



**AGENDA
BOARD OF TRUSTEES
CROSSROADS MIDDLE SCHOOL'S CAFETERIA
JANUARY 23, 2012**

1. Call to order at **6:15 p.m.**
2. Enter executive session to consider the following:
 - a. Selected employment items (Exhibit A)
 - b. Contractual matter: Audit Services (Exhibit B)
3. Welcoming remarks at **7 p.m.**
4. Invocation – Buddy Price
5. Pledge of Allegiance – Robert Gantt
6. School Board Appreciation
7. School Board Spotlight
8. Approve the agenda
9. Superintendent's report (**30 minutes**)
 - a. Superintendent
 1. Vision 2015: Update 5
 - b. Financial Services
 1. Update on cost of legal appeals at Chapin High School (Exhibit C)
 2. Monthly Financial Report (Exhibit D)
 - c. New Design and Construction
 1. Irmo High upgrades (Exhibit E)
 2. Dutch Fork High upgrades (Exhibit F)
 3. Kitchen renovations for Seven Oaks Elementary, Leaphart

Elementary, CrossRoads Middle, Irmo Middle and Irmo High
(Exhibit G)

- d. Chapin Elementary School roof replacement (Exhibit H)

- 10. Public participation*

ACTION AGENDA (30 minutes)

- 11. Items considered in executive session
- 12. Approval of new high school bid (Exhibit I)
- 13. Approve the minutes of the January 9, 2012 board meeting

DISCUSSION AGENDA (30 minutes)

- 14. Proposed revisions to board policy JFAA/JFAB-R: "Admission of Resident/Non-Resident Students" (Exhibit J)
- 15. Discussion of revisions and new board policies in section I: (Exhibit K)

Add new policy IHAD "Science Education"

Replace policy IDBC "Character Education" with recommended policy IHAK "Character Education"

Replace policy IDB "Health Education" and a portion of policy IDA "Basic Program" with recommended policy IHAM "Health Education"

Replace policy IDDE "Driver Education" with recommended policy IHAN "Driver Training"

Add new policy IHAO "Environmental Education"

Add new policy IHAP "Consumer Education"

Replace policy IDDD "Gifted Students" with recommended policy IHBB "Gifted and Talented Education"

Replace policy IDDC "Homebound Instruction" with recommended policy IHBF "Homebound Instruction"

Replace policy IDCE "Advanced College Placement Programs" with recommended policy IHCD "Advanced College Placement"

Replace Administrative Rule IDCE-R "Advanced College Placement Programs" with recommended Administrative Rule IHCD-R "Advanced College Placement"

Add new policy IHCF "Childcare Programs"

Replace policy IDG "Adult Education Program" with recommended policy IHD "Adult/Community Education"

Add new policy IIA "Grouping for Instruction"

Replace policy IEC "Class Size" with recommended policy IIB "Class Size"

Replace Administrative Rule IEC-R "Class Size" with recommended Administrative Rule IIB-R "Class Size"

Replace policy IFBD "School Library Media Centers" with recommended policy IJL "Library/Media Center Materials Selection and Adoption"
Replace policies IFCB "Field Trips", IFCB-E(1) "Field Trip Request", IFCB-E(2) "Field Trip Permission Form – Day Trip", IFCB-E(3) "Field Trip Permission Form – Overnight Trip" and IFCB-E(4) Permission Form to Drive a Private Vehicle on Field Trip" with recommended policies IJOA "Field Trips", IJOA-E(1) "Field Trip Request", IJOA-E(2) "Field Trip Permission Form – Day Trip", IJOA-E(3) Field Trip Permission Form-Overnight Trip" and IJOA-E(4) Permission Form to Drive a Private Vehicle on Field Trip"

16. Adjourn at **9:30 p.m.**

FOR YOUR INFORMATION

17. The next regular scheduled board meeting will be February 13, 2012 at Lake Murray Elementary School.

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



Minutes/January 9, 2012

The Board of Trustees of School District Five of Lexington and Richland Counties met at Harbison West 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
Dr. Karl Fulmer, Chief Financial Services Officer
Mr. Michael Harris, Director of Student Services
Mr. Keith McAlister, Director of New Design and Construction

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

The Invocation was given by Reverend John Shelton, NewSpring Church-Columbia Campus. The Pledge of Allegiance was led by Kylan Brantley, a fourth grade student at Harbison West Elementary School.

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

A welcome and overview of Harbison West Elementary School was given by Mrs. Kim Benson, PTO president, Mrs. Bunnie Ward, SIC chair, Dr. Barbara Brockhard, principal, and the Trash Can Band.

During the superintendent's report, Dr. Hefner presented a Review of 2011, update #4 on the Vision 2015; Dr. Fulmer presented an update on the cost of legal appeals at Chapin High School (Exhibit B), and gave a presentation on the budget calendar for 2012-2013 (Exhibit C); Missy Wall-Mitchell presented the Dropout report for 2010-22 (Exhibit D) and Helen Anderson presented an update on the magnet programs at Leaphart Elementary, Harbison West Elementary, Irmo High and Dutch Fork High.

No one spoke during public participation.

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

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of January 9, 2012

	B A U M G A R D N E R	G A N 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: a) selected employment items (Exhibit A)	X	X	X	X	X	X	A
2. M. Watson S. Baumgardner Approve the agenda	X	X	X	X	X	X	X
3. M. Murphy S. Turner My Chapin High School documents that reflect that Chapin High School is not being expanded to 1700 be reflected in the September and October 2011 minutes in legible form Motion withdrawn							
4. M. Hammond S. Turner Because Dr. Hefner's high school is dependent upon students choosing to attend and his vision to connect it to the CATE Center, I move we postpone the vote until March or April in order to have accurate enrollment numbers at the CATE Center and these numbers and course selections can be used to assist our administration in promoting and successfully implementing the new magnet school	No	No	X	X	X	No	No
5. M. Watson S. Baumgardner Approve the selected employment items (Exhibit A)	X	X	X	X	X	X	X
6. M. Baumgardner S. Watson Approve the minutes of the December 12, 2011 board meeting	X	X	X	X	X	X	X
7. M. Watson S. Baumgardner Adjourn at 10 p.m.	X	X	X	X	X	X	X

A = Absent
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For the Record by Ed White, January 9, 2012

To state that this vote to delay the vote on the new high school was made with a full discussion that it would increase the cost and would take more money out of projects.

Attachment 1 is included with
the minutes of the 1-9-12
meeting, at the request of Board member
Ed White
pursuant to S.C. Code Ann. § 30-4-80(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

Statement for the Record by Jim Turner, January 9, 2012

Mr. White's statement for the record that by delaying the vote on the new magnet school would cost the District more money, while perhaps true, it is Mr. White's opinion.

Attachment 2 is included with
the minutes of the 1-9-12
meeting, at the request of Board member
Jim Turner
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.

For the Record by Ellen Baumgardner, January 9, 2012


The opinion stated by Ms. Murphy is only of Ms. Murphy. It does not reflect any opinion of any stated professional including architects, engineers and countless others and the courts. It has no basis in fact.

Attachment 3 is included with
the minutes of the 1-9-12
meeting, at the request of Board member
Ellen Baumgardner
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.



