

In addition, the project will require the issuance of approximately \$45,000,000 of 20-year General Obligation Bonds. Ms. Murphy's lawsuit has delayed the issuance of these bonds, which places the district at risk for increases in interest rates. Prior to its sunset, the Build America Bonds Program (BAB) program had provided unprecedented subsidies to the district to offset bond interest expense.

The BAB program was not renewed for 2011. The district should expect bond cost to increase. Ross, Sinclair & Associates, LLC estimates the impact at this time to be approximately \$6,346,100 over the life of the planned borrowing.

With these additional costs, and the expectation of further costs, it is almost certain the Chapin High School renovations project may exceed our budget and require some components of the project to be scaled back.

District Five of Lexington & Richland Counties Monthly Update May 9, 2011

CUMMING | SMG



Chapin Elementary School

Project Manager:

Completion:

Architectural Firm:

Contractor:

Total Project Budget:

Construction Budget:

Committed Const. Cost:

Deferred Maintenance Incorporated in Project:

Chris Whitley

August 2010

CJMW

Core Construction

\$10,199,051.00

\$7,426,430.00

\$5,919,553.00

\$1,444,000.00

Project Description:

Construct new kindergarten addition, interior renovations and improved student drop-off.

Status

- The project is substantially complete with the initial phase.
- The kitchen and administration renovation projects have been awarded and a pre-construction meeting was held on May 4, 2011.

Achievements/Key Issues

- The project was completed on time despite the 45 days that were lost due to unsuitable soils.
- The project was completed well under budget.
- The deferred maintenance accomplished as part of this project includes: clock system, fire alarm, hardware systems, HVAC, PA/intercom and interior finishes.

Schedule/Budget Issues

- None

Leishart Elementary School

Project Manager:

Completion:

Architectural Firm:

Contractor:

Total Project Budget:

Construction Budget:

Committed Const. Cost:

Deferred Maintenance Incorporated in Project:

Ed Strack

April 2011

LPA Group

Rodgers Builders, Inc.

\$13,172,063.00

\$9,059,583.00

\$8,764,659.00

\$3,034,000.00

Project Description:

Construct new kindergarten addition, interior renovations, improved student drop-off and improved parking.

Status:

- The portable classrooms have been removed.
- The contractor is currently completing the punch list and the site work where the portables were removed.
- OSF will be back on site in June for the final inspection.
- Reroofing project was awarded to Southern Roofing Services in the amount of \$838,164.00

Achievements/Key Issues:

- All known asbestos has been abated.
- The deferred maintenance accomplished as part of this project includes: clock system, fire alarm, hardware systems, roofing, HVAC, PA/intercom and interior finishes.

Schedule/Budget Issues:

- The extended overhead claim that the contractor filed has been resolved and resulted in no additional cost to the District.

Seven Oaks Elementary School

Project Manager:

Chris Whitley

Completion:

August 2011

Architectural Firm:

LPA Group

Contractor:

Martin Engineering

Total Project Budget:

\$11,928,288.00

Construction Budget:

\$8,219,422.00

Committed Const. Cost:

\$8,050,327.00

Deferred Maintenance Incorporated in Project:

\$2,922,000.00

Project Description:

Construct new kindergarten and administrative additions, interior renovations and improved student drop-off/parking.

Status:

- Finishes are being installed at the kindergarten addition.
- Roofing is being installed at the administrative addition.
- The renovation of Phase 6 is underway.
- Grading is ongoing at the playground and parking lot areas.

Achievements/Key Issues:

- Approximately \$2.9 million in Capital Improvements are being done as part of this project.
- Despite numerous material delays, the summer renovation phase was completed prior to the start of school.
- The deferred maintenance accomplished as part of this project includes: fire alarm, hardware systems, HVAC, roofing and interior finishes.

Schedule/Budget Issues:

- The site changes throughout the course of the project have been costly.

Castroville Elementary School

Project Manager:

Completion:

Architectural Firm:

Contractor:

Total Project Budget:

Construction Budget:

Committed Const. Cost:

Deferred Maintenance Incorporated in Project:

Joe Huggins

June 2012

LPA Group

Mathews Construction

\$17,743,289.00

\$12,390,196.00

\$14,140,687.00

\$3,104,000.00

Project Description:

Construct new classroom addition, new cafeteria and new media center. Interior renovations of the original historic building. Improve student drop-off and parking.

Status:

- The contractor is continuing to make good progress with the site work, parking lot and drive ways are being prepared for paving.
- Metal stud framing has started in the Media Center and Cafeteria.
- Brick Veneer is complete at Building "A".
- Structural steel is complete at Building "A".
- Mechanical, Electrical and Plumbing rough-in is ongoing.
- Delivery of the portable classrooms has begun. Infrastructure placement is ongoing.

Achievements/Key Issues:

- The contractor has stabilized Fork Road and it will be prepared upon project completion using "C Funds".
- The deferred maintenance accomplished as part of this project includes: clock system, fire alarm, hardware systems, HVAC, PA/intercom, roofing and interior finishes.

Schedule/Budget Issues:

- Given the fact that the project includes substantially more new square footage than was originally budgeted for, budget is a concern.

Chapin High School

Project Manager:

Paul Moscati

Completion:

TBD

Architectural Firm:

Stevens & Wilkinson

Contractor:

TBD

Total Project Budget:

\$44,964,614.00

Deferred Maintenance Incorporated in Project:

\$5,264,000.00

Project Description:

Construct a new classroom addition and bring the student capacity to 1,700 students. Construct new gymnasium with stage. Expand the cafeteria and media center. Site upgrades to include new practice fields and an end zone athletic facility. Improve parking and traffic flow.

Status:

- The Office of School Facilities will not allow us to advertise or bid the project until all permits are in hand, including the resolution to the current lawsuit.
- The CD Documents have been approved by OSF. We have a six month window to bid the project from the date of the last approval. If the window expires, a resubmittal will be required.
- Cumming/SMG will be revising the phasing schedule to reflect the new bid date when a new bid date is known.

Achievements/Key Issues:

- All permits must be resolved before we can advertise the project. The DHEC Storm Water permit has to be issued so that the permit number can be included on the SCDOT permit.
- The deferred maintenance accomplished as part of this project includes: clock system, fire alarm, hardware systems, HVAC, PA/intercom, roofing and interior finishes.

Schedule/Budget Issues:

- Due to continuous delays, the final completion date is unknown at this time.
- With the new sewer appeal, the budget is a major concern.

Dutch Fork High School

Project Manager:

Chris Whitley

Completion:

2013

Architectural Firm:

Stevens & Wilkinson

Contractor:

TBD

Total Project Budget:

\$1,531,649.00

Project Description:

Renovate to incorporate new Career Clusters.

Status:

- Initial design meetings were held last year to discuss the project. It was determined at that time that the project cannot be completed until the New High School is constructed.
- A conceptual design that includes a new health science building has been completed. This was not included in the original budget for this project.

Achievements/Key Issues:

- None

Schedule/Budget Issues:

- Given the increased scope of work that is being discussed, the budget is a major concern. The Board must determine how the increased scope of work will be funded.
- The completion date will be determined based on the completion of the New High School and the final scope of work.

Irmo High School

Project Manager:

Chris Whitley
2013

Completion:

Stevens & Wilkinson
TBD

Architectural Firm:**Contractor:****Total Project Budget:**

\$3,654,680.00

Project Description:

Renovate to incorporate new Career Clusters. Make room for additional CATE Programs and additional Special Needs classroom.

Status:

- Initial design meetings were held last year to discuss the project. It was determined at that time that this project cannot be completed until the New High School is constructed.
- S&W has provided a conceptual design for the new entrance and revised drive configuration. This work was not in the original budget for the school.

Achievements/Key Issues:

- None

Schedule/Budget Issues:

- Given the increased scope of work that is being discussed, the budget is a major concern. The Board must determine how the increased scope of work will be funded.
- The completion date will be determined based on the completion of the New High School and the final scope of work.

New Elementary School

Project Manager:

Joe Huggins

Completion:

2012

Architectural Firm:

CJMW

Contractor:

TBD

Total Project Budget:

\$25,845,601.00

Project Description:

Construct new 105,000 square foot elementary school with a 750 student opening day capacity and a 900 student core capacity. This project is a site adaptation of Oak Pointe Elementary School.

Status:

- CJMW is working to incorporate the final District standards and finishes into the final drawings.
- The civil drawings are approximately 85% complete pending DRT comments.

Achievements/Key Issues:

- Due to permitting and offsite water delays, the New Elementary School will not be ready to open in August 2012.

Schedule/Budget Issues:

- The possibility of encountering rock was identified on the soils report and we plan on protecting the budget by including a substantial rock allowance.
- There are concerns that should the project continue to get delayed that new standards could be adopted by OSF that will certainly increase the construction cost (ex. UL Certified Block, new Air Quality Standards)

New Middle School

Project Manager:

Chris Whitley

Completion:

TBD

Architectural Firm:

TBD

Contractor:

TBD

Total Project Budget:

\$35,238,558.00

Project Description:

Construct new 145,000 square foot middle school with an opening day capacity of 1,000 students and a core capacity of 1,200 students.

Status:

- No contractual agreement has been reached with an Architect.

Achievements/Key Issues:

- Programming was to begin in December 2009. Since no architectural agreement is in place for this project, the project is behind schedule.

Schedule/Budget Issues:

- A decision needs to be made as to whether or not this project will be built.

New High School

Project Manager:

Forrest L. King

Completion:

TBD

Architectural Firm:

McMillan Smith & Partners

Site Contractor:

Palmetto Grading & Drainage, Inc.

Site Construction Budget:

\$8,800,000.00

Total Project Budget:

\$78,918,963.00

Project Description:

Construct a new 330,000 square foot high school and CATE Center with a 1,200 student opening day capacity and a core capacity of 1,700.

Status:

- The Early Site Package bid opening was on April 21, 2011 at 2:00pm. The apparent low bidder was Palmetto Grading & Drainage, Inc. and the Notice to Proceed was issued on May 3, 2011.
- The Early Site Package Pre-Construction Meeting with the Contractors, Utilities, Owner and Design Team was held on May 4, 2011.
- The CATE Center Building Package Pre-Bid Conference is Scheduled for May 24, 2011 and the anticipated bid opening date is slated for June 7, 2011.
- The City of Columbia plans to redefine the first phase of the City Capital Improvement Project to run the 24" water line from the Waterfall Subdivision to the CATE Center first. The change in sequence would deliver water to the CATE Center for an anticipated opening in August of 2012.
- Given the permitting delays and permanent water delays associated with this project, we have lost our opportunity to have the New High School open in August 2012.
- If the remaining approvals can be obtained quickly, the 72,000 sf base bid portion of the CATE Center may be completed in time for an August 2012 opening.

Achievements/Key Issues:

- MS&P has submitted final CD documents for the high school and CATE Center to OSF for approval to advertise.
- OSF has granted permission to advertise the CATE Center Building Package.

Schedule/Budget Issues:

- The final completion dates for both the New High School and CATE Center have been impacted by permitting and other delays.
- There are concerns that should the project continue to get delayed that new standards could be adopted by OSF that will certainly increase the construction cost (ex. UL Certified Block, new Air Quality Standards)

**MEMORANDUM**

TO: Members of the Board of Trustees
Stephen Hefner, Ed.D., Superintendent

FROM: Ms. Helen Anderson *[Signature]*
Chief Instructional Services Officer

DATE: May 2, 2011

RE: May 9, 2011 Board Meeting, First Reading Approval.
"Proposed Revisions to Board J Policies"

- JHCB "Released Time For Religious Instruction" replaces JEFB "Released Time For Religious Instruction"
- JHCB-R "Released Time For Religious Instruction" replaces JEFB-R "Released Time For Religious Instruction"
- Add as new Policy JIE/JIF/JIG "Pregnant Students/Students with Children/Married Students" JIH "Student Interrogations, Searches and Arrests" replaces JCAB "Interrogations and Searches"
- JIH-R "Student Interrogations, Searches and Arrests" replaces JCAB-R "Interrogations and Searches"
- Add as new Policy JIH-E(1) Student Interrogations, Searches and Arrests"
- JIH-E(2) "Student Parking Agreement" replaces JCAB (E)(2) "Student Parking Agreement"
- JIHC "Use of Metal Detectors" replaces JCAC "Use of Metal Detectors"
- JIHC-R "Use of Metal Detectors" replaces JCAC-R "Use of Metal Detectors"
- JII "Student Concerns, Complaints and Grievances" replaces JCE "Student Complaints and Grievances"
- JJ "Student Activities" replaces IDF "Interscholastic Activities"
- JJB "Student Social Events" replaces JHD "Student Social Events"
- JJF "Student Activities Funds" replaces JHB "Student Activities Funds Management"
- Add as new Policy JJF-R "Student Activities Funds"
- JJG "Contests For Students" replaces JM "Contests For Students"
- JJI "Interscholastic Athletics (student athletes)" replaces IDFA "Interscholastic Athletics"

Recommendation:

The administration recommends that the proposed revisions to Board J Policies proceed to the Second and Final Reading approval.

Attachments: **Recommended New Policies**

Mr. Michael Harris will be available to answer any questions at the May 9th meeting.

RELEASED TIME FOR RELIGIOUS INSTRUCTION

Code **JHCB** Issued **Final**

Purpose: To establish the basic structure for released time for students for religious instruction.

In order to accommodate the wishes of district parents/legal guardians, the board authorizes the administration to establish released time program procedures which will allow students an opportunity to participate in religious instruction during school hours and away from school grounds. The board assumes no responsibility for religious instruction. The purpose of this policy and its accompanying administrative rule is to accommodate the requests of parents/legal guardians with respect to the education of their children, as well as to accommodate community organizations.

All recognized religious organizations which are interested in offering religious instruction will submit a request in accordance with the provisions of administrative rule JHCB-R. Students may only be released for participation in such instruction based upon the written request of parents/legal guardians in accordance with JHCB-R.

The board will not allow students to miss required instructional time for the purpose of participating in religious instruction programs. District officials will ensure that no public funds will be expended to support a released time program, and that district faculty and staff will not promote or discourage participation by district students in the released time program.

Elective credit

The district may award high school students no more than two elective Carnegie unit credits for classes in religious instruction taken during the school day in accordance with this policy. The district will evaluate the classes on the basis of purely secular criteria prior to awarding credit.

Adopted 1/12/04; Revised ^

Legal references:

- A. S. C. Code of Laws, 1976, as amended:
 - 1. Section 59-1-460 - South Carolina Released Time for Religious Education Act.
 - 2. Section 59-39-112 - South Carolina Released Time Credit Act.
- B. State Board of Education Regulations:
 - 1. R43-234 - Defined program, grades 9-12.

RELEASED TIME FOR RELIGIOUS INSTRUCTION

Code **JHCB-R** Issued **Final**

The following regulations and guidelines apply to released time for religious instruction programs.

School and students

Middle and high school students may be excused for religious instruction only upon receipt of a written request from a parent/legal guardian.

Dates and times that students may be absent for religious instruction will be set by district officials. Released time for religious instruction will occur only during elective or non-instructional time.

The district will not use public funds to promote, discourage or support religious instruction. District faculty and staff may not influence participation in the released time program through discouragement, encouragement, coercion or other means. No religious instruction will take place on any district-owned property.

Religious instruction

Religious instruction must be under the sponsorship of a recognized church or other religious organization. The church or religious organization must obtain written approval from the district prior to the beginning of religious instruction.

A written application must be submitted by the church or religious organization to the district on an annual basis. The application must include the following.

- name of church or other religious organization
- anticipated starting and ending dates for the program
- vacation dates
- address of the program site
- requested grade levels for religious instruction
- name(s) of school from which students will be drawn
- statement assuring that the church or religious organization will state on any correspondence that the program is sponsored solely by the church or religious organization and not by the district
- statement assuring that the church or religious organization will assume the full financial responsibility for all aspects of the program, including transportation
- statement assuring that the church or religious organization is solely responsible for the supervision and security of students from the time of release to the time of return to district schools
- statement that the church or religious organization will provide proof of liability insurance coverage to include supervision, safety and transportation of students to and from the

School District Five of Lexington and Richland Counties (see next page)

PAGE 2 - JHCB-R - RELEASED TIME FOR RELIGIOUS INSTRUCTION

program, including all times students are not on school property and that the church or religious organization will indemnify and hold harmless the district, its officials and employees from any and all liability arising from any aspect of the operation of the released time program

- name and phone number and signature of contact person

Applications must be received by the superintendent or his/her designee at least two months prior to the requested starting date.

Once an application is approved by the district, students who plan to participate will register for the course. A copy of the registration, along with a signed parental request form, will be filed in the appropriate school office.

A list of those students who attend released time instruction will be forwarded to the school principal daily.

No individual connected with any religious organization will be permitted to influence (promote or discourage) student participation by directly contacting students on school grounds or by involving students in the released time program in recruiting other students.

Safe passage from the school to the released time program site and back to the school will be the responsibility of the organization sponsoring the released time classes. The district assumes no responsibility or liability for such transportation.

The time and place where students are to be released and returned must be followed by all churches and other religious organizations participating in the program in order to ensure the district's instructional programs are not disrupted.

The district reserves the right to deny approval to any program which is not consistent with the requirements outlined in this policy and administrative rule. The district further reserves the right to withdraw approval for any program which fails to operate consistently with the requirements outlined in this policy and administrative rule.

Issued 1/12/04; Revised ^

PREGNANT STUDENTS/STUDENTS WITH CHILDREN/ MARRIED STUDENTS

Code **JIE/JIF/JIG** Issued **Final**

Purpose: To establish the basic structure for school attendance of pregnant students, students with children and married students.

Pregnant students, married students and students with children are required to attend school under state attendance laws.

The district attendance supervisor may grant an attendance waiver to a student who has a child if the supervisor determines that suitable day care is unavailable. The student must consult with the district supervisor or his/her designee in a timely manner to consider all available day care options or the district will consider the student to be in violation of the compulsory attendance law. That law provides penalties for non-attendance.

Title IX regulations of the Educational Amendments of 1972 direct that a pregnant girl who for medical reasons finds it necessary to be on medical homebound instruction must be provided with the same services provided to other students who are on medical homebound instruction.

Adopted ^

Legal references:

- A. S. C. Code, 1976, as amended:
 - 1. Section 59-65-10, et seq. - Compulsory attendance.
 - 2. Section 59-60-30(e) - Exceptions.
- B. United States Code:
 - 1. 20 U.S.C.A. Section 1681. See also 34 C.F.R. Section 106 - Prohibits discrimination on the basis of sex or pregnancy-related conditions in any federally aided school program.

STUDENT INTERROGATIONS, SEARCHES AND ARRESTS

Code **J1H** Issued **Final**

Purpose: To establish the basic structure for conducting searches of students or their property.

Students do not lose their constitutional rights upon entering school premises. The Fourth Amendment to the United States Constitution protects all citizens, including students, from unreasonable searches.

However, students and their belongings are subject to reasonable searches and seizures when administrators have a belief considered to be reasonable under these circumstances.

- A student committed a crime or a violation of a school rule.
- Such a search will reveal contraband or evidence of a violation of a school rule or a criminal law.

Any search conducted must be reasonable in scope given the age and sex of the student and the nature of the alleged infraction.

Only the principal or his/her designee may conduct such searches within the constitutional parameters outlined above unless exigent circumstances exist which require another staff member to take immediate action for safety reasons.

School lockers and desks

All lockers are the property of the school district. School officials may conduct searches of lockers in accordance with publicized administrative rules.

Motor vehicles

The privilege of bringing a student-operated motor vehicle onto school premises is conditioned on consent by the student driver to allow a search of that motor vehicle when there is reasonable suspicion for a search of that motor vehicle. School officials may conduct searches of motor vehicles in accordance with publicized administrative rules.

Interrogations by school personnel

Teachers and principals may question students about any matter pertaining to the operation of a school and/or enforcement of its rules. The staff member will conduct the questioning discreetly and under circumstances which will avoid unnecessary embarrassment to the person being questioned. Any student who answers falsely or evasively or who refuses to answer a proper question may be disciplined.

Interrogations by police

When law enforcement officers find it necessary to question students during the school day, the school principal or his/her designee will be present. The police will conduct the questioning in the principal's office with the principal or his/her designee present. The principal or his/her designee will attempt to contact the parent/legal guardian and request his/her attendance.

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If police intend to take a student into custody or arrest a student, they must present an official warrant. The principal will assist the law enforcement officer in assuring that all procedural safeguards as prescribed by law are observed.

Contacting law enforcement

School administrators will contact law enforcement authorities immediately upon notice that a person is engaging in, or has engaged in, certain activities on school property or at a school sanctioned or sponsored activity. Those activities are ones which may result, or do in fact result, in injury or serious threat of injury to the person or to another person or his/her property.

Specifically, the actions which will result in the immediate contact of law enforcement are included, but are not limited to, those listed in Policy JICDA-R.

Adopted 4/28/75; Revised 11/16/81, 9/11/95, ^

Legal references:

- A. U. S. Supreme Court Cases:
 - 1. New Jersey v. T.L.O., --U.S.--, 105 S. Ct. 733 (1985).
- B. United States Constitution, Fourth Amendment.
- C. South Carolina Constitution:
 - 1. Article I, Section 10.
- D. S.C. Code, 1976, as amended:
 - 1. Section 59-5-65 Minimum standards for student conduct, attendance and scholastic achievement; enforcement.
 - 2. Section 59-24-60 - Requires administrators to contact law enforcement.
 - 3. Section 59-63-1110 et seq. - Search of persons and effects on school property.
 - 4. Section 20-7-7205 - Requires law enforcement to notify principal of child's school for certain offenses; confidentiality of information.
- E. S. C. Acts and Joint Resolutions:
 - 1. 1994 Act #393, p. 4097 - Allows searches.

STUDENT INTERROGATIONS, SEARCHES AND ARRESTS

Code **JIH-R** Issued **Final**

Justification for student searches

Students possess the right to be free of unreasonable searches and seizures under the fourth amendment to the United States Constitution. Balanced against this right is the responsibility of school officials to create and maintain an environment consistent with the district's educational mission.

Prohibited items

Students may not bring to school items or substances which would disrupt the educational function of the school or which are prohibited by school board regulations or by law. Examples of items or substances in this category include, but are not limited to, weapons, clubs, explosives, firecrackers, alcoholic beverages and nonprescription drugs or drug paraphernalia.

Lockers and other school property

The district provides lockers and other storage spaces to students for their convenience. These storage areas remain school property and, as such are subject to periodic inspections by school authorities. The principal or his/her designee may search a student's locker when such employee has reasonable suspicion that the locker is improperly used for the storage of any substance or object, the possession of which is illegal, or may pose a hazard to the safety of the school. Unless an emergency exists, the student should be present and personally remove the contents of the locker for inspection. General locker searches may be called for at any time to include all lockers in a selected section of lockers for general housekeeping and safety of the school.

The school principal or his/her designee will maintain an accurate list of all locker assignments and either a master key or combinations to all lockers.

At the time a student is assigned to a locker or other storage space, he/she must be informed that school authorities are empowered to conduct random periodic inspections of school lockers. School authorities will post notices of this inspection policy in appropriate locations throughout the school.

School authorities will also inform students of the following locker regulations.

- Students are responsible for the contents of the locker assigned to them.
- Students are to keep their lockers locked.
- Students are not to give other students access to their locker.

Emergencies

Circumstances which put the safety of students or school staff at risk or could result in substantial property damage also will constitute sufficient reasons for school or police officials to conduct a thorough search of all school property. A bomb scare is an example of such an emergency.

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Student searches

Procedures for searching a person or a person's personal belongings must comply fully with the "reasonableness standard" as adopted by the U.S. Supreme Court in *New Jersey v T.L.O* and as set forth in South Carolina law. This standard requires that a search must be "justified at its inception" and "reasonably related in scope." "Justified at its inception" means that a school official must have reasonable grounds for suspecting that a search will turn up evidence that the student has violated or is violating board policies, school rules or state law. "Reasonably related in scope" means that the actual search conducted must be likely to turn up evidence of the specific violation. In addition, the search must take into consideration the age and sex of the individual being searched and the nature of the infraction. Another administrator or certified staff member, who is the same sex as the student, is to be present during the search.

No school personnel will conduct a search which may be considered a strip search.

All searches of students must be conducted or authorized by the principal or his/her designee in the presence of a witness.

When the need to search a student arises, the student may be asked to consent to the search. In no event will the principal threaten the student with harsher punishment or treatment for refusing to consent nor will the student be coerced or induced to give consent in any other manner. The consent, if given, will be put in writing.

School personnel may, in the course of an investigation and upon reasonable suspicion, ask a student voluntarily to empty the contents of his/her pockets, wallet, purse or similar bags or places of potential concealment or to allow school personnel to search a wallet, purse, bag or other items of potential concealment not a part of immediate wearing apparel such as shoes or a jacket.

If a personal search is deemed necessary, or if the search of a pocket, wallet, purse or similar bag or place of potential concealment is deemed necessary and not voluntarily consented to by the student, school personnel will request the parent/legal guardian to perform the search or the matter may be turned over to the appropriate law enforcement agency.

Motor vehicles

The privilege of bringing a student-operated motor vehicle onto school premises is conditioned on consent by the student driver to allow search of that motor vehicle when there is reasonable suspicion for a search of that motor vehicle. The act of bringing a motor vehicle upon school premises will allow school officials to presume consent by the student, parent/legal guardian or owner of the vehicle for a search of that motor vehicle. The school may conduct routine searches of the exterior of student vehicles parked on school property at any time. In conducting a search of the exterior of a vehicle, school officials may observe those things inside vehicles which are in plain view. Refusal by a student, parent/legal guardian or owner of the vehicle to allow access to a motor vehicle on school premises at the time of a request to search the motor vehicle will be cause for termination without further hearing of the privilege of bringing a motor vehicle onto school premises. The principal or his/her designee may request a law enforcement officer to search a motor vehicle on school premises, subject to provisions of this policy.