January 17, 2012

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 \$12.2 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's management company estimated construction costs for the renovations and additions to Chapin High School to be approximately \$38,000,000 with a 15% market adjustment to \$32,300,000 based on current market conditions and economy. Due to litigation and contested permits, the project was delayed. Bids were received on November 3, 2011. The low bid for the project was \$43,400,000. This bid is consistent with the current market based on recently received bids in neighboring school districts.

We now know that the litigation and contested permits delaying construction have increased construction costs by approximately \$11,100,000.

- 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 \$551,495. In addition, the District has been billed \$251,101 to date relating to the permit protests.
- Architectural fees currently total \$131,267.
- To date, total staff time devoted to the wetlands litigation is approximately 1223.5 hours or \$69,210.
- To date, fees for Tidewater Environmental Services total \$37,809.

Dr. Stephen Hefner
January 17, 2012
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.

DECEMBER 2011 REVENUE

SCHOOL DISTRICT 5 LEXINGTON/RICHLAND CO
REVENUE BUDGET REPORT BY ACCOUNT
FY 2011-2012
CURRENT PERIOD: DECEMBER 2011

	FY 2011-2012 Original Budget	Current Month	Year to Date Revenue	Remaining Balance
Revenue From Local Sources:				
11100 Tax Levies	\$ 40,349,649.00	\$ 6,902,824.07	\$ 9,866,737.40	\$ 30,482,911.60
11120 Vehicle Taxes	\$ 7,819,315.00	\$ 336,875.76	\$ 4,007,021.05	\$ 3,812,293.95
11130 Current Tax Penalties	\$ 310,000.00	\$ 226,066.31	\$ 1,100,308.82	\$ (790,308.82)
11400 Delinquent Taxes & Penalties	\$ 1,400,000.00	\$ 33,909.40	\$ 179,278.91	\$ 1,220,721.09
12800 Revenue in Lieu of Taxes	\$ 416,169.00	\$ -	\$ -	\$ 416,169.00
15100 Interest on Investments	\$ 100,000.00	\$ 74.26	\$ 24,565.42	\$ 75,434.58
17400 Student Fees	\$ 50,000.00	\$ 729.70	\$ 79,199.77	\$ (29,199.77)
19100 Rentals	\$ 50,000.00	\$ 5,577.90	\$ 24,052.90	\$ 25,947.10
19930 Insurance Settlements	\$ -	\$ -	\$ -	\$ -
19500 Refund of Prior Year Expenditures	\$ 5,000.00	\$ -	\$ 5,162.69	\$ (162.69)
19990 Other Local Revenue	\$ 10,000.00	\$ 634.09	\$ 60,072.69	\$ (50,072.69)
Total Local Revenue	\$ 50,510,133.00	\$ 7,506,691.49	\$ 15,346,399.65	\$ 35,163,733.35
Revenue From State Sources:				
31290 Consolidated Funds	\$ -	\$ -	\$ -	\$ -
31600 School Bus Driver Salaries	\$ 537,739.00	\$ 57,445.90	\$ 256,559.70	\$ 281,179.30
31800 Fringe Benefits Contributions	\$ 12,504,822.00	\$ 1,045,882.77	\$ 6,275,296.67	\$ 6,229,525.33
31810 Retiree Insurance	\$ 2,700,578.00	\$ 224,495.72	\$ 1,348,631.67	\$ 1,351,946.33
33000 Education Finance Act	\$ 29,037,292.00	\$ 2,428,337.57	\$ 14,570,025.31	\$ 14,467,266.69
38100 Act 388 - One Cent Prop. Tax Relief	\$ 27,996,015.00	\$ -	\$ 5,599,203.00	\$ 22,396,812.00
38100 Reimbursement For Prop. Tax Relief	\$ 10,580,071.00	\$ 9,522,063.94	\$ 9,522,063.94	\$ 1,058,007.06
38200 Homestead Exemption	\$ 1,758,200.00	\$ -	\$ -	\$ 1,758,200.00
38300 Merchant's Inventory Tax	\$ 213,955.00	\$ -	\$ 106,977.56	\$ 106,977.44
38400 Manufacturer's Depreciation Reimbursement	\$ 303,663.00	\$ -	\$ -	\$ 303,663.00
38900 Motor Carrier Revenue	\$ 125,000.00	\$ 2,166.57	\$ 86,879.07	\$ 38,120.93
39900 Other State Revenue	\$ 67,944.00	\$ -	\$ -	\$ 67,944.00
Total State Revenue	\$ 85,825,279.00	\$ 13,280,392.47	\$ 37,765,636.92	\$ 48,059,642.08
Transfer From Other Funds				
52800 Indirect Costs Transfer	\$ 600,000.00	\$ -	\$ 51,313.74	\$ 548,686.26
52300 Transfer from EIA	\$ 2,452,880.00	\$ -	\$ 196,938.39	\$ 2,255,941.61
Total Transfers	\$ 3,052,880.00	\$ -	\$ 248,252.13	\$ 2,804,627.87
Federal Stimulus Funds	\$ -	\$ -	\$ -	\$ -
19999 Operational Balance	\$ 2,935,628.00	\$ -	\$ -	\$ 2,935,628.00
Total	\$ 142,323,920.00	\$ 20,787,083.96	\$ 53,360,288.70	\$ 88,963,631.30