Searches by canines

The use of a trained canine to search for controlled substances in schools will be on a random, unannounced basis. At the request of the school principal or his/her designee, a trained canine with its handler may go into schools to sniff lockers, desks and the exterior of vehicles. At no time will the school use a trained canine to search a person for controlled substances. The use of trained canines to conduct searches may occur during the regular school year, as well as during summer school. A qualified and authorized handler will accompany the canine and will be responsible for the dog's actions. Should the dog alert its handler to the presence of any controlled substance, school officials would then have a reasonable basis to conduct a search of the person in accordance with the procedures set forth in this administrative rule. The school may enforce disciplinary sanctions based on any contraband found.

Police notification

School administrators will contact law enforcement authorities with regard to possession of items that constitute a violation of law.

Issued 9/11/95; Revised ^

STUDENT INTERROGATIONS, SEARCHES AND ARRESTS

The following exhibit may be used as a checklist for administrators who are considering conducting a search of a student or the student's effects, locker, desk or motor vehicle.

- What factors cause you to have a reasonable suspicion that the search of this student or his/her effects, locker or automobile will turn up evidence that the student has violated or is violating the law or the rules of the school?
 - Eyewitness account
 - by whom
 - date/time
 - place
 - what was seen
 - Information from a reliable source
 - time received
 - how information was received
 - who received information
 - factors that make source reliable
 - description of information
 - suspicious behavior (explain)
- Note time of search.
- Describe location of search.
- Was student told purpose of search?
- Was consent requested?
- Was consent given?
- Was the search you conducted reasonable in terms of scope and intrusiveness?
 - What are you searching for?
 - Note sex of the student.
 - Note age of the student.
 - Describe exigency of the situation.
 - What type of search is being conducted?
 - Who is conducting the search (include name, position, sex)?
- Explanation of search
 - Describe the time and location of the search.
 - Describe exactly what was searched.
 - What did the search yield?
 - What was seized?
 - Were any materials turned over to the police?

STUDENT PARKING AGREEMENT

I understand the following conditions.

- Students are permitted to park on school premises as a matter of privilege, not of right.
- The school district retains authority to conduct routine searches of the exterior of student vehicles parked on school property at any time.
- The school district retains authority to conduct searches of the interior of student vehicles whenever a school official has reasonable suspicion to believe that a student has violated board policies, school rules or state law.
- If I fail to provide access to the interior of my vehicle upon request by a school official, I will be subject to school disciplinary action, including loss of all parking privileges.
- If I do not display a school district parking permit in full view on each vehicle that I park on school premises, my vehicle may be towed at my expense. The parking permits used in the district hang from the rear view mirror.
- I understand that I am to park only in my assigned area.

Student's name (print)

Student's signature

Date

I have read this parking agreement and understand that my child is to abide by all the regulations.

Parent/Legal guardian

Date

USE OF METAL DETECTORS

Code **JIHC** Issued **Final**

Purpose: To establish the basic structure for the use of metal detectors in the schools.

When the administration has reasonable cause to believe that weapons are in the possession of identified or unidentified students, when there has been a pattern of weapons found at school, or when violence involving weapons has occurred at the school, the administration is authorized to use stationary and/or mobile metal detectors in accordance with procedures developed by the administration in conjunction with legal counsel. Any search of a student's person as a result of the activation of the detector will be conducted in private in accordance with the procedures outlined in administrative rule JIHC-R.

The district's express intention for this policy is to enhance security by preventing students from bringing weapons or other dangerous objects into the schools. Any student who violates the provision of the district's rules and regulations, which provide that a student may not possess, use or transfer dangerous weapons, will be disciplined in accordance with district policy.

Adopted 3/21/94; Revised ^

Legal references:

A. U. S. Supreme Court Cases:

1. New Jersey v. T.L.O., --U.S.--, 105 S. Ct. 733 (1985).

B. United States Constitution, Fourth Amendment.

C. South Carolina Constitution:

1. Article I, Section 10.

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

1. Section 59-5-65 Minimum standards for student conduct, attendance and scholastic achievement; enforcement.
2. Section 59-24-60 - Requires administrators to contact law enforcement.
3. Section 59-63-1110 et seq. - Search of persons and effects on school property.
4. Section 20-7-7205 - Requires law enforcement to notify principal of child's school for certain offenses; confidentiality of information.

E. S. C. Acts and Joint Resolutions:

1. 1994 Act #393, p. 4097 - Allows searches.

USE OF METAL DETECTORS

Code **JIHC-R** Issued **Final**

In order to enhance security in the schools and prevent students from bringing weapons into the schools, district officials are authorized to use metal detectors to conduct student searches according to the procedures outlined in this administrative rule. The superintendent or his/her designee will designate the schools which may utilize metal detectors.

The metal detectors may be used at such places as inside classrooms or offices, as well as entrances to the buildings or to the classrooms. They may also be used at extracurricular events hosted by the district, such as football or basketball games.

Students who attend the designated schools and their parents/legal guardians will be notified that searches involving the use of metal detectors may take place during the school year and that the entire search procedure is governed by written procedures which are available upon request. Such notification will occur at the beginning of each school year or prior to initiation of the use of metal detectors in a school newly designated for this purpose after the school year has begun.

Use of metal detectors

School officials may use metal detectors to conduct searches of students at the designated schools only when one of the following conditions exists.

- The administration of the school has reasonable cause, based on reliable information or personal observation, to believe that weapons or dangerous objects are in the possession of identified or unidentified students.
- There is a pattern of weapons or dangerous objects found at the school, on school property, at a school function or in the vicinity of a school.
- Violence involving weapons had occurred at the school or on school property.

Conducting a search with a metal detector

The superintendent will designate those individuals at each school who will be authorized to use metal detectors to conduct a search of students for possession of weapons. Both males and females will be designated. The designated individuals (operators) will be fully trained in accordance with the following procedures.

- Students will be notified via loudspeaker, assembly or by similar means, of metal detector use in the school from time to time during the school year. Students will be notified that they must submit to a search conducted in accordance with the written procedures. Students who fail to cooperate may be subject to discipline for insubordination. Students will be given an opportunity to remove harmless metal objects from their person before entering the school premises, as is customary where metal detectors are otherwise used, so as to avoid needless embarrassment.
- From time to time during the school year (consistent with terms outlined in the first bulleted item in the "Use of metal detectors" section above), metal detector scanning posts may be set up at the appropriate entrances to the school buildings. All students entering the school must be searched. However, in order to facilitate the process, the administration may limit the search by use of any random formula. For example, the administration may choose to search

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every fifth person in line. Particular students may not be selected for a search unless there is reasonable cause to believe the student possesses a weapon. Handheld scanning devices may only be used by a member of the same sex as the student being searched.

- The operator will explain the scanning process to each student prior to a search and will ask students to remove metal objects from their clothing. If a student's body activates the device, the operator will ask the student to remove metal objects. A second scan will then be conducted. If the detector again indicates the presence of metal, the student will again be asked to remove metal objects. A third scan will then be conducted. If the detector indicates the presence of metal for a third time, an operator, who must be the same sex as the student, will escort the student to a private area and again ask the student to remove metal objects. A witness will be present during all such searches. If the student refuses to comply, the student's parent/legal guardian and/or law enforcement will be called.
- The operators will also scan any bags or parcels carried by the student. If a student's bag or parcel activates the scanning device, the operator will ask the student to open the container for the limited purpose of determining whether a weapon is concealed therein.
- At no time will a strip search of a student be conducted by an operator.
- All property removed from a student as a result of the above procedures, which may legitimately be brought onto school premises, will be returned to the student. Property removed from a student, the possession of which violates school policy, will be confiscated, and the student will be disciplined in accordance with district policy. In cases where the student may be in violation of state law, law enforcement will be notified.

Issued 3/21/94; Revised ^

STUDENT CONCERNS, COMPLAINTS AND GRIEVANCES

Code **JII** Issued **Final**

Purpose: To establish the basic structure for a student grievance procedure.

The district provides a grievance procedure as a formal method for the resolution of any grievances concerning the treatment of students by district personnel. These grievances may arise from allegations of violations of student legal rights or district policy.

In addition, the board recognizes there may be conditions in the school system that the district could improve and that students should have some means by which they can effectively express their concerns.

The district will resolve student complaints and grievances through orderly processes and at the lowest possible level.

- A teacher will provide any student or his/her parent/legal guardian the opportunity to discuss a decision or situation that the student considers unjust or unfair.
- If the incident remains unresolved, the student, his/her parent/legal guardian or the teacher may bring the matter to the principal's attention for consideration and action.
- The student may also bring the matter to the attention of class officers or the student council (in grades and schools where such are elected) for possible presentation to the principal.
- If the matter is still unresolved after the procedure outlined above, the complaining party may bring the matter to the superintendent or his/her designee for consideration.
- If the matter is still unresolved, the complaining party may bring it in writing to the board for review.

Title IX complaints

Students who believe that they have been discriminated against on the basis of their gender have the right to appeal to their principals. If the student is not satisfied with the decision of the principal, he/she may appeal to the district Title IX coordinator/superintendent and then to the board. The superintendent will schedule appeals to the board.

Section 504 complaints

Students who believe that they have been discriminated against on the basis of their disabling condition have the right to appeal to their principals. If the student is not satisfied with the decision of the principal, he/she may appeal to the district Section 504 coordinator/superintendent and then to the board. The superintendent will schedule appeals to the board.

Adopted 8/19/74; Revised 5/3/93, ^

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Legal references:

A. Federal statutes:

1. Title VI of the Civil Rights Act of 1964 - Prohibits discrimination on the basis of race, color, national origin, religion or sex.
2. Section 504(b) of Rehabilitation Act of 1973 - Prohibits discrimination against "otherwise qualified" handicapped persons by federal grantees.
3. Title IX of the Education Amendments of 1972 - Prohibits sex discrimination by federal education grantees.

B. U.S. Supreme Court:

1. Plyler vs. Doe, 1982.

STUDENT ACTIVITIES

Code **JJ** Issued

Purpose: To establish the board's vision regarding student activities and the basic structure for the conduct of those activities.

The board regards student activities at the elementary and secondary school level as a vital part of the total educational program as long as the schools safeguard the development and well-being of the students. Schools should use these activities as a means of developing wholesome attitudes and good human relations as well as knowledge and skills.

The board sanctions student activities that traditionally have been a part of the overall school program provided school personnel properly supervise and operate the activities in accordance with school policies and regulations.

The board considers student activities to be learning experiences. The administration must develop, manage, and evaluate these activities with this purpose in mind. The board considers student activities part of the total school curriculum. The administration should be included in regular curriculum planning, review, and evaluation processes regarding these activities.

The principal will be responsible for the organization of all student activities. He/She will provide adequate supervision, administer student finances, and approve all student activities with the assistance of delegated members of the faculty.

Interscholastic activities (high school)

Interscholastic activities include school-sponsored activities for which preparation occurs outside of the regular school day. Individuals or members of groups involved in activities which include out-of-school practice on more than one occasion weekly must meet eligibility requirements.

The board is responsible for the monitoring of all interscholastic activities other than those under the jurisdiction of the South Carolina High School League. Rules of the South Carolina High School League govern interscholastic athletics.

Schools will determine academic eligibility at the beginning of each semester. Eligibility will be based on the previous semester's record of courses taken and grades achieved in academic courses. Academic courses are those courses of instruction for which credit toward high school graduation is given. These may be required or approved electives.

To be eligible to participate in interscholastic activities, the student must achieve an overall passing average in addition to one of the following.

- To be eligible in the first semester, a student must pass a minimum of five Carnegie courses applicable toward a high school diploma during the previous year. At least two units must have been earned during the second semester or summer school.
- To be eligible during the second semester the student must meet one of the following conditions.
 - If the student met first semester eligibility requirements then he/she must pass the equivalent of four, 1/2 unit courses during the first semester.

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- If the student did not meet first semester eligibility requirements then he/she must pass the equivalent of five, 1/2 unit courses during the first semester.

If the interscholastic activity occurs completely within one semester, a student must satisfy these conditions in the semester preceding participation in the interscholastic activity. If the interscholastic activity occurs over two consecutive semesters and is under the jurisdiction of the South Carolina High School League, the student must satisfy these conditions in the semester preceding the first semester of participation.

The district will not allow an ineligible student to participate in any interscholastic activity.

Students diagnosed as disabled under the criteria established by the state board of education and satisfying the requirements of their Individualized Education Plan (IEP) as required may participate in interscholastic activities.