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

REVENUE BUDGET REPORT

CURRENT PERIOD: 12/01/2011 TO 12/31/2011

<u>ACCOUNT</u>	<u>BUDGETED REVENUE</u>	<u>CURRENT REVENUE</u>	<u>YEAR TO DATE REVENUE</u>	<u>REMAINING BALANCE</u>
GENERAL FUND				
100-001-110-0000-00 LEVIES - CUR. OPERATION	27,841,258.00	6,902,570.34	9,198,521.29	18,642,736.71
100-001-110-0001-00 LEX. CO. VEHICLE TAXES	4,066,044.00	336,875.76	2,279,571.50	1,786,472.50
100-001-110-0002-00 STATE SALES & USE TAX C	0.00	253.73	701.77	-701.77
100-001-110-0003-00 RICH. CO. CURRENT TAXE	12,508,391.00	0.00	667,514.34	11,840,876.66
100-001-110-0005-00 LEX. CO. DELINQUENT TA	784,000.00	226,066.31	860,212.86	-76,212.86
100-001-110-0006-00 RICH. CO. DELINQUENT T	616,000.00	0.00	240,095.96	375,904.04
100-001-110-0007-00 RICH. CO. VEHICLE TAXES	3,753,271.00	0.00	1,727,449.55	2,025,821.45
100-001-140-0000-00 PENALTIES/INTEREST - LE	179,800.00	33,909.40	129,133.23	50,666.77
100-001-140-0001-00 PENALTIES/INTEREST - RI	130,200.00	0.00	50,145.68	80,054.32
100-001-280-0000-00 FEE IN LIEU OF TAXES - LE	416,169.00	0.00	0.00	416,169.00
100-001-310-1000-00 INSTRUCTIONAL FEES - T	0.00	729.70	2,603.79	-2,603.79
100-001-350-0003-00 SUMMER SCHOOL TUITIO	0.00	0.00	985.00	-985.00
100-001-510-0000-00 INTEREST ON INVESTMEN	100,000.00	74.26	24,565.42	75,434.58
100-001-740-0000-00 REVENUE - STUDENT FEES	50,000.00	0.00	75,610.98	-25,610.98
100-001-910-0000-00 RENTALS OF PROPERTIES	50,000.00	0.00	0.00	50,000.00
100-001-950-0000-00 REFUND ON PRIOR YEAR'S	5,000.00	0.00	3,957.90	1,042.10
100-001-950-0001-00 REFUND OF PRIOR YEAR -	0.00	0.00	1,204.79	-1,204.79
100-001-990-0000-00 MISC. LOCAL REVENUE	10,000.00	629.09	59,450.69	-49,450.69
100-001-990-0008-00 MISC REVENUE-FACILITIE	0.00	5,577.90	24,052.90	-24,052.90
100-001-999-0000-00 ALLOC. OF BEGIN. FUND E	2,935,628.00	0.00	0.00	2,935,628.00
100-003-160-0000-00 BUS DRIVERS SALARY	537,739.00	57,445.90	198,188.36	339,550.64
100-003-162-0000-00 BUS DRIVERS WORKERS C	0.00	0.00	58,371.34	-58,371.34
100-003-180-0000-00 FRINGE BENEFITS - EMPLC	12,504,822.00	1,045,882.77	6,275,296.67	6,229,525.33
100-003-181-0000-00 RETIREE FRINGE - EMPLO	2,700,578.00	224,495.72	1,348,631.67	1,351,946.33
100-003-310-0000-00 EFA REVENUE TOTALS	29,037,292.00	0.00	0.00	29,037,292.00
100-003-311-0000-00 EFA REVENUE - KINDERG	0.00	143,269.70	859,618.19	-859,618.19
100-003-312-0000-00 EFA REVENUE - PRIMARY	0.00	421,225.06	2,527,350.36	-2,527,350.36
100-003-313-0000-00 EFA REVENUE - ELEMENT.	0.00	667,167.00	4,003,001.95	-4,003,001.95
100-003-314-0000-00 EFA REVENUE - SECONDA	0.00	226,209.99	1,357,259.92	-1,357,259.92
100-003-315-0000-00 EFA REVENUE - T.M.H.	0.00	8,987.74	53,926.42	-53,926.42
100-003-316-0000-00 EFA REVENUE - SPEECH	0.00	224,174.18	1,345,045.07	-1,345,045.07
100-003-317-0000-00 EFA REVENUE - HOMEBO	0.00	10,794.92	64,769.52	-64,769.52
100-003-321-0000-00 EFA REVENUE - EMOTION.	0.00	23,382.05	140,292.30	-140,292.30
100-003-322-0000-00 EFA REVENUE - E.M.H.	0.00	10,216.57	61,299.42	-61,299.42
100-003-323-0000-00 EFA REVENUE - L.D.	0.00	152,000.96	912,005.76	-912,005.76
100-003-324-0000-00 EFA REVENUE - HEARING	0.00	8,296.92	49,781.52	-49,781.52
100-003-325-0000-00 EFA REVENUE - VISUALLY	0.00	4,777.84	28,667.04	-28,667.04
100-003-326-0000-00 EFA REVENUE - ORTHOPE	0.00	4,587.54	27,525.24	-27,525.24

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

REVENUE BUDGET REPORT

CURRENT PERIOD: 12/01/2011 TO 12/31/2011

ACCOUNT	BUDGETED REVENUE	CURRENT REVENUE	YEAR TO DATE REVENUE	REMAINING BALANCE
100-003-327-0000-00 EFA REVENUE - VOCATION	0.00	481,468.97	2,888,813.82	-2,888,813.82
100-003-331-0000-00 EFA REVENUE - AUTISM	0.00	41,778.13	250,668.78	-250,668.78
100-003-810-0000-00 PROPERTY TAX RELIEF RI	6,611,007.00	5,949,906.73	5,949,906.73	661,100.27
100-003-810-0001-00 PROPERTY TAX RELIEF RI	3,969,064.00	3,572,157.21	3,572,157.21	396,906.79
100-003-820-0000-00 HOMESTEAD EXEMPTION	1,230,740.00	0.00	0.00	1,230,740.00
100-003-820-0001-00 HOMESTEAD EXEMPTION	527,460.00	0.00	0.00	527,460.00
100-003-825-0000-00 TIER III PROPERTY TAX RI	27,996,015.00	0.00	5,599,203.00	22,396,812.00
100-003-830-0000-00 MERCHANTS INV TAX RELI	196,881.00	0.00	98,440.40	98,440.60
100-003-830-0001-00 MERCHANT INV TAX RELI	17,074.00	0.00	8,537.16	8,536.84
100-003-840-0000-00 MANUFACTURERS DEPR R	300,626.00	0.00	0.00	300,626.00
100-003-840-0001-00 MANUFACTURERS DEPR R	3,037.00	0.00	0.00	3,037.00
100-003-890-0000-00 MOTOR CARRIER VEH TAX	87,500.00	2,166.57	61,672.31	25,827.69
100-003-890-0001-00 MOTOR CARRIER VEH TAX	37,500.00	0.00	25,206.76	12,293.24
100-003-990-0000-00 OTHER STATE REVENUE	67,944.00	0.00	0.00	67,944.00
100-005-230-0000-00 TRANSFER FROM EIA FUN	2,452,880.00	0.00	196,938.39	2,255,941.61
100-005-280-0000-00 TRANS FROM OTHER FUN	600,000.00	0.00	51,313.74	548,686.26
100-005-300-0001-00 SALE OF FIXED ASSET	0.00	5.00	622.00	-622.00
100 GENERAL FUND	142,323,920.00	20,787,083.96	53,360,288.70	88,963,631.30
	142,323,920.00	20,787,083.96	53,360,288.70	88,963,631.30