Adopted 6/16/86; Revised 2/6/89, 8/24/98, ^

Legal references:

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

1. Section 59-39-160 - Requirements for student participation in interscholastic activities.

B. Federal Legislation:

1. Education of the Handicapped Act - Public Law 94-142 - Provides for free, appropriate, public education for all handicapped children.

C. State Board of Education Regulations:

1. R-43-244.1 - Interscholastic activities: academic requirements for participation.

STUDENT SOCIAL EVENTS

Code **JJB** Issued **Final**

Purpose: To establish the basic structure for student social events.

No school-sponsored public dances or parties will be permitted. However, such school groups as individual classes and approved school clubs will be permitted to sponsor parties and/or dances; however, the principal retains the responsibility of selecting and/or approving adults for supervising these activities. Only class or club members, class sponsors and invited guests, approved by a committee appointed by the principal, may attend. Any and all meetings of booster clubs and parent/teacher organizations will be authorized and approved by the principal following board policy KF, Use of School Facilities.

The junior-senior prom will be sanctioned with the stipulation that plans for the activity must be approved by the principal. It is the intention of this policy to permit only students from the particular school, faculty and invited guests, approved by a committee appointed by the principal, to be in attendance at the prom. It will be the responsibility of the principal to have such activities adequately supervised.

Adopted 5/19/75; Revised ^

STUDENT ACTIVITIES FUNDS

Code **JJF** Issued **Final**

Purpose: To establish the basic structure for the management of student activities funds.

The principal has jurisdiction over all athletic, student organization and activity funds. The school will keep an accurate record of receipts and expenditures of all such funds and make all disbursements by check. The principal must approve all expenditures from any of the funds in advance. Organizations may use the funds only for authorized purposes.

The certified public accountant selected by the district will audit the funds at the close of each fiscal year, or at any other time when circumstances so demand. Schools will keep financial records of activity funds on file for a minimum of five years.

Liquidation of activities funds

Schools will carry over funds remaining in the account of a student, class or alumni organization at the end of the year. The school will carry over funds until the next year as long as that organization continues to function. If an organization does not meet at least once annually and elect officers, the school will consider that organization inactive and liquidate their funds. The school will place the funds in the general school account.

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

STUDENT ACTIVITIES FUNDS

Code JJF-R Issued

All school activity funds will be accounted for by the district's finance office. Expenditures will be made by purchase order after approval by the school principal. An interest account with sufficient funds to meet monthly emergency purchases may be maintained by each school principal. The district finance office will review annually each school's interest account average monthly total expenditures to verify that sufficient funds are approved for the account to meet the school's needs.

Surplus activity fund from each school will be invested in those securities which give the highest yield and protection. Interest earned from the invested funds will be credited to each school's activity fund and reported to the school principal each month.

CONTESTS FOR STUDENTS

Code **JJG** Issued **Final**

Purpose: To establish the basic structure for the conduct of contests involving students.

The district will cooperate with individuals, community organizations and agencies desiring to sponsor activities in the public schools in keeping with the purposes and educational aims of the district provided such activities can be integrated into the school program without disruption or loss of instructional time and without imposing an unreasonable added workload on the staff of the school.

In addition to the conditions stated above, schools may sponsor or promote contests involving agencies outside the school as a part of the school program only when all of the following criteria are met.

- The contest has definite educational value.
- The contest emphasizes educational value rather than prizes.
- The contest is integrated into the regular instructional program.
- Student participation is voluntary.

Each principal will determine which contests may be held in his/her school.

Adopted 2/24/69; Revised 8/1/73, 11/16/81, 4/2/90, ^

INTERSCHOLASTIC ATHLETICS (STUDENT ATHLETICS)

Code **JJI** Issued **Final**

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

Rules of the South Carolina High School League govern interscholastic athletics.

These rules require that the principal be ultimately responsible in all matters that concern interscholastic contests. The league also holds him/her responsible for the vote of the school on all conference and league issues.

Rules and regulations of the league cover the age, health, transfer, scholarship, amateurism, etc. of students engaging in interscholastic athletic contests; the qualifications of coaches; the sponsorship, supervision and number of games; practice and playing seasons; the fulfillment of interscholastic contracts; the employment of game officials; and other matters important to sound administration of high school interscholastic athletics.

The requirements for participation in interscholastic activities set out in policy JJ will also govern participation in interscholastic athletics.

Dual sports participation

During the season for any high school league sport except for football, a student who is a member of a school team may participate on an independent team under the following conditions.

- Participation does not interfere with the scheduled league games or practices of the school squad or team.
- A signed statement is on file with the school's athletic director to include parent/legal guardian permission for the student to participate in dual sports as well as signed acknowledgement by the independent coach that the student's participation will not interfere with scheduled league games or practices.

A school or student will not be declared ineligible for participation in an interscholastic high school league sport except for football because of dual sports participation under this policy.

Adopted 1973; Revised 11/16/81, 8/1/88, ^

Legal references:

- A. S. C. Code, 1976, as amended:
 - 1. Section 59-63-55 - Injuries received while participating in athletics to be made part of student's record.
 - 2. Section 59-63-70 - High school sports participation except football.
- B. State Board of Education Regulations:
 - 1. R-43-244 - Interscholastic athletics.

Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen Hefner
Superintendent

From: Buddy Price
Director of Community Services

Date: May 5, 2011

Re: Proposed Revisions to Board Policy BG/BGD – *School Board Policy Process/Board Review of Administrative Rules*

Issue: First Reading of proposed revisions to Board Policy BG/BGD – *School Board Policy Process/Board Review of Administrative Rules.*

Recommendation: Attached for your consideration are the proposed revisions to Board Policy BG/BGD – *School Board Policy Process/Board Review of Administrative Rules.* Administration recommends board approval to proceed to second reading.

Thank you and please let me know if you have any questions.

BP/aw

Attachment - Board Policy BG/BGD – Current Policy
Board Policy BG/BGD - Revisions

Policy BG/BGD School Board Policy Process/Board Review of Administrative Rules

Issued 4/06

Purpose: To establish the basic structure for the development of board policy and board review of administrative rules.

The board considers policy development one of its chief functions. The board will develop written policies to serve as guidelines for its own operations and for the successful and efficient functioning of the public schools. Written policies are guides for the discretionary action of those to whom the board delegates authority and are a source of information and guidance for all those who are interested in and affected by the district schools.

Proposals regarding policies may originate with a member of the board, the superintendent, a staff member, parent, student, consultant, civic group, advisory committee or any resident of the district. The board will use a careful and orderly process in examining such proposals prior to action upon them by the board.

The board will continually study and evaluate the written policies and the reports concerning the execution of those written policies to determine their adequacy and effectiveness. Changes in needs, conditions, purposes and objectives will require revisions, deletions and additions to the policies of present and future boards.

Each proposed policy will require **two** readings at regular meetings of the board. The formal adoption of the policies will be recorded in the minutes of the board. Only those written statements so adopted and so recorded will be regarded as official board policy.

Suspension or repeal of policy

In emergency situations, a majority vote of the board members present at a regular or special meeting may temporarily suspend the operation of any section or sections of board policy which are not established by law or contract. A proposal for such change must be listed on the agenda of the meeting. All members must be notified in writing of such meeting.

The board may also suspend a policy although such change was not listed on the agenda of the meeting if the favorable vote is unanimous.

Review of administrative rules

Often policies of the board are accompanied by rules and exhibits that are referred to as administrative rules. These rules are generally drawn up by the administration to execute the policies of the board.

The board will approve administrative rules when such approval is required by law or otherwise advisable. The superintendent will have freedom, however, to issue additional rules and procedures consistent with board policies.

The board may nullify any administrative rules determined to be inconsistent with the policies adopted by the board.

Adopted 1973; Revised 2/24/69, 11/18/74, 11/16/81, 4/24/06

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

SCHOOL BOARD POLICY PROCESS/BOARD REVIEW OF ADMINISTRATIVE RULES

Code **BG/BGD** Issued **04/06**

Purpose: To establish the basic structure for the development of board policy and board review of administrative rules.

The board considers policy development one of its chief functions. The board will develop written policies to serve as guidelines for its own operations and for the successful and efficient functioning of the public schools. Written policies are guides for the discretionary action of those to whom the board delegates authority and are a source of information and guidance for all those who are interested in and affected by the district schools.

Proposals regarding policies may originate with a member of the board, the superintendent, a staff member, parent, student, consultant, civic group, advisory committee or any resident of the district. The board will use a careful and orderly process in examining such proposals prior to action upon them by the board.

Each proposed policy will require two readings, (1) discussion/first reading and (2) second/final reading at regular meetings of the board. The formal adoption of the policies will be recorded in the minutes of the board. Only those written statements so adopted and so recorded will be regarded as official board policy.

The board will continually study and evaluate the written policies and the reports concerning the execution of those written policies to determine their adequacy and effectiveness. Changes in needs, conditions, purposes and objectives will require revisions, deletions and additions to the policies of present and future boards.

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The board may nullify any administrative rules determined to be inconsistent with the policies adopted by the board.


Adopted 1973; Revised 2/24/69, 11/18/74, 11/16/81, 4/24/06

School District Five of Lexington and Richland Counties



MEMORANDUM

TO: Members of the Board of Trustees
Stephen Hefner, Ed.D., Superintendent

FROM: Ms. Helen Anderson 
Chief Instructional Services Officer

DATE: April 29, 2011

RE: May 9, 2011 Board Meeting, Second and Final Reading
"Proposed Revisions to Board Policy ADF"

At the April 28, 2011 Health Advisory Committee meeting, the members unanimously agreed that their previous recommendation to the Board concerning prepackaged foods be amended to read, "During the instructional day, only allow food that comes from home with the purpose of sharing among the students be store bought, packaged foods."

A copy of current Board Policy ADF is attached, as well as the recommended new Board Policy ADF with the proposed revisions (underlined and in bold).

- Page 2, added to Nutritional Education "During the instructional day, only allow food that comes from home with the purpose of sharing among the students be store bought, packaged foods."

Recommendation:

The administration recommends the proposed revisions to Board Policy ADF for Board approval.

Attachments:

Current Board Policy ADF
Recommended New Board Policy ADF

I will be available at the Board Meeting to answer any questions.

Policy ADF School Wellness

Issued 8/06

Purpose: To establish the board's vision for nutrition, physical education and physical activity in the schools.

Local wellness

School District Five of Lexington and Richland Counties is committed to providing a school environment that enhances learning and development of lifelong wellness practices.

To accomplish these goals the district will assure the following.

- Child nutrition programs comply with federal, state and local requirements. Child nutrition programs are accessible to all children.
- Sequential and inter-disciplinary nutrition education is provided and promoted.
- Patterns of meaningful physical activity should be incorporated into the school day as much as possible.
- All foods provided through School District Five Food Services adhere to food safety and security guidelines.
- The school environment is safe, comfortable, pleasing and allows ample time and space for eating meals. Food and/or physical activity are not used as a reward or punishment.

Nutrition education

- Require that school cafeteria managers meet with student advisory committees in grades four through twelve a minimum of twice a year.
- Ensure that school food service meals not only provide the optimal nutrition that students need for growth, development and academic achievement, but also support the development of healthful eating behaviors in students, including their learning to eat a variety of foods.
- Provide information on calories, percentages of fat and serving sizes of school meal items to help children select appropriate portions of food.
- Encourage input regarding the selection of food items to be offered at all grade levels in the school meal programs by promoting and encouraging student and parent participation in taste-testing events and in menu-review panels.
- Schools will not use foods of minimal nutritional value as a reward.
- Nutrition education will be incorporated into classroom instruction when appropriate and in the school dining area.

Nutritional guidelines for foods on school campus

- Ensure that school food service meals are made attractive to students by appealing to their taste preferences and meeting their cultural needs.
- Encourage students to eat school meals by offering a choice of entrées at lunch - a minimum of two in elementary schools, three in middle and junior high schools (one choice may be an entrée salad) and four in high schools (one choice may be an entrée salad.)
- Allow students to purchase at a la' carte prices additional servings of any food item that is part of a reimbursable school meal (serving sizes should be comparable to those of the meal components.)
- Offer a minimum of three milk choices (2% fat, 1% fat and nonfat) for all grade levels at breakfast and lunch. Restrict access to whole milk.
- Offer a low-fat meal choice (30 % or less of calories from fat) at every meal.
- Offer a minimum of four choices of fruits and vegetables daily, including fresh fruits and vegetables in season at all grade levels (salad bars or prepackaged salads may be included.)
- Provide low-fat and non-fat salad dressings.
- Offer whole-grain foods in all programs at all grade levels if possible to meet bread and cereal requirements.
- Encourage preschool, kindergarten and elementary students to try a variety of foods by serving the full reimbursable meal.
- Ensure that all foods and beverages sold or otherwise made available at any public school site through District Five Food Services provide the optimal nutrition that students need for growth, development and academic achievement as well as development of healthful eating behaviors.
- Limit single-serving food items sold to students to the following maximum portion sizes: 1.25 ounces for snacks (including baked chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruits, jerky); 2 ounces for cookies or cereal bars; 3 ounces for other bakery items (sweet rolls, muffins, etc.); 4 ounces for frozen desserts, including ice cream; 8 ounces for yogurt (not frozen); and 1/2 cup for fried potatoes or other fried vegetables.
- Ensure that single servings of entrée items and side dishes are no larger than the portions of those foods served by school food services.
- Offer fruits and vegetables for sale at any location on the school site where foods are sold.
- Make the following beverages available to all students: low-fat or nonfat milk, water and 100% juices that do not contain added sugars or sweeteners.
- Sell no beverage - except water or reduced-fat milk - in portions larger than 20 ounces.