DECEMBER 2011 EXPENDITURES

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE BUDGET REPORT

CURRENT PERIOD: 12/01/2011 TO 12/31/2011

<u>ACCOUNT</u>	<u>BUDGETED EXPENDITURE</u>	<u>CURRENT EXPENDITURE</u>	<u>YEAR TO DATE EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>	<u>PCT</u>
KINDERGARTEN PROGRAMS-K5						
1 Salaries & Bonuses	4,365,581.18	351,506.20	1,592,313.65	0.00	2,773,267.53	64
2 Fringe Benefits	1,561,213.81	119,436.20	564,855.43	0.00	996,358.38	64
3 Contracted Services	750.00	0.00	72.00	0.00	678.00	90
4 Supplies & Materials, etc	55,920.00	1,712.03	31,329.08	394.37	24,196.55	43
111 KINDERGARTEN PROGRAMS-K5	5,983,464.99	472,654.43	2,188,570.16	394.37	3,794,500.46	63
PRIMARY PROGRAMS(1-3)						
1 Salaries & Bonuses	11,540,029.92	979,062.96	4,440,211.62	0.00	7,099,818.30	62
2 Fringe Benefits	4,488,057.56	308,187.56	1,439,520.97	0.00	3,048,536.59	68
3 Contracted Services	4,100.00	0.00	1,660.00	0.00	2,440.00	60
4 Supplies & Materials, etc	192,846.00	7,780.61	107,677.47	3,152.39	82,016.14	43
112 PRIMARY PROGRAMS(1-3)	16,225,033.48	1,295,031.13	5,989,070.06	3,152.39	10,232,811.03	63
ELEMENTARY PROGRAMS(4-8)						
1 Salaries & Bonuses	19,295,180.83	1,588,487.09	7,164,928.23	0.00	12,130,252.60	63
2 Fringe Benefits	6,420,527.32	499,424.24	2,342,888.00	0.00	4,077,639.32	64
3 Contracted Services	6,200.00	0.00	59,596.94	0.00	-53,396.94	-861
4 Supplies & Materials, etc	325,998.00	22,119.45	189,748.19	22,806.13	113,443.68	35
113 ELEMENTARY PROGRAMS(4-8)	26,047,906.15	2,110,030.78	9,757,161.36	22,806.13	16,267,938.66	62
HIGH SCHOOL PROGRAM(9-12)						
1 Salaries & Bonuses	13,798,284.89	1,148,489.82	5,275,405.80	0.00	8,522,879.09	62
2 Fringe Benefits	4,421,600.91	350,057.82	1,656,989.07	0.00	2,764,611.84	63
3 Contracted Services	137,450.00	27,745.52	58,279.42	50,800.00	28,370.58	21
4 Supplies & Materials, etc	414,468.20	39,168.97	247,593.38	26,131.29	140,743.53	34
6 Insurance, Principal, etc	6,065.00	0.00	0.00	0.00	6,065.00	100
114 HIGH SCHOOL PROGRAM(9-12)	18,777,869.00	1,565,462.13	7,238,267.67	76,931.29	11,462,670.04	61
CATE-VOCATIONAL PROGRAMS						
1 Salaries & Bonuses	2,166,993.02	164,317.83	763,420.68	0.00	1,403,572.34	65
2 Fringe Benefits	702,079.37	51,247.48	242,879.91	0.00	459,199.46	65
3 Contracted Services	787.00	0.00	385.56	0.00	401.44	51
4 Supplies & Materials, etc	35,304.00	1,899.55	13,596.28	2,188.48	19,519.24	55
115 CATE-VOCATIONAL PROGRAMS	2,905,163.39	217,464.86	1,020,282.43	2,188.48	1,882,692.48	65
EDUCABLE MENTALY HANDICAP						
1 Salaries & Bonuses	534,808.40	47,373.80	213,286.26	0.00	321,522.14	60
2 Fringe Benefits	178,184.04	14,968.26	70,283.84	0.00	107,900.20	61

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE BUDGET REPORT

CURRENT PERIOD: 12/01/2011 TO 12/31/2011

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
4 Supplies & Materials, etc	1,550.00	64.24	599.03	0.00	950.97	61
121 EDUCABLE MENTALLY HANDICAP	714,542.44	62,406.30	284,169.13	0.00	430,373.31	60
TRAINABLE MENTALLY HANDIC						
1 Salaries & Bonuses	567,917.10	53,790.09	234,854.73	0.00	333,062.37	59
2 Fringe Benefits	212,915.30	18,188.19	84,113.62	0.00	128,801.68	60
4 Supplies & Materials, etc	1,300.00	137.59	337.98	0.00	962.02	74
122 TRAINABLE MENTALLY HANDIC	782,132.40	72,115.87	319,306.33	0.00	462,826.07	59
ORTHOPEDICALLY HANDICAP						
1 Salaries & Bonuses	283,232.05	12,411.44	54,065.93	0.00	229,166.12	81
2 Fringe Benefits	89,323.47	3,953.26	18,085.29	0.00	71,238.18	80
4 Supplies & Materials, etc	428.00	0.00	0.00	0.00	428.00	100
123 ORTHOPEDICALLY HANDICAP	372,983.52	16,364.70	72,151.22	0.00	300,832.30	81
VISUALLY HANDICAPPED						
1 Salaries & Bonuses	127,887.50	9,573.88	43,082.46	0.00	84,805.04	66
2 Fringe Benefits	38,561.34	2,822.40	12,397.67	0.00	26,163.67	68
4 Supplies & Materials, etc	605.00	81.14	332.83	0.00	272.17	45
124 VISUALLY HANDICAPPED	167,053.84	12,477.42	55,812.96	0.00	111,240.88	67
HEARING HANDICAPPED						
1 Salaries & Bonuses	177,637.00	11,160.96	50,224.32	0.00	127,412.68	72
2 Fringe Benefits	58,789.97	4,035.21	18,604.57	0.00	40,185.40	68
4 Supplies & Materials, etc	355.00	0.00	32.07	0.00	322.93	91
125 HEARING HANDICAPPED	236,781.97	15,196.17	68,860.96	0.00	167,921.01	71
SPEECH HANDICAPPED						
1 Salaries & Bonuses	1,098,324.40	88,538.46	399,174.87	0.00	699,149.53	64
2 Fringe Benefits	350,286.93	27,670.38	128,586.45	0.00	221,700.48	63
3 Contracted Services	75,000.00	4,662.00	25,936.50	0.00	49,063.50	65
4 Supplies & Materials, etc	6,703.00	54.86	1,654.97	328.25	4,719.78	70
126 SPEECH HANDICAPPED	1,530,314.33	120,925.70	555,352.79	328.25	974,633.29	64
LEARNING DISABILITIES						
1 Salaries & Bonuses	3,742,693.70	315,127.14	1,411,010.50	0.00	2,331,683.20	62
2 Fringe Benefits	1,216,171.53	97,920.57	449,786.40	0.00	766,385.13	63
3 Contracted Services	786.00	0.00	786.00	0.00	0.00	0
4 Supplies & Materials, etc	18,337.55	1,266.53	12,662.97	862.83	4,811.75	26
127 LEARNING DISABILITIES	4,977,988.78	414,314.24	1,874,245.87	862.83	3,102,880.08	62