Physical education and activity

- The district will comply with the requirements of the Comprehensive Health Education Act, Section 53-29-100, Code of Laws of South Carolina, 1976, the 2005 Student Health and Fitness Act 102, and the South Carolina Physical Education Standards regarding physical education and activity.
- Students in grades K through 8 will participate annually in physical education designed to facilitate the development of the knowledge, attitudes and skills to live a physically active lifestyle and maintain health-related fitness.
- A physical activity coordinator, who is a certified physical education teacher, will be designated in each elementary school to coordinate physical activity initiatives.
- Middle school students (grades 6 through 8) will participate annually in physical education for at least nine weeks.
- Students in grades 9 through 12 will successfully complete a minimum of one Carnegie unit in physical education or ROTC prior to graduation, with half of the course addressing personal fitness and wellness, in addition to lifetime fitness.
- Student health-related fitness reports will be shared with parents/legal guardians at fifth, eighth and high school.
- The district will establish a Coordinated School Health Advisory Council to assess, implement and monitor district/school health policies and programs and develop school health improvement plans to be included in the required district strategic plan.
- Administrators and staff will promote a school environment which is supportive of physical activity. Staff are encouraged to model physical activity by participating, as appropriate, in physical activities with children. A staff wellness program, including physical activity, will be offered to all district employees.
- Withholding participation in recess or other physical activity as a disciplinary action is discouraged.

Adopted 8/28/06

Legal references:

Federal Legislation:

The Child Nutrition and WIC Reauthorization Act of 2004.

Public Law 103-448, Healthy Meals for Healthy Americans Act, 1994.

NASPE standards.

USDA/FNS guidelines for nutritional integrity of school meals.

S.C Code of Laws, 1976, as amended to include Chapter 10 of Title 59, Students Health and Fitness Act of 2005:

Title 59 of the 1976 Code as amended: Physical Education, School Health Services and Nutritional Standards - Sections 1,2, and 3.

Policy ADF School Wellness

Issued 8/06

Purpose: To establish the board's vision for nutrition, physical education and physical activity in the schools.

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- Patterns of meaningful physical activity should be incorporated into the school day as much as possible.
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- Offer a minimum of three milk choices (2% fat, 1% fat and nonfat) for all grade levels at breakfast and lunch. Restrict access to whole milk.
- Offer a low-fat meal choice (30 % or less of calories from fat) at every meal.
- Offer a minimum of four choices of fruits and vegetables daily, including fresh fruits and vegetables in season at all grade levels (salad bars or prepackaged salads may be included.)
- Provide low-fat and non-fat salad dressings.
- Offer whole-grain foods in all programs at all grade levels if possible to meet bread and cereal requirements.
- Encourage preschool, kindergarten and elementary students to try a variety of foods by serving the full reimbursable meal.
- Ensure that all foods and beverages sold or otherwise made available at any public school site through District Five Food Services provide the optimal nutrition that students need for growth, development and academic achievement as well as development of healthful eating behaviors.
- Limit single-serving food items sold to students to the following maximum portion sizes: 1.25 ounces for snacks (including baked chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruits, jerky); 2 ounces for cookies or cereal bars; 3 ounces for other bakery items (sweet rolls, muffins, etc.; 4 ounces for frozen desserts, including ice cream; 8 ounces for yogurt (not frozen); and 1/2 cup for fried potatoes or other fried vegetables.
- Ensure that single servings of entrée items and side dishes are no larger than the portions of those foods served by school food services.
- Offer fruits and vegetables for sale at any location on the school site where foods are sold.
- Make the following beverages available to all students: low-fat or nonfat milk, water and 100% juices that do not contain added sugars or sweeteners.
- Sell no beverage - except water or reduced-fat milk - in portions larger than 20 ounces.
- **During the instructional day, only allow food that comes from home with the purpose of sharing among the students be store bought, packaged foods.**

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- The district will establish a Coordinated School Health Advisory Council to assess, implement and monitor district/school health policies and programs and develop school health improvement plans to be included in the required district strategic plan.
- Administrators and staff will promote a school environment which is supportive of physical activity. Staff are encouraged to model physical activity by participating, as appropriate, in physical activities with children. A staff wellness program, including physical activity, will be offered to all district employees.
- Withholding participation in recess or other physical activity as a disciplinary action is discouraged.

Adopted 8/28/06

Legal references:

Federal Legislation:

The Child Nutrition and WIC Reauthorization Act of 2004.

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NASPE standards.

USDA/FNS guidelines for nutritional integrity of school meals.

S.C Code of Laws, 1976, as amended to include Chapter 10 of Title 59, Students Health and Fitness Act of 2005:

Title 59 of the 1976 Code as amended: Physical Education, School Health Services and Nutritional Standards - Sections 1,2, and 3.



MEMORANDUM

TO: Members of the Board of Trustees
Stephen Hefner, Ed.D., Superintendent

FROM: Ms. Helen Anderson
Chief Instructional Services Officer

DATE: May 2, 2011

RE: May 9, 2011 Board Meeting, Discussion Item.
"Proposed Revisions to Board J Policies"

JICJ "Cell Phones/Communication Devices" replaces JICJ and JICJ-R
"Cell Phones/Communication Devices"

Recommendation:

The administration recommends that the proposed revisions to Board J Policies proceed to First Reading approval.

Attachments: Recommended New Policies

Mr. Michael Harris will be available to answer any questions at the May 9th meeting.

CELL PHONES / COMMUNICATION DEVICES

Code **JICJ**

Purpose: To establish the basic structure for student possession/use of cell phones/communications devices in the schools of the district.

Possession of a wireless communication device (WCD) by a student is a privilege that may be forfeited by any student who fails to abide by the terms and provisions of this policy, or otherwise engages in misuse of this privilege.

A "wireless communication device" is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The following devices are examples of WCDs: cellular and wireless telephones, pagers/beepers, personal digital assistants (PDAs), BlackBerries/Smartphones, WiFi-enabled or broadband access devices, two-way radios or video broadcasting devices, and other devices that allow a person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information. Students may not use WCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school. "Students may use WCDs while riding to and from school on a school bus or other vehicle provided by the Board or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher and/or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated."

Students are prohibited from using WCDs to capture, record or transmit the words (i.e. audio) and/or images (i.e. pictures, video) of any student, staff member or other person in the school or while attending a school-related activity, or while on a school bus or other district vehicle, without express prior notice and explicit consent for the capture, recording or transmission of such words or images. Using a WCD to take or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal.

The use of WCDs that contain built-in cameras (i.e. devices that take still or motion pictures, whether in a digital or other format) is prohibited in locker rooms, classrooms, bathrooms and while on a school bus or other district vehicle.

Students are prohibited from using a WCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy JICFAA – Harassment, Intimidation or Bullying.

Students are also prohibited from using a WCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to receive such information.

Violations of this policy may result in disciplinary action and/or confiscation of the WCD. The building principal may also refer the matter to law enforcement if the violation involves an illegal activity (e.g. child pornography). Discipline will be imposed in a progressive manner based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the WCD is confiscated, it will be released/returned to the student's parent/guardian only after the student complies with any other disciplinary consequences that are imposed. Any WCD confiscated by District staff will be marked in a removable manner with the student's name and held in a secure location in the school building until it is retrieved by the parent/guardian. WCDs in District custody will not be searched or otherwise tampered with unless school officials reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance to Policy JIH – Student Interrogations, Searches and Arrests. If multiple offenses occur, a student may lose his/her privilege to bring a WCD to school for the remainder of the semester.

A person who discovers a student in violation of this policy is required to report the violation to the school's administration.

Students are personally and solely responsible for the care and security of their WCDs. The Board assumes no responsibility for theft, loss, damages, or vandalism to WCDs brought onto its property, or the unauthorized use of such devices.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents/guardians during the school day with permission of the administration.

Elementary School:

Students may possess wireless communication devices in school, on school property, during after school activities (e.g. extra-curricular activities) and at school-related functions. However, students may not use wireless devices such as cellular phones, electronic pagers or any other communications devices while on school property during school hours. (Start and end of school will be denoted by the start and end bell).

Middle School:

Students may possess wireless communication devices in school, on school property, during after school activities (e.g. extra-curricular activities) and at school-related functions. However, students may not use wireless devices such as cellular phones, electronic pagers or any other communications devices while on school property during school hours, *unless it is deemed appropriate by the teacher and approved by the principal for educational and/or instructional purposes ONLY*. (Start and end of school will be denoted by the start and end bell).

High School:

Students may use wireless communication devices such as cellular phones, electronic pagers or any other communications devices before and after school, during their lunch break, within "Free Zones" (as determined by the principal) and as deemed appropriate by the teacher and approved by the principal for educational and/or instructional purposes ONLY. Any other use of wireless communications is considered misuse and violations may result in disciplinary action.

Consequences:

Warning / Return WCD to Parent
Return WCD to Parent / School Consequence
Return WCD to Parent / School Consequence
Confiscate WCD through end of the semester

CELL PHONES/COMMUNICATION DEVICES

Code **JICJ**

Purpose: To establish the basic structure for student possession/use of cell phones/communication devices in the schools of the district.

The board believes that the use of communication devices by students during the school day may have an adverse effect on classroom instruction. Therefore, students may not use cellular phones, electronic pagers or any other communications devices while on school property during school hours. (Start and end of school will be denoted by the start and end bell.) These items will be seized in accordance with South Carolina Code of Laws, Section 59-63-280 and board policy. Students who are determined to be in use of these items will be subject to disciplinary actions as defined by the student code of conduct. Use is defined, for the purpose of this policy and accompanying administrative rule, as any visible or audible presence.

For the first incident in each case, devices will be returned to parents/legal guardians who must sign a contract outlining the conditions of return. Subsequent violations will result in confiscation of the item. Devices that are confiscated as a result of subsequent violations will be returned to parents/legal guardians on the first Monday following the last school day of the year. All confiscated items will be secured at the school site until they are returned. Neither the school nor the district will be responsible for any lost or stolen items as a result of confiscation.

Adopted 11/11/02; Revised 7/25/05, ^

Legal references:

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

1. Section 59-63-280 - Possession of paging devices by public school students; mobile telephones included; adoption of policies.

CELL PHONES/COMMUNICATION DEVICES

Code **JICJ-R**

Parental contract

Communication devices

The board believes that the possession of communication devices by students during the school day may have an adverse effect on classroom instruction. **Students may not** use cellular phones, electronic pagers or any other communications devices while on school property during school hours. (Start and end of school will be denoted by the start and end bell.) These items will be seized in accordance with South Carolina Code of Laws, Section 59-63-280 and board policy. Students who are determined to be in use of these items will be subject to disciplinary actions as defined by the student code of conduct. Use is defined, for the purpose of this policy and administrative rule, as any visible or audible presence.

For the first incident in each case, devices will be returned to parents/legal guardians who must sign a contract outlining the conditions of return. Subsequent violations will result in confiscation of the item. Devices that are confiscated during a subsequent violation will be returned to parents/legal guardians on the first Monday following the last school day of the year. All confiscated items will be secured at the school site until they are returned. Neither the school nor the district will be responsible for any lost or stolen items as a result of confiscation.

Conditions for return

I am aware of the policy and administrative rule regarding student use of communication devices while on school property during school hours. My child's communication device is being returned to me. I also understand that any future confiscation will result in disciplinary action for my child as well as confiscation and retention of the device until the first Monday following the last school day of the year.

Signatures

Parent/Legal guardian _____ Date _____

Student _____ Date _____

Administrator _____ Date _____

Issued 11/11/02; Revised 7/25/05, ^

School District Five of Lexington and Richland Counties



MEMORANDUM

TO: Members of the Board of Trustees
Stephen Hefner, Ed.D., Superintendent

FROM: Ms. Helen Anderson *HAA*
Chief Instructional Services Officer

Date: April 29, 2011

Re: May 9, 2011 Board Meeting, Discussion Item
Textbook Adoption Recommendations

After a careful review of all state adopted textbooks, the textbook adoption committees, composed of parents, teachers, and subject area coordinators are bringing the attached recommendations for School District Five to you for your approval. The content coordinators will be present to answer any questions you may have regarding these adoptions.