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE BUDGET REPORT

CURRENT PERIOD: 12/01/2011 TO 12/31/2011

<u>ACCOUNT</u>	<u>BUDGETED EXPENDITURE</u>	<u>CURRENT EXPENDITURE</u>	<u>YEAR TO DATE EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>	<u>PCT</u>
EMOTIONALLY HANDICAPPED						
1 Salaries & Bonuses	774,494.80	70,067.33	314,130.22	0.00	460,364.58	59
2 Fringe Benefits	285,474.63	24,346.60	113,275.02	0.00	172,199.61	60
4 Supplies & Materials, etc	2,750.00	0.00	829.52	0.00	1,920.48	70
128 EMOTIONALLY HANDICAPPED	1,062,719.43	94,413.93	428,234.76	0.00	634,484.67	60
CEISEARLY INTERVENING SVC						
1 Salaries & Bonuses	279,859.14	23,201.52	100,659.90	0.00	179,199.24	64
2 Fringe Benefits	95,980.82	7,379.62	33,285.41	0.00	62,695.41	65
129 CEISEARLY INTERVENING SVC	375,839.96	30,581.14	133,945.31	0.00	241,894.65	64
PRE-SCHL HAND SPEECH 3-4						
4 Supplies & Materials, etc	300.00	0.00	77.72	0.00	222.28	74
135 PRE-SCHL HAND SPEECH 3-4	300.00	0.00	77.72	0.00	222.28	74
PRESCH HAND ITINERANT 3-4						
1 Salaries & Bonuses	10,778.40	913.06	4,108.76	0.00	6,669.64	62
2 Fringe Benefits	3,765.16	289.57	1,348.85	0.00	2,416.31	64
136 PRESCH HAND ITINERANT 3-4	14,543.56	1,202.63	5,457.61	0.00	9,085.95	62
PRE-SCHL HAND SELF-CONT 3						
1 Salaries & Bonuses	834,065.11	72,145.53	325,390.90	0.00	508,674.21	61
2 Fringe Benefits	316,108.17	25,314.50	118,932.79	0.00	197,175.38	62
4 Supplies & Materials, etc	400.00	0.00	146.67	0.00	253.33	63
137 PRE-SCHL HAND SELF-CONT 3	1,150,573.28	97,460.03	444,470.36	0.00	706,102.92	61
PRE-SCHL HAND HOMEBASED 3						
1 Salaries & Bonuses	7,949.10	677.28	3,047.75	0.00	4,901.35	62
2 Fringe Benefits	2,712.52	215.24	1,002.72	0.00	1,709.80	63
4 Supplies & Materials, etc	400.00	0.00	115.04	0.00	284.96	71
138 PRE-SCHL HAND HOMEBASED 3	11,061.62	892.52	4,165.51	0.00	6,896.11	62
FOUR YEAR OLD EARLY CHILD						
1 Salaries & Bonuses	546,157.25	45,504.86	205,138.19	0.00	341,019.06	62
2 Fringe Benefits	194,360.57	15,492.47	72,754.38	0.00	121,606.19	63
3 Contracted Services	1,195.00	0.00	82.25	0.00	1,112.75	93
4 Supplies & Materials, etc	100.00	0.00	0.00	0.00	100.00	100
139 FOUR YEAR OLD EARLY CHILD	741,812.82	60,997.33	277,974.82	0.00	463,838.00	63
GIFTED & TALENTED ACADEM						
1 Salaries & Bonuses	358,561.58	40,623.41	173,203.15	0.00	185,358.43	52

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE BUDGET REPORT

CURRENT PERIOD: 12/01/2011 TO 12/31/2011

<u>ACCOUNT</u>	<u>BUDGETED EXPENDITURE</u>	<u>CURRENT EXPENDITURE</u>	<u>YEAR TO DATE EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>	<u>PCT</u>
2 Fringe Benefits	121,247.83	13,597.43	60,610.13	0.00	60,637.70	50
141 GIFTED & TALENTED ACADEM	479,809.41	54,220.84	233,813.28	0.00	245,996.13	51
ADVANCED PLACEMENT						
1 Salaries & Bonuses	666,857.47	52,497.02	235,466.59	0.00	431,390.88	65
2 Fringe Benefits	202,702.79	15,966.86	74,018.55	0.00	128,684.24	63
143 ADVANCED PLACEMENT	869,560.26	68,463.88	309,485.14	0.00	560,075.12	64
HOMEBOUND						
1 Salaries & Bonuses	123,503.00	12,739.50	38,950.00	0.00	84,553.00	68
2 Fringe Benefits	13,795.54	2,678.87	8,188.18	0.00	5,607.36	41
3 Contracted Services	11,800.00	350.00	2,325.00	0.00	9,475.00	80
145 HOMEBOUND	149,098.54	15,768.37	49,463.18	0.00	99,635.36	67
GIFTED & TALENTED ARTISTC						
1 Salaries & Bonuses	3,369.24	161.76	727.92	0.00	2,641.32	78
2 Fringe Benefits	813.27	41.37	189.29	0.00	623.98	77
148 GIFTED & TALENTED ARTISTC	4,182.51	203.13	917.21	0.00	3,265.30	78
PPPSC-OTHER SPEC PROG						
1 Salaries & Bonuses	1,038,452.74	39,149.14	219,084.73	0.00	819,368.01	79
2 Fringe Benefits	272,544.80	13,227.60	67,696.82	0.00	204,847.98	75
149 PPPSC-OTHER SPEC PROG	1,310,997.54	52,376.74	286,781.55	0.00	1,024,215.99	78
AUTISM						
1 Salaries & Bonuses	834,307.08	73,494.93	339,171.20	0.00	495,135.88	59
2 Fringe Benefits	318,796.32	26,471.56	125,433.35	0.00	193,362.97	61
4 Supplies & Materials, etc	2,776.00	798.00	1,439.16	18.18	1,318.66	48
161 AUTISM	1,155,879.40	100,764.49	466,043.71	18.18	689,817.51	60
HIGH SCH SUMMER SCH 9-12						
1 Salaries & Bonuses	30,000.00	0.00	375.00	0.00	29,625.00	99
2 Fringe Benefits	0.00	0.00	82.23	0.00	-82.23	0
173 HIGH SCH SUMMER SCH 9-12	30,000.00	0.00	457.23	0.00	29,542.77	98
ADULT ED BASIC EDUC PROG						
1 Salaries & Bonuses	167,624.00	12,568.68	69,966.69	0.00	97,657.31	58
2 Fringe Benefits	54,336.44	3,829.89	22,678.25	0.00	31,658.19	58
3 Contracted Services	2,100.00	23.35	940.51	0.00	1,159.49	55
181 ADULT ED BASIC EDUC PROG	224,060.44	16,421.92	93,585.45	0.00	130,474.99	58
ADULT ED SECONDARY EDUC						

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE BUDGET REPORT

CURRENT PERIOD: 12/01/2011 TO 12/31/2011

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
3 Contracted Services	500.00	0.00	70.00	0.00	430.00	86
4 Supplies & Materials, etc	10,660.00	2,438.21	4,522.35	818.55	5,319.10	50
182 ADULT ED SECONDARY EDUC	11,160.00	2,438.21	4,592.35	818.55	5,749.10	52
PUPIL ACTIVITY-INSTRUCTL						
1 Salaries & Bonuses	399,935.64	35,432.61	148,057.06	0.00	251,878.58	63
2 Fringe Benefits	87,925.46	7,495.99	32,293.35	0.00	55,632.11	63
6 Insurance, Principal, etc	28,373.00	1,147.10	3,079.21	0.00	25,293.79	89
190 PUPIL ACTIVITY-INSTRUCTL	516,234.10	44,075.70	183,429.62	0.00	332,804.48	64
ATTENDANCE & SOCIAL WORK						
1 Salaries & Bonuses	885,568.20	68,101.86	336,629.36	0.00	548,938.84	62
2 Fringe Benefits	333,271.78	24,997.96	125,489.29	0.00	207,782.49	62
3 Contracted Services	13,000.00	93.25	1,180.00	0.00	11,820.00	91
4 Supplies & Materials, etc	8,249.00	234.78	1,026.78	246.50	6,975.72	85
211 ATTENDANCE & SOCIAL WORK	1,240,088.98	93,427.85	464,325.43	246.50	775,517.05	63
GUIDANCE SVCS						
1 Salaries & Bonuses	2,876,100.41	241,795.96	1,202,196.23	0.00	1,673,904.18	58
2 Fringe Benefits	900,692.01	73,041.90	371,335.29	0.00	529,356.72	59
3 Contracted Services	6,830.00	51.00	404.00	0.00	6,426.00	94
4 Supplies & Materials, etc	19,884.00	154.08	5,509.54	7.48	14,366.98	72
212 GUIDANCE SVCS	3,803,506.42	315,042.94	1,579,445.06	7.48	2,224,053.88	58
HEALTH SVCS						
1 Salaries & Bonuses	1,306,194.36	98,255.78	448,612.31	0.00	857,582.05	66
2 Fringe Benefits	358,871.28	29,624.01	136,747.11	0.00	222,124.17	62
3 Contracted Services	475.00	150.00	207.00	225.00	43.00	9
4 Supplies & Materials, etc	22,450.19	1,012.05	6,737.09	71.94	15,641.16	70
213 HEALTH SVCS	1,687,990.83	129,041.84	592,303.51	296.94	1,095,390.38	65
PSYCHOLOGICAL SVCS						
1 Salaries & Bonuses	1,056,026.20	75,736.88	381,777.34	0.00	674,248.86	64
2 Fringe Benefits	290,495.90	21,462.92	108,012.98	0.00	182,482.92	63
3 Contracted Services	6,000.00	11.23	919.91	0.00	5,080.09	85
4 Supplies & Materials, etc	6,562.00	0.00	6,423.80	0.00	138.20	2
214 PSYCHOLOGICAL SVCS	1,359,084.10	97,211.03	497,134.03	0.00	861,950.07	63
CAREER SPEC. SERVICES						
1 Salaries & Bonuses	110,101.01	7,701.44	32,098.56	0.00	78,002.45	71
2 Fringe Benefits	45,274.24	2,723.50	12,096.28	0.00	33,177.96	73

	BUDGETED	CURRENT	YEAR TO DATE		REMAINING	
ACCOUNT	EXPENDITURE	EXPENDITURE	EXPENDITURE	ENCUMBRANCE	BALANCE	PCT
4 Supplies & Materials, etc	1,050.00	0.00	0.00	60.00	990.00	94
217 CAREER SPEC. SERVICES	156,425.25	10,424.94	44,194.84	60.00	112,170.41	72
IMPROV INSTRUCT-CURR DEV						
1 Salaries & Bonuses	3,512,186.26	277,191.90	1,508,708.59	0.00	2,003,477.67	57
2 Fringe Benefits	919,871.89	76,846.01	424,367.08	0.00	495,504.81	54
3 Contracted Services	458,590.00	42,979.82	198,099.37	10,706.43	249,784.20	54
4 Supplies & Materials, etc	206,777.00	1,788.34	81,936.76	52,608.44	72,231.80	35
6 Insurance, Principal, etc	1,650.00	0.00	671.44	0.00	978.56	59
221 IMPROV INSTRUCT-CURR DEV	5,099,075.15	398,806.07	2,213,783.24	63,314.87	2,821,977.04	55
LIBRARY & MEDIA SERVICES						
1 Salaries & Bonuses	1,894,826.00	156,146.34	704,569.65	0.00	1,190,256.35	63
2 Fringe Benefits	638,251.52	50,750.79	235,057.92	0.00	403,193.60	63
3 Contracted Services	800.00	0.00	100.00	0.00	700.00	88
4 Supplies & Materials, etc	318,695.45	9,623.46	108,351.15	50,200.79	160,143.51	50
222 LIBRARY & MEDIA SERVICES	2,852,572.97	216,520.59	1,048,078.72	50,200.79	1,754,293.46	61
SUPERVISION OF SPECI PROG						
1 Salaries & Bonuses	498,063.25	34,185.70	190,528.96	0.00	307,534.29	62
2 Fringe Benefits	126,928.55	8,997.69	50,312.58	0.00	76,615.97	60
3 Contracted Services	1,325.00	0.00	23.30	0.00	1,301.70	98
4 Supplies & Materials, etc	4,550.00	64.19	444.74	491.37	3,613.89	79
223 SUPERVISION OF SPECI PROG	630,866.80	43,247.58	241,309.58	491.37	389,065.85	62
IMPROV INSTRUCT-INSERV TR						
1 Salaries & Bonuses	6,450.00	420.00	4,300.00	0.00	2,150.00	33
2 Fringe Benefits	21.61	93.03	952.49	0.00	-930.88	-4,308
3 Contracted Services	65,954.00	4,177.35	41,306.37	995.00	23,652.63	36
4 Supplies & Materials, etc	3,682.00	255.96	1,266.01	150.00	2,265.99	62
224 IMPROV INSTRUCT-INSERV TR	76,107.61	4,946.34	47,824.87	1,145.00	27,137.74	36
BOARD OF EDUCATION						
1 Salaries & Bonuses	28,750.00	1,875.00	11,250.00	0.00	17,500.00	61
2 Fringe Benefits	4,026.76	285.84	1,715.25	0.00	2,311.51	57
3 Contracted Services	314,275.00	21,333.60	115,059.01	0.00	199,215.99	63
6 Insurance, Principal, etc	206,680.00	0.00	245,666.00	0.00	-38,986.00	-19
231 BOARD OF EDUCATION	553,731.76	23,494.44	373,690.26	0.00	180,041.50	33
OFFICE OF SUPERINTENDENT						

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	BUDGETED	CURRENT	YEAR TO DATE	REMAINING		
ACCOUNT	EXPENDITURE	EXPENDITURE	EXPENDITURE	ENCUMBRANCE	BALANCE	PCT
1 Salaries & Bonuses	260,386.00	22,088.84	133,243.67	0.00	127,142.33	49
2 Fringe Benefits	78,197.39	4,654.23	26,898.31	0.00	51,299.08	66
3 Contracted Services	12,000.00	675.70	3,147.98	0.00	8,852.02	74
4 Supplies & Materials, etc	10,470.00	47.55	3,357.17	0.00	7,112.83	68
6 Insurance, Principal, etc	6,100.00	0.00	965.50	0.00	5,134.50	84
232 OFFICE OF SUPERINTENDENT	367,153.39	27,466.32	167,612.63	0.00	199,540.76	54
SCHOOL ADMINISTRATION						
1 Salaries & Bonuses	7,046,337.16	608,209.61	3,333,964.68	0.00	3,712,372.48	53
2 Fringe Benefits	2,224,364.99	180,041.66	998,378.73	0.00	1,225,986.26	55
3 Contracted Services	184,908.00	5,882.29	66,572.98	30,859.32	87,475.70	47
4 Supplies & Materials, etc	200,212.50	12,267.39	97,450.64	8,456.24	94,305.62	47
5 Equip. & Improvements	4,953.00	67.91	3,533.64	0.00	1,419.36	29
6 Insurance, Principal, etc	47,637.50	280.00	23,733.00	365.00	23,539.50	49
233 SCHOOL ADMINISTRATION	9,708,413.15	806,748.86	4,523,633.67	39,680.56	5,145,098.92	53
STU TRANS FED/DIST MANDAT						
1 Salaries & Bonuses	1,660.00	131.46	688.94	0.00	971.06	58
2 Fringe Benefits	335.00	33.08	150.54	0.00	184.46	55
3 Contracted Services	2,200.00	0.00	0.00	0.00	2,200.00	100
251 STU TRANS FED/DIST MANDAT	4,195.00	164.54	839.48	0.00	3,355.52	80
FISCAL SERVICES						
1 Salaries & Bonuses	793,834.00	66,228.00	397,368.00	0.00	396,466.00	50
2 Fringe Benefits	265,576.79	20,011.21	121,131.46	0.00	144,445.33	54
3 Contracted Services	55,000.00	956.13	10,709.09	4,900.40	39,390.51	72
4 Supplies & Materials, etc	65,250.00	325.56	22,740.53	832.96	41,676.51	64
5 Equip. & Improvements	6,250.00	0.00	0.00	0.00	6,250.00	100
6 Insurance, Principal, etc	4,500.00	530.00	2,176.50	0.00	2,323.50	52
252 FISCAL SERVICES	1,190,410.79	88,050.90	554,125.58	5,733.36	630,551.85	53
OPER & MAINT OF PLANT						
1 Salaries & Bonuses	5,647,862.70	476,100.34	2,868,232.31	0.00	2,779,630.39	49
2 Fringe Benefits	2,301,934.91	173,587.58	1,048,495.33	0.00	1,253,439.58	54
3 Contracted Services	2,906,185.64	169,979.91	1,505,836.24	610,878.32	789,471.08	27
4 Supplies & Materials, etc	4,041,816.01	302,370.46	1,395,874.62	47,141.45	2,598,799.94	64
6 Insurance, Principal, etc	35,310.00	0.00	9,658.12	0.00	25,651.88	73
254 OPER & MAINT OF PLANT	14,933,109.26	1,122,038.29	6,828,096.62	658,019.77	7,446,992.87	50
PUPIL TRANSP STATE MANDAT						