CATE Recommendations

Subject: Digital Desktop Publishing
Title: Exploring Adobe InDesign CS4
Publisher: Cengage Learning

Subject: Digital Multimedia
Title: Introduction to Multimedia
Publisher: Glencoe

Subject: Entrepreneurship
Title: Entrepreneurship – Owning Your Future
Publisher: Pearson-Prentice Hall

Subject: Family Life
Title: Families Today
Publisher: Glencoe

Subject: Foods & Nutrition
Title: Food & Nutrition For You
Publisher: Prentice Hall

Subject: Housing
Title: Housing & Interior Design
Publisher: Goodheart-Willcox Co.

Subject: Marketing Management
Title: Business Principles and Management
Publisher: Cengage Learning

Subject: Child Development
Title: The Developing Child
Publisher: Glencoe

Subject: Integrated Business Applications
Title: Introductory MS Office 2010
Publisher: Cengage

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Digital Desktop Publishing Grade level/Cluster: 9-12
Title: Exploring Adobe InDesign CS4 Author: Terry Ryberg
Publisher: Cengage Learning Copyright Date: 2009

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. correlates with other disciplines, especially English and Art, cross-disciplinary approach used in text
- B. text adapts easily to a variety of teaching techniques and student/teacher needs
- C. skill development is sequential and clearly defined; organized similar to work/industry
- D. format is consistent throughout text
- E. table of contents, index, and appendix are adequate

II. Content

- A. correlates with objectives and standards, especially standards on design principals, layout, production, and portfolio (major standards of the course)
- B. content is current, accurate and correlates with the software used in the course
- C. evaluation of student progress is aided with textbook features
- D. text is appropriate for interests and needs of students
- E. text is logical in sequence with an emphasis on design which correlates with new standards
- F. text provides very few gender or multi-cultural references—provides almost no references to people at all, making an effort to use animals or inanimate objects to reflect no bias
- G. text does not focus on politics, social situations, or culture
- H. problem solving situations are realistic and relevant to the work of work
- I. a variety of activities are utilized to enhance interactive participation
- J. text is easily adapted to meet a variety of instructional levels

III. Style

- A. reading level is appropriate for the course
- B. text is attractive; text has normal binding
- C. activities are varied to meet student interests and ability levels
- D. vocabulary is well defined as needed, paragraphs/sentences are appropriate
- E. directions are enhanced with graphic support

IV. Illustrations

- A. graphics are properly labeled, attractive, and easy to understand
- B. graphics allow students to feel confident that they are understanding text; graphics enrich text
- C. graphics are abundant and are easy to read
- D. supplemental reading, instructions, and activities are provided
- E. representations of ethnic groupings are appropriate and adequate
- F. representations of gender groupings are appropriate and adequate

V. Instructional Supplements

- A. practices and application activities for skill mastery are sufficient
- B. activities are appropriate for student needs and abilities
- C. instructor resources with keys are provided
- D. adequate material for subject area correlation is provided
- E. instructional strategies are provided
- F. technology resources are provided including online extras
- G. assessment is authentic and promoted as a part of the instructional process

Committee Chairperson: Carly Diaz

Date 4/15/2011

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Digital Multimedia Grade level/Cluster: 9-12
Title: Introduction to Multimedia Author: Ana Solomon
Publisher: Glencoe Copyright Date: 2011

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text facilitates correlation with other disciplines. (Writing and math especially.)
- B. The text is adaptable to a variety of teaching techniques and individual needs.
- C. Skill development is sequential and clearly defined.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing. (But busy at times.)
- E. The Table of Contents, Indexes and Appendixes facilitate learning.

II. Content.

- A. The text correlates to objectives/standards. (Very aligned with state standards.)
- B. The content is current and accurate.
- C. The text facilitates the evaluation of student progress.
- D. The text is suitable for the interests and needs of the intended group.
- E. A logical sequence is evident.
- F. Can't tell that it references gender or race.
- G. No political awareness that I could see.
- H. Problem solving situations are realistic and relevant.
- I. A variety of experiences and approaches are utilized to enhance interactive participation.
- J. The text is adaptable to differing instructional levels.

III. Style:

- A. The reading level is appropriate for the designated group.
- B. The text is attractive in appearance and has a durable binding.
- C. The activities meet student interests and ability levels.
- D. The vocabulary, sentence structure, and paragraphs are appropriate.
- E. Student directions are concise and understandable.

IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted.
- B. Pictorial representations extend and enrich the content.
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read.
- D. Suggestions for additional reading are provided.
- E. Representation of ethnic & gender groupings are adequate.

V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient.
- B. Activities for students needs and abilities are appropriate.
- C. Quality guides, handbooks, manuals and keys are provided.
- D. Materials/activities for subject area correlation are available.
- E. Effective instructional strategies and techniques are provided.
- F. Technological resources are provided or suggested.
- G. Student assessment as an authentic and integral part of instruction is promoted.

Committee Chairperson

Madison Lane

Date

4/13/11

Adopted 4/28/86; Revised 6/3/96

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Entrepreneurship Grade level/Cluster: IHS 10.11.12
Title: Entrepreneurship-Owning Your Future Author: S. Mariotti
Publisher: Pearson-Prentiss Hall Copyright Date: 2010

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text facilitates correlation with other disciplines.
- B. The text is adaptable to a variety of teaching techniques and individual needs.
- C. Skill development is sequential and clearly defined.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing.
- E. The Table of Contents, Indexes and Appendixes facilitate learning.

II. Content

- A. The text correlates to objectives/standards.
- B. The content is current and accurate.
- C. The text facilitates the evaluation of student progress.
- D. The text is suitable for the interests and needs of the intended group.
- E. A logical sequence is evident.
- F. The text provides positive gender and multi-cultural portrayals.
- G. The text enhances awareness of political, social, and/or cultural differences/similarities.
- H. Problem solving situations are realistic and relevant.
- I. A variety of experiences and approaches are utilized to enhance interactive participation.
- J. The text is adaptable to differing instructional levels.

III. Style

- A. The reading level is appropriate for the designated group.
- B. The text is attractive in appearance and has a durable binding.
- C. The activities meet student interests and ability levels.
- D. The vocabulary, sentence structure, and paragraphs are appropriate.
- E. Student directions are concise and understandable.

File: IFAA-E2

IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted.
- B. Pictorial representations extend and enrich the content.
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read.
- D. Suggestions for additional reading are provided.
- E. Representation of ethnic groupings is adequate.
- F. Representation of ethnic groupings is appropriate.
- G. Representation of gender groupings is adequate.
- H. Representation of gender groupings is appropriate

V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient.
- B. Activities for students' needs and abilities are appropriate. LOTS of variety.
- C. Quality guides, handbooks, manuals and keys are provided.
- D. Materials/activities for subject area correlation are available.
- E. Effective instructional strategies and techniques are provided.
- F. Technological resources are provided or suggested. Can be used easily w/ on-line resources and current events in business.
- G. Student assessment as an authentic and integral part of instruction is promoted.

Committee Chairperson

Joseph J. Cunniffham

Date 25 April 2011

Adopted 4/28/86; Revised 6/3/96



SCHOOL DISTRICT 5 OF LEXINGTON & RICHLAND COUNTIES

Recommendation Instructional Materials Adoption

SUBJECT	<u>Family Life</u>	GRADE LEVEL/CLUSTER	<u>9 – 12</u>
TITLE	<u>Families Today</u>	AUTHOR	<u>Sasse, Connie</u>
PUBLISHER	<u>Glencoe</u>	COPYRIGHT DATE	<u>2009</u>

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Good subject
- B. Subjects in best order to teach
- C. _____
- D. _____
- E. _____

II. Content

- A. Much provided
- B. _____
- C. _____
- D. _____
- E. _____

III. Style

- A. Good style – colorful, plain to read
- B. _____
- C. _____
- D. _____
- E. _____

IV. Illustrations

A. Excellent pictures

B. Good graphics

C. _____

D. _____

E. _____

V. Instructional Supplements

A. Excellent teachers manual

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

Committee Chairperson Phyllis Richmond



Date 4/25/11

SCHOOL DISTRICT 5 OF LEXINGTON & RICHLAND COUNTIES

Recommendation Instructional Materials Adoption

SUBJECT	<u>Foods & Nutrition</u>	GRADE LEVEL/CLUSTER	<u>9 – 12</u>
TITLE	<u>Food & Nutrition For You</u>	AUTHOR	<u>Westover, Kristine</u>
PUBLISHER	<u>Prentice Hall</u>	COPYRIGHT DATE	<u>2010</u>

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Well organized by topics
- B. Many topics provided
- C. _____
- D. _____
- E. _____

II. Content

- A. Culinary – some provided
- B. Good career choices
- C. _____
- D. _____
- E. _____

III. Style

- A. Excellent, updated
- B. Good style and color
- C. _____
- D. _____
- E. _____

IV. Illustrations

- A. Excellent tools, equipment
- B. Excellent cutting techniques
- C. _____
- D. _____
- E. _____

V. Instructional Supplements

- A. Student handbook
- B. DVD
- C. Teacher projects
- D. _____
- E. _____
- F. _____
- G. _____

Committee Chairperson Phyllis Richmond



Date 4/25/11

SCHOOL DISTRICT 5 OF LEXINGTON & RICHLAND COUNTIES

Recommendation Instructional Materials Adoption

SUBJECT	<u>Housing</u>	GRADE LEVEL/CLUSTER	<u>9 – 12</u>
TITLE	<u>Housing & Interior Design</u>	AUTHOR	<u>Lewis & Turner</u>
PUBLISHER	<u>Goodheart-Willcox Co.</u>	COPYRIGHT DATE	<u>2012</u>

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Good choices
- B. Chapters well provided, informative
- C. _____
- D. _____
- E. _____

II. Content

- A. Excellent! Good examples
- B. _____
- C. _____
- D. _____
- E. _____

III. Style

- A. Updated pictures of rooms
- B. Provides newest information – Needed!
- C. _____
- D. _____
- E. _____

IV. Illustrations

- A. Excellent, great pictures
- B. Well done
- C. _____
- D. _____
- E. _____

V. Instructional Supplements

- A. Excellent project ideas
- B. Student handbook
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____

Committee Chairperson Phyllis Richmond



Date 4/25/11

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Marketing Management Grade level/Cluster: IHS 11-12
Title: Business Principles and Management Author: Burrow, Kleindl, Everard
Publisher: Centage/South-Western Copyright Date: 2008

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text facilitates correlation with other disciplines.
- B. The text is adaptable to a variety of teaching techniques and individual needs.
- C. Skill development is sequential and clearly defined.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing.
- E. The Table of Contents, Indexes and Appendixes facilitate learning.

II. Content

- A. The text correlates to objectives/standards.
- B. The content is current and accurate. Good case studies.
- C. The text facilitates the evaluation of student progress.
- D. The text is suitable for the interests and needs of the intended group.
- E. A logical sequence is evident.
- F. The text provides positive gender and multi-cultural portrayals.
- G. The text enhances awareness of political, social, and/or cultural differences/similarities.
- H. Problem solving situations are realistic and relevant.
- I. A variety of experiences and approaches are utilized to enhance interactive participation.
- J. The text is adaptable to differing instructional levels.

III. Style

- A. The reading level is appropriate for the designated group. Can be used by various levels.
- B. The text is attractive in appearance and has a durable binding.
- C. The activities meet student interests and ability levels.
- D. The vocabulary, sentence structure, and paragraphs are appropriate.
- E. Student directions are concise and understandable.

IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted.
- B. Pictorial representations extend and enrich the content.
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read.
- D. Suggestions for additional reading are provided.
- E. Representation of ethnic groupings is adequate.
- F. Representation of ethnic groupings is appropriate.
- G. Representation of gender groupings is adequate.
- H. Representation of gender groupings is appropriate.

V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient.
- B. Activities for students' needs and abilities are appropriate.
- C. Quality guides, handbooks, manuals and keys are provided.
- D. Materials/activities for subject area correlation are available.
- E. Effective instructional strategies and techniques are provided.
- F. Technological resources are provided or suggested.
- G. Student assessment as an authentic and integral part of instruction is promoted.