SCHOOL DIST 5 LEXINGTON/RICHLAND CO**EXPENDITURE BUDGET REPORT****CURRENT PERIOD: 12/01/2011 TO 12/31/2011**

<u>ACCOUNT</u>	<u>BUDGETED EXPENDITURE</u>	<u>CURRENT EXPENDITURE</u>	<u>YEAR TO DATE EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>	<u>PCT</u>
1 Salaries & Bonuses	3,028,311.31	228,308.65	1,171,256.81	0.00	1,857,054.50	61
2 Fringe Benefits	875,758.79	57,989.66	301,888.93	0.00	573,869.86	66
3 Contracted Services	212,950.00	18,668.29	50,245.79	17,635.82	145,068.39	68
4 Supplies & Materials, etc	69,235.00	3,233.64	28,773.46	6,926.58	33,534.96	48
6 Insurance, Principal, etc	450.00	8.00	312.00	0.00	138.00	31
255 PUPIL TRANSP STATE MANDAT	4,186,705.10	308,208.24	1,552,476.99	24,562.40	2,609,665.71	62
INTERNAL SERVICES						
1 Salaries & Bonuses	360,698.26	29,629.50	183,539.31	0.00	177,158.95	49
2 Fringe Benefits	115,000.33	9,368.25	56,467.65	0.00	58,532.68	51
3 Contracted Services	658,540.00	50,826.81	263,601.98	101,439.64	293,498.38	45
4 Supplies & Materials, etc	46,030.00	-2,691.83	-10,844.33	169.73	56,704.60	123
257 INTERNAL SERVICES	1,180,268.59	87,132.73	492,764.61	101,609.37	585,894.61	50
SCHOOL SECURITY						
1 Salaries & Bonuses	69,523.00	5,793.58	34,761.48	0.00	34,761.52	50
2 Fringe Benefits	21,909.16	1,804.99	10,834.04	0.00	11,075.12	51
3 Contracted Services	502,407.00	7,904.99	22,409.95	18,783.88	461,213.17	92
258 SCHOOL SECURITY	593,839.16	15,503.56	68,005.47	18,783.88	507,049.81	85
INFORMATION SERVICES						
1 Salaries & Bonuses	211,724.00	17,983.66	108,612.59	0.00	103,111.41	49
2 Fringe Benefits	57,699.60	4,459.04	28,196.29	0.00	29,503.31	51
3 Contracted Services	60,560.29	716.80	5,770.54	4,404.30	50,385.45	83
4 Supplies & Materials, etc	32,898.71	2,896.22	13,692.43	3,366.66	15,839.62	48
6 Insurance, Principal, etc	13,835.00	289.57	2,527.58	0.00	11,307.42	82
263 INFORMATION SERVICES	376,717.60	26,345.29	158,799.43	7,770.96	210,147.21	56
STAFF SERVICES						
1 Salaries & Bonuses	448,916.04	44,468.09	246,149.37	0.00	202,766.67	45
2 Fringe Benefits	133,492.60	11,222.85	154,938.28	0.00	-21,445.68	-16
3 Contracted Services	65,750.00	4,292.41	14,690.71	16,368.00	34,691.29	53
4 Supplies & Materials, etc	63,824.00	1,900.39	38,403.99	185.50	25,234.51	40
6 Insurance, Principal, etc	825.00	0.00	420.00	0.00	405.00	49
264 STAFF SERVICES	712,807.64	61,883.74	454,602.35	16,553.50	241,651.79	34
TECH/DATA PROCESSING SVCS						
1 Salaries & Bonuses	1,369,361.37	90,224.78	502,987.92	0.00	866,373.45	63
2 Fringe Benefits	415,684.24	27,608.59	155,106.61	0.00	260,577.63	63
3 Contracted Services	157,489.82	8,832.50	110,703.94	5,566.33	41,219.55	26

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE BUDGET REPORT

CURRENT PERIOD: 12/01/2011 TO 12/31/2011

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
4 Supplies & Materials, etc	12,300.00	471.19	1,409.82	1,500.00	9,390.18	76
266 TECH/DATA PROCESSING SVCS	1,954,835.43	127,137.06	770,208.29	7,066.33	1,177,560.81	60
PUPIL SERVICE ACTIVITIES						
1 Salaries & Bonuses	1,223,701.89	104,771.85	599,362.42	0.00	624,339.47	51
2 Fringe Benefits	317,257.29	26,116.21	142,983.34	0.00	174,273.95	55
3 Contracted Services	18,200.00	0.00	90.00	0.00	18,110.00	100
271 PUPIL SERVICE ACTIVITIES	1,559,159.18	130,888.06	742,435.76	0.00	816,723.42	52
OTHER COMMUNITY SVCS						
3 Contracted Services	30,960.00	0.00	3,600.00	0.00	27,360.00	88
4 Supplies & Materials, etc	6,800.00	0.00	0.00	0.00	6,800.00	100
390 OTHER COMMUNITY SVCS	37,760.00	0.00	3,600.00	0.00	34,160.00	90
PYMT STATE DEPT OF EDUC						
7 Transfers & Payments	25,000.00	0.00	0.00	0.00	25,000.00	100
411 PYMT STATE DEPT OF EDUC	25,000.00	0.00	0.00	0.00	25,000.00	100
PYMT OTHER GOVERNMT UNITS						
7 Transfers & Payments	152,200.00	1,882.20	33,439.45	0.00	118,760.55	78
412 PYMT OTHER GOVERNMT UNITS	152,200.00	1,882.20	33,439.45	0.00	118,760.55	78
PYMT NONPROFIT 1ST STEPS						
7 Transfers & Payments	3,200.00	0.00	0.00	0.00	3,200.00	100
415 PYMT NONPROFIT 1ST STEPS	3,200.00	0.00	0.00	0.00	3,200.00	100
TSF GEN FUND EXCLUDE IC						
7 Transfers & Payments	40,215.00	0.00	0.00	0.00	40,215.00	100
420 TSF GEN FUND EXCLUDE IC	40,215.00	0.00	0.00	0.00	40,215.00	100
TRANSF TO SPEC REV FUND						
7 Transfers & Payments	134,531.00	0.00	0.00	0.00	134,531.00	100
421 TRANSF TO SPEC REV FUND	134,531.00	0.00	0.00	0.00	134,531.00	100
TRANSF TO FOOD SERV FUND						
7 Transfers & Payments	521,745.00	0.00	0.00	0.00	521,745.00	100
425 TRANSF TO FOOD SERV FUND	521,745.00	0.00	0.00	0.00	521,745.00	100
TRANSF TOPUPIL ACTIV FUND						
7 Transfers & Payments	353,138.00	0.00	0.00	0.00	353,138.00	100
426 TRANSF TOPUPIL ACTIV FUND	353,138.00	0.00	0.00	0.00	353,138.00	100
	142,323,920.32	11,150,336.62	55,798,870.79	1,103,043.55	85,422,005.98	60



MEMORANDUM

January 23, 2012

To: Members of the Board of Trustees

From: Keith McAlister 
Director, New Design and Construction

Re: Performing Arts and Existing Irmo High School Plan

ADMINISTRATION CONSIDERATION

Administration provides information in reference to the Irmo High School Performing Arts Center and existing plan.