Committee Chairperson

Joseph J. Cunningham

 Date

25 April 2011

Adopted 4/28/86; Revised 6/3/96

SCHOOL DISTRICT 5 OF LEXINGTON & RICHLAND COUNTIES

Recommendation Instructional Materials Adoption

SUBJECT	<u>Child Development</u>	GRADE LEVEL/CLUSTER	<u>9 – 12</u>
TITLE	<u>The Developing Child</u>	AUTHOR	<u>Brisbane, Holly</u>
PUBLISHER	<u>Glencoe</u>	COPYRIGHT DATE	<u>2010</u>

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Well done
- B. Like the chapter sequence
- C. Chapters are well put together
- D. _____
- E. _____

II. Content

- A. Good depth
- B. Covers all needed
- C. Entire year information
- D. _____
- E. _____

III. Style

- A. Great
- B. Stylish
- C. Current styles
- D. _____
- E. _____

IV. Illustrations

- A. Excellent
- B. Clear
- C. Good quantity
- D. _____
- E. _____

V. Instructional Supplements

- A. Well provided
- B. Excellent student books
- C. CD/DVD
- D. _____
- E. _____
- F. _____
- G. _____

Committee Chairperson Phyllis Richmond



Date 4/25/11

SCHOOL DISTRICT 5 OF LEXINGTON & RICHLAND COUNTIES

Recommendation Instructional Materials Adoption

SUBJECT	<u>IBA</u>	GRADE LEVEL/CLUSTER	<u>10 – 12</u>
TITLE	<u>Introductory MS Office 2010</u>	AUTHOR	<u>Pasework</u>
	<u>Course Technology</u>		
	<u>Cengage Learning</u>		
PUBLISHER	<u>ISBN# 978-0-538-47586</u>	COPYRIGHT DATE	<u>2011</u>

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The projects correlate with other disciplines
- B. Text is easily adaptable to different teaching methods
- C. Skill development has an order and is defined
- D. Format is appropriate and consistent
- E. Table of contents, indexes, and appendices facilitate learning

II. Content

- A. Meets IBA standards
- B. Content is current copyright 2011
- C. Provides activities to monitor student progress
- D. It is absolutely suitable for intended audience – young high school students
- E. Logically organized – in short segments
- F. Provides positive gender multi-cultural portrayals
- G. Enhances awareness of diversity and similarities
- H. Provides realistic problem-solving activities
- I. A variety of approaches are used to show content
- J. Text is adaptable o differing instructional levels

III. Style

- A. Reading level is appropriate for young teens
- B. Text is attractive and has durable binding
- C. Activities definitely meet student needs and levels
- D. Appropriate reading structure
- E. Directions are concise and understandable

IV. Illustrations

- A. Pictures are appropriate and labeled correctly
- B. Pictures enrich learning content
- C. Charts and diagrams are abundant and easy to read
- D. Writing is appropriate and suggestions for additional reading
- E. Adequate representations of ethnic groups
- F. Appropriate representation of ethnic groups
- G. Adequate representation of gender groupings
- H. Appropriate representation of gender groupings

V. Instructional Supplements

- A. Practice exercises and application activities are sufficient
- B. Activities are appropriate for student needs
- C. Keys and manuals provided
- D. Correlations available
- E. Effective instructional strategies provided
- F. Technological resources are provided
- G. Student assessments authentic

Committee Chairperson Donna Bowman



Date 4/20/11

Math Recommendations

Grade level: Algebra 3

Title: Pre-calculus, 2nd Edition

Publisher: School Education Group, a division of McGraw-Hill

Grade level: AB Calculus AP

Title: Single Variable Calculus Early Transcendentals, 7th Edition

Publisher: Brookes/Cole Cengage (Holt McDougal)

Grade level: AP Statistics

Title: Stats: Modeling the World, AP 3rd Edition

Publisher: Pearson Education Inc. publishing as Prentice Hall

Grade level: BC Calculus AP

Title: Single Variable Calculus Early Transcendentals, 7th Edition

Publisher: Brookes/Cole Cengage (Holt McDougal)

Grade level: Discrete CP

Title: Survey of Mathematics with Applications, 8th Edition

Publisher: Pearson Education, Inc./Prentice Hall

Grade level: Intro. to Calculus CP

Title: Calculus of a single Variable, 9th Edition

Publisher: Holt-McDougal

Grade level: Pre-Calculus Honors

Title: Pre-Calculus: Mathematics for Calculus/6th Edition

Publisher: Brookes/Cole Cengage (Holt McDougal)

Grade level: Pre-Calculus CP

Title: Pre-Calculus With Limits: A Graphing Approach, 6th Edition

Publisher: Holt-McDougal

Grade level: Probability and Statistics

Title: Elementary Statistics: Picturing the World, 5th Edition

Publisher: Pearson Education Inc. publishing as Prentice Hall

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Mathematics Grade level/Cluster: Algebra 3

Title: Pre-Calculus, 2nd Ed. Author: Carter, Cuevas, Day, Mallory Holliday, Luchin

Publisher: School Education Group, a division of McGraw-Hill Copyright Date: 2011

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Topics presented in a logical order
- B. Format is consistent and logical throughout book
- C. Text is has easy readability
- D. Adaptable to a variety of teaching strategies
- E. Table of Contents, Indices and Appendices are useful

II. Content

- A. Emphasizes conceptual understanding, technical skill, and modeling
- B. Problem-solving situations are realistic and relevant
- C. Logical sequence
- D. Correlates well to objectives/standards
- E. Suitable and interesting

III. Style

- A. Appropriate reading level
- B. Text is attractive
- C. Activities are interesting
- D. Appropriate and consistent layout
- E. Student directions are clear and concise

IV. Illustrations

- A. Multiple representations
- B. Attractive pictures
- C. Appropriate chart, graphic and tabular representations
- D. Illustrations enrich and extend learning
- E. Adequate representation of groups

V. Instructional Supplements

- A. Exam View Software
- B. eSolution Manual CD-Rom
- C. Graphing Calculator Easy Files CD-Rom
- D. Online resources
- E. eTeacher Edition CD-Rom

Committee Chairperson Colleen Boissinot

Date April 12, 2011

Adopted 4/28/86; Revised 6/3/96

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Mathematics Grade level/Cluster: BC Calculus AP

Title: Single Variable Calculus Early Transcendentals, 7th Ed Author: Stewart

Publisher: Brookes/Cole Cengage (Holt-McDougal) Copyright Date: 2012

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Well organized, clear and readable
- B. Student-friendly format with easy readability
- C. Sequential and clearly defined
- D. Consistent
- E. Indices and appendices easy to use

II. Content

- A. Comprehensive coverage of all calculus concepts in-depth
- B. Correlates to Calculus BC Advanced-Placement Standards
- C. Problems presented allow students to self-assess
- D. Emphasis on conceptual understand and problem-solving
- E. Multiple representations

III. Style

- A. Orderly structure - Logical sequence
- B. Attractive and engaging without being distracting
- C. College-like appearance, appropriate for level
- D. Appropriate vocabulary and structure
- E. Concise and understandable directions

IV. Illustrations

- A. Support conceptual understanding
- B. Provide graphical inquiry
- C. Clear and concise diagrams
- D. Charts are clear and easily read
- E. Ethnic groups are equally represented

V. Instructional Supplements

- A. Answer solutions
- B. Exam View – CD Rom
- C. Fast Track to a Five AP support for students
- D. Tutorials Disc
- E. AP Exam Prep with “Problems Plus”

Committee Chairperson

Colleen Boissinet

Date 4/12/2011

Adopted 4/28/86; Revised 6/3/96

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Mathematics Grade level/Cluster: Discrete CP

Title: Survey of Mathematics with Applications, 8th Ed. Author: Angel, Abbott, Runde

Publisher: Pearson Education, Inc./Prentice Hall Copyright Date: 2009.04.28

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Structure and order is logical
- B. Student-friendly with step-by-step examples and explanations
- C. Vocabulary is highlighted
- D. Consistent format
- E. Table of Contents, Indices and Appendices included

II. Content

- A. Many practice problems presented in a concise manner
- B. Well-organized content with clear examples and explanations
- C. Chapter summaries, reviews, exercises and summary tests
- D. Scope of content addresses most standards and objectives
- E. Due to the nature of mathematical modeling as represented in this book diversity is shown

III. Style

- A. Appropriate reading level
- B. Durable binding
- C. Interesting student activities
- D. Appropriate level of rigor
- E. Clear and concise directions

IV. Illustrations

- A. No bias, all groups represented
- B. Charts, diagrams and graphics are easily read and interpreted
- C. Representations enrich the content
- D. Internet, writing, history, and supplement reading are presented throughout the book
- E. Different ethnic groups are represented in the text pictures and problems

V. Instructional Supplements

- A. Suggested projects
- B. Web-based research topics
- C. Instructional Power Points
- D. Web-based tutorials
- E. Challenge problems

Committee Chairperson

Colleen Boissinot

Date

4/12/2011

Adopted 4/28/86; Revised 6/3/96

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Mathematics Grade level/Cluster: Intro. to Calculus CP
Title: Calculus of a Single Variable, 9th Ed. Author: Larson/Edwards
Publisher: Holt-McDougal Copyright Date: 2010

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Multiple teaching strategies
- B. Format student friendly and easy to read
- C. Multiple Representations – numeric, algebraic and tabular
- D. Concise
- E. Each chapter ends with concept check, review exercises, and chapter test

II. Content

- A. Logical sequence of objectives
- B. Text level is suitable for average calculus student
- C. Problem-solving situations are realistic and relevant
- D. Mid-chapter quizzes allow students to self-assess
- E. Lays a good foundation for Calculus
- F. Emphasizes conceptual understanding, technical skill, and modeling

III. Style

- A. Includes many and various charts, diagrams, maps and pictures that are appealing and usable
- B. Easily readable, text is appropriate amount
- C. Examples are contained on one page
- D. Clear explanations, examples, and solutions to examples
- E. Appropriate vocabulary

IV. Illustrations

- A. Excellent graphics that enhance the content
- B. Many charts and diagrams
- C. Pictorial representations are attractive and appropriate
- D. Charts, tables, and graphs are abundant and easily read
- E. Various groups are represented

V. Instructional Supplements

- A. Note-taking guide
- B. Online student resources
- C. Solution Manual and Instructor's Guide
- D. ExamView testing software
- E. Solution Builder offers complete customized worked solutions to all textbook exercises

Committee Chairperson

Colleen Bressinot

Date 4-12-2011

Adopted 4/28/86; Revised 6/3/96

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Mathematics Grade level/Cluster: Pre Calculus Honors

Title: Pre Calculus: Mathematics for Calculus / 6th Ed. Author: James Stewart, L. Redlin, S. Watson

Publisher: Brooks/Cole CENGAGE Learning(Holt McDougal) Copyright Date: 2012

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Topics presented in a logical order
- B. Exercises arranged in the order concepts, skills, applications, writing
- C. Each chapter ends with concept check, review exercises, and chapter test
- D. Cumulative reviews connect topics from previous chapters
- E. Format is consistent and logical throughout book

II. Content

- A. Prepares students for calculus
- B. Emphasizes conceptual understanding, technical skill, and modeling
- C. Problem-solving situations are realistic and relevant
- D. Mid-chapter quizzes allow students to self-assess
- E. Logical sequence

III. Style

- A. Clear explanations, examples, and solutions to examples
- B. Clear diagrams and figures with good use of color to emphasize certain features
- C. Includes many and various charts, diagrams, maps and pictures that are appealing and usable
- D. Examples are contained on one page
- E. Activities meet student interests and ability levels

IV. Illustrations

- A. Clear, relevant, and appropriate
- B. Extend and enrich learning
- C. Multiple representations
- D. Charts, diagrams, graphs, and tables are plentiful and varied
- E. Various groups are represented throughout

V. Instructional Supplements

- A. Solution Manual and Instructor's Guide
- B. Online program Enhanced Web Assign for additional practice
- C. Exam View testing software
- D. Solution Builder offers complete customized worked solutions to all textbook exercises
- E. Online resources

Committee Chairperson Colleen Boissinot

Date April 12, 2011

Adopted 4/28/86; Revised 6/3/96

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Mathematics Grade level/Cluster: Pre-Calculus CP
Title: Pre-Calculus With Limits: A Graphing Approach, 6th Ed. Author: Larson
Publisher: Holt-McDougal Copyright Date: 2012

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Well-organized
- B. Logical, sequential and orderly
- C. Clearly defined objectives
- D. Table of Contents, indexes and Appendixes facilitate learning
- E. Skill development sequential and clearly defined

II. Content

- A. Current and accurate
- B. Correlates to objectives
- C. Logical sequence of concepts
- D. Provides relevant problems and promotes the problem-solving process
- E. Adaptable to differing instructional levels

III. Style

- A. Reading level and vocabulary are appropriate
- B. Text is attractive
- C. Activities meet student interests
- D. Concise and understandable
- E. Activities address various student ability levels

IV. Illustrations

- A. Attractive illustrations
- B. Abundant and appropriate charts, diagrams, and graphics
- C. Graphics are attractive and easy to read and interpret
- D. Appropriate representations
- E. Multiple representations

V. Instructional Supplements

- A. DVD Tutorials
- B. Exam View Test Generator
- C. Sample lesson plans
- D. On-line resources
- E. "Power lecture" CD resources for each lesson

Committee Chairperson

Colleen Boissinot

Date 4/12/2011

Adopted 4/28/86; Revised 6/3/96

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Mathematics Grade level/Cluster: Probability and Statistics
Title: Elementary Statistics: Picturing the World, 5th Ed. Author: Bock Velleman Deveau
Publisher: Pearson Education Inc. publishing as Prentice Hall Copyright Date: 2012

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Skill development is sequential and clearly defined
- B. Text is appropriate, clear and usable
- C. The order of topics is logical and well defined
- D. Correlates with other disciplines
- E. Table of Contents, Appendix, and index are appropriate and usable

II. Content

- A. Clear and concise.
- B. Reflects current best practice in statistics education
- C. Suitable for the interest and needs of the students
- D. Contains many problems for enriching and enhancing learning
- E. The sequence is logical

III. Style

- A. Text is easy to read and understand
- B. Appropriate use of color
- C. Activities are plentiful and appropriate.
- D. Illustrations are easy to read and understand.
- E. Student directions are clear.

Science Recommendations

Subject: Anatomy & Physiology CP

Title: Essentials of Human Anatomy and Physiology 10th Edition

Publisher: Pearson Education, Inc. Prentice Hall

Subject: Anatomy & Physiology Honors

Title: Human Anatomy and Physiology 10th Edition

Publisher: Pearson Education, Inc. Prentice Hall

Subject: Earth Science

Title: Earth Science

Publisher: Holt, McDougal (Houghton Mifflin Harcourt)

Subject: Astronomy

Title: Foundations of Astronomy, 11th Edition

Publisher: Holt McDougal (Houghton Mifflin Harcourt)

Subject: Environmental Science AP

Title: Environmental Science for AP

Publisher: W.H. Freeman

Subject: Environmental Science

Title: Environmental Science

Publisher: Holt McDougal

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Anatomy & Physiology CP

Grade level/Cluster: 11-12

Title: Essentials of Human Anatomy and Physiology 10th ed Author: Marieb

Publisher: Pearson Education, Inc: Prentice Hall Copyright Date: 2011

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text facilitates correlation with other disciplines
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

II. Content

- A. The text correlates to objectives/standards
- B. The content is current and accurate
- C. The text facilitates the evaluation of student progress
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant

III. Style

- A. The reading level is appropriate for the designated group
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable

IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

Committee Chairperson Lori Latham (CHS) Date 4/25/11

Carl Tilson (DFHS)

Kimberly Roller (IHS)

Al Gates (Office of Instruction)

Adopted 4/28/86; Revised 6/3/96



School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Anatomy & Physiology Honors Grade level/Cluster: 11-12

Title: Human Anatomy and Physiology, 10th Edition Author: Marieb & Hoehn

Publisher: Pearson Education, Inc: Prentice Hall Copyright Date: 2011

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text facilitates correlation with other disciplines
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

II. Content

- A. The text correlates to objectives/standards
- B. The content is current and accurate
- C. The text facilitates the evaluation of student progress
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant

III. Style

- A. The reading level is appropriate for the designated group
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable

IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

Committee Chairperson Lori Latham (CHS) Date 4/25/11
 Carl Tilson (DFHS)
 Kimberly Roller (IHS)
 Al Gates (Office of Instruction)



Adopted 4/28/86; Revised 6/3/96

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Earth Science

Grade level/Cluster: 11-12

Title: Earth Science

Author: Allison, DeGaetona, Pasachoff

Publisher: Holt, McDougal (Houghton Mifflin Harcourt) Copyright Date: 2010

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text facilitates correlation with other disciplines
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

II. Content

- A. The text correlates to objectives/standards
- B. The content is current and accurate
- C. The text facilitates the evaluation of student progress
- D. The text is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant

III. Style

- A. The reading level is appropriate for the designated group
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable

IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

Committee Chairperson Marla Castillo (IHS) Date 4/25/11

Lisa Ruth (CHS)

Langdon Warner (DFHS)

Al Gates (Office of Instruction)

Adopted 4/28/86; Revised 6/3/96



School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Astronomy

Grade level/Cluster: 11-12

Title: Foundations of Astronomy, 11th Edition Author: Seeds & Backman

Publisher: Holt, McDougal (Houghton Mifflin Harcourt) Copyright Date: 2011

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text facilitates correlation with other disciplines
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

II. Content

- A. The text correlates to objectives/standards
- B. The content is current and accurate
- C. The text facilitates the evaluation of student progress
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant

III. Style

- A. The reading level is appropriate for the designated group
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Environmental Science, AP

Grade level/Cluster: 11-12

Title: Environmental Science for AP*

Author: Friedland, Relyea, Courard-Hauri

Publisher: W. H. Freeman

Copyright Date: 2012

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text facilitates correlation with other disciplines
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

II. Content

- A. The text correlates to objectives/standards
- B. The content is current and accurate
- C. The text facilitates the evaluation of student progress
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant

III. Style

- A. The reading level is appropriate for the designated group
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable

IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

Committee Chairperson Marla Castillo (IHS) Date 4/25/11
 Lisa Ruth (CHS)
 Langdon Warner (DFHS)
 Al Gates (Office of Instruction)

Adopted 4/28/86; Revised 6/3/96



School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Environmental Science

Grade level/Cluster: 11-12

Title: Environmental Science

Author: Arms

Publisher: Holt

Copyright Date: 2008

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text facilitates correlation with other disciplines
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

II. Content

- A. The text correlates to objectives/standards
- B. The content is current and accurate
- C. The text facilitates the evaluation of student progress
- D. The text is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant

III. Style

- A. The reading level is appropriate for the designated group
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable

IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

Committee Chairperson Marla Castillo (IHS) Date 4/25/11

Lisa Ruth (CHS)

Langdon Warner (DFHS)

Al Gates (Office of Instruction)



Adopted 4/28/86; Revised 6/3/96

Social Studies Recommendations

Subject: World Geography

Title: World Geography: Building a Global Perspective

Publisher: Prentice Hall

Subject: AP Psychology

Title: Myers Psychology for AP

Publisher: Bedford, Freeman and Worth

Subject: AP Macroeconomics

Title: Krugman's Economics for AP

Publisher: Bedford, Freeman and Worth

Subject: General Psychology

Title: Psychology Principles in Practice

Publisher: Holt McDougal

Subject: Civics

Title: Civics Today

Publisher: Glencoe

Subject: Sociology

Title: Sociology – Study of Human Relationships

Publisher: Holt

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: World Geography Grade level/Cluster: -912

Title: World Geogrpahy: Building a Global Perspective Author: _____

Publisher: Prentice Hall Copyright Date: 2005

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Material is organized in a way easy for use by students and instructor
- B. Allows students ability in its approach to master both skills and standards.
- C. Follows a usable approach to each unit. While regional in approach it can also be used thematically.
- D. _____
- E. _____

II. Content

- A. Includes many items that allow the instructor to pull out special activities or include more inform. on specific area.
- B. Good cohesion between text and graphics. Suplimental material helps understand text.
- C. Content is up-to-date on most current issues facing the world in the 21st Century.
- D. Often deals with subtle differences in and between many cultures.
- E. _____

III. Style

- A. Very good lead in sections for each unit
- B. Great use of thematic maps - detailed but easy to read/understand.
- C. Very "readable" for the average 9th grade student.
- D. Activities are "doable" for 9th grade students.
- E. _____

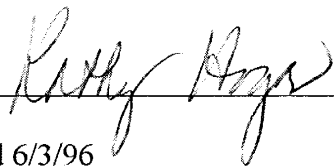
IV. Illustrations

- A. Opening maps include a variety of topics including political, regional, physical, climate & ecosystems.
- B. There is an abundance of pictorial information including maps, diagrams, charts, etc.
- C. Representation of ethnic groups is appropriate & adequate.
- D. _____
- E. _____

V. Instructional Supplements

- A. Differentiated lesson plans, activities and guides.
- B. Technological resources are available and reliable.
- C. Differentiated student assessments that can be implemented as part of instruction.
- D. _____
- E. _____

Committee Chairperson



Date

4/15/11

Adopted 4/28/86; Revised 6/3/96

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: AP Psychology Grade level/Cluster: 1112
Title: Myers Psychology for AO Author: David G. Myers
Publisher: Worth/BFW Copyright Date: 2011

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Psychology inherently does this, but this text has an entire section on careers, health, etc.
- B. Text is easy to read so it can be used with other levels but provides challenging questions for the AP Student.
- C. Excellent appendixes.
- D. _____
- E. _____

II. Content

- A. Text meets AP Standards as well as the nation standards.
- B. Practive tests at the end of each chapter.
- C. Very logical and easy to understand.
- D. Very current and interesting content.
- E. Has a chart that illustrates examples throughout text.

III. Style

- A. Reding level appropriate and challenging critial thinking question included throughout.
- B. Activities are interesting to the students.
- C. Very easy to read and appropriate for AP.
- D. _____
- E. _____

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: AP Macroeconomics Grade level/Cluster: 12
Title: Krugman's Economics for AP Author: Margaret Ray & David Anderson
Publisher: bfw Worth Copyright Date: 2011

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Test connect to real world events Business, Current Events
- B. Modules are short and allow for supplement material
- C. The sequence of information is the strength of this text
- D. Consistent with other Econ text
- E. Chart explain the content

II. Content

- A. Consistent with AP scope and sequence
- B. AP Reviews throughout the text
- C. Meets the AP requirements
- D. Good sequencing
- E.

III. Style

- A. Reading level is appropriate
- B. Strong binding
- C. Many pictures and graphs throughout text
- D. Vocabulary is appropriate.
- E.

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: General Psychology Grade level/Cluster: 1112
Title: Psychology Principles In Practice Author: Spencer A. Rathus
Publisher: Holt McDougal Copyright Date: 2010

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Psychology inherently does this, but it is also promoted in text.
- B. Format is well done and organized for easy understanding.
- C. Excellent appendizes with book suggestions and readings.
- D. _____
- E. _____

II. Content

- A. Text matches national standards for Psychology.
- B. Excellent sequence for content.
- C. Lots of multicultural portrayals.
- D. _____
- E. _____

III. Style

- A. Reading level is highly appropriate for level and easy to understand.
- B. Text is colorful and durable
- C. Text is well written.
- D. _____
- E. _____

IV. Illustrations

- A. Very visual, lots of pictures.
- B. Lots of charts and graphic organizers
- C. Has an excellent set of readings in back of text.
- D. Lots of pictures of various ethnic groups.
- E. _____

V. Instructional Supplements

- A. Many skill activities included.
- B. Lots of charts and graphic organizers - excellent for visual learners.
- C. Many reinforcement activities.
- D. Need a bigger test bank in planner.
- E. _____

Committee Chairperson

Ruth Hye

Date

4/15/11

Adopted 4/28/86; Revised 6/3/96

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Civics Grade level/Cluster: 10

Title: Civics Today Author: _____

Publisher: Glencoe Copyright Date: 2010

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Text relates civics to many other social studies disciplines.
- B. Text is adaptable to individual needs through various levels of readings and assignments.
- C. Skill development could be better arranged and defined.
- D. Titles, subheadings, and terms are consistently organized effectively.
- E. Table of contents, Indexes, and Appendixes appropriately facilitate learning through their organization.

II. Content

- A. Objectives and standards aren't clearly defined consistently.
- B. Content is current including info from the 2000s, contents seems accurate.
- C. Text will facilitate evaluation of student progress when combined with supplements.
- D. Text is more suitable for the "needs" of, rather than the "interests" of the students.
- E. A logical sequence is evident by looking at the chapters, units, etc.

III. Style

- A. Teaching level seems to simple.
- B. Text is attractively arranged and easy to maneuver through.
- C. Activities being leveled makes it easy to find suitable material for different ability levels.
- D. Vocabulary, sentence structure, and paragraphs are appropriate but may be too simple.
- E. Student directions are concise and understandable.

IV. Illustrations

- A. Illustrations are properly labeled attractive and easily interpreted.
- B. Charts, diagrams and other pictorial material is abundant and easy to read.
- C. Pictorial representations improve understanding of and enrich content.
- D. Suggestion s for additional reading are rarely given and hard to find.
- E. Representations of ethnic groups are adequate and appropriate.

V. Instructional Supplements

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

Committee Chairperson

Ruthy Hogan

Date

4/14/11

Adopted 4/28/86; Revised 6/3/96

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Sociology Grade level/Cluster: -912
Title: Sociology - Study of Human Relationships Author: _____
Publisher: Holt Copyright Date: 2010

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Yes - Science, English, etc.
- B. Yes - adoptable to various levels
- C. Yes - well organized
- D. Yes - Easy to Follow
- E. _____

II. Content

- A. Yes
- B. Yes - better than earlier version
- C. Yes - on CD (Test Maker)
- D. Yes - adjustable logical test
- E. Text is culturally Sensitive

III. Style

- A. An attractive student friendly book.
- B. Useable for special ability students
- C. Appropriate covabulary and reading level
- D. _____
- E. _____

IV. Illustrations

- A. Variety of Charts, graphs and pictures
- B. Sensitive to gender and ethnic differences
- C. Up dated photographs
- D. _____
- E. _____

V. Instructional Supplements

- A. New improved from older version
- B. All resourceves on one CD
- C. _____
- D. _____
- E. _____

Committee Chairperson Ruthy Hagan

Date 4/14/11

Adopted 4/28/86; Revised 6/3/96