RECOMMENDATION

Administration recommends board receive information regarding Irmo High School Performing Arts Center, traffic pattern and existing school site.


ATTACHMENT
Exhibit



MEMORANDUM

January 23, 2012

To: Members of the Board of Trustees

From: Keith McAllister 
Director, New Design and Construction

Re: Dutch Fork High School

ADMINISTRATION CONSIDERATION

Administration provides information in reference to the Dutch Fork Middle and High School traffic pattern.

RECOMMENDATION

Administration recommends board receive information regarding Dutch Fork Middle and High Schools traffic pattern adjustments.

ATTACHMENT
Exhibit



MEMORANDUM

January 23, 2012

To: Members of the Board of Trustees

From: Keith McAlister 
Director, New Design and Construction

Re: Kitchen Renovations

ADMINISTRATION CONSIDERATION

Administration provides information in reference to kitchen renovations for Leaphart Elementary School, Seven Oaks Elementary School, Crossroads Middle School, Irmo Middle School and Irmo High School.

RECOMMENDATION

Administration recommends board receive information regarding kitchen renovations at Leaphart Elementary School, Seven Oaks Elementary School, Crossroads Middle School, Irmo Middle School and Irmo High School.

ATTACHMENT

Exhibit

To: Keith McCalister, Director of New Design and Construction

From: Benjamin Madden, Coordinator of Nutrition and Food Services

Re: Cafeteria projects

Date: July 26, 2011

Attached is a comprehensive analysis of the condition of the equipment and facilities in every cafeteria in School District Five. The cafeterias have been ranked by overall condition and need and given a score ranging from 1 to 6. A score of one indicates very poor condition and in need of immediate replacement. A score of 6 indicates that an area or piece of equipment is in like new condition.

Fifteen separate areas of each cafeteria have been analyzed and given a ranking. Every piece of equipment and area of the kitchen facility have been given a ranking. For example, the physical facility of the kitchen is broken down into 4 areas: serving area, storage room, office and bath and kitchen prep area. The hoods and lighting are also analyzed in addition to each piece of cooking and serving equipment.

The attached list ranks each cafeteria from most in need of replacement to least in need. When the rankings were completed in May, 2008 the top 3 cafeterias most in need of attention were:

- 1: Irmo Elementary School
2. Seven Oaks Elementary School
3. Chapin Elementary School

Over the past two years, two of these cafeterias have received significant improvements to the cafeterias so they can be moved to the bottom of the list of schools in need. The next 3 schools on the list currently most in need of renovation would be:

4. Crossroads Middle School
5. Leaphart Elementary School
6. Irmo Middle School

Crossroad Middle School and Irmo Middle School are both largely working with the original equipment and facilities that are now over thirty years old. Both cafeterias need a total remodel of the serving line area as well as new walk-in coolers and freezers. The existing coolers and freezers are not adequate for the existing needs of the cafeteria and school. The current dish machines although currently operational have both also long ago exceeded their useful life expectancy. New quarry tile flooring is also needed.

Leaphart Elementary School received a new serving line last year but is still in need of a new a walk-in cooler and freezer to replace the existing units that are old and inefficient. The kitchen floor and plumbing are also in need of extensive repair and replacement. Additionally the kitchen hood has been examined by a mechanical engineer and has been designated for replacement.

Ideally the walk-in cooler and freezer would be re-located to the back of the kitchen as to allow easier access for deliveries and to not impede the workflow of the kitchen staff during the work day.

The next three schools in need of renovation would be:

7: Irmo High School

8: HE Corley Elementary School

9: Dutch Fork Elementary School

Irmo High School is currently designated to receive a new walk-in cooler and freezer. Most of the serving lines were replaced seven years ago and are in good condition. The two serving lines located under the senior seating area were not replaced seven years ago and need to be replaced. The kitchen floor is in need of replacement as is the old dish machine. Ideally they also need one more serving area added to their current set up to handle ease over crowding at serving times.

HE Corley still has the entirely same equipment and facilities as when the cafeteria was constructed in 1991, 20 years ago. While some of the equipment is still in adequate shape there are many areas that need addressing. The walk-in coolers, dish machine and serving line equipment are the most pressing areas in need of replacement at HE Corley. The walk in units have both had extensive repairs over the last few years and have reached a point that replacement is the best option.

Dutch Fork Elementary has most of the same issues as the schools mentioned above. While the serving line was replaced two years ago, the existing walk-in units and dish machine are well past their useful life expectancy. The floors and ceiling tiles need replacing.

The next two schools on the list would be are very similar in design and age:

- 10: Nursery Rd. Elementary School
- 11: Harbison West Elementary School

Nursery Rd. received a new serving line last year but has a strong need for a new walk-in freezer and cooler, dish machine and quarry tile floor. Harbison West also received a new serving line this year but needs new walk-in units, flooring, ceiling tiles and dish machine.

The remaining schools in order would be:

- 12: Chapin Middle School
- 13: Chapin High School
- 14: Dutch Fork High School
- 15: Dutch Fork Middle School
- 16: Lake Murray Elementary School
- 17: River Springs Elementary School
- 18: Ballentine Elementary School
- 19: Oak Pointe Elementary School

Chapin Middle School is constrained by a lack of space in the kitchen prep area as well as dining area. The walk-in freezer capacity needs to be expanded. The serving line equipment needs updating and replacing.

Chapin High is scheduled to be remodeled when the project resumes.

DFHS still has the same equipment as when constructed 20 years ago. The school currently serves over 2000 students and the kitchen's walk in cooler and freezer simply are not big enough to store the amount of food needed on a daily basis. In addition to replacing the existing walk-in units, an additional walk-in freezer needs to be added to the site. The dish machine has also exceed its life expectancy.

Dutch Fork Middle School's serving lines and dish machine are twenty years old and should be replaced when possible.

Lake Murray, River Springs, Ballentine and Oak Pointe are all still in relatively good condition do not need major updates at this time.



MEMORANDUM

January 23, 2012

To: Members of the Board of Trustees

From: Keith McAlister 
Director, New Design and Construction

Re: Replace Roof at Chapin Elementary School

ADMINISTRATION CONSIDERATION

Administration seeks discussion in reference to the roof replacement at Chapin Elementary School.

RECOMMENDATION


Administration recommends board receive information regarding roof replacement at Chapin Elementary School.



MEMORANDUM

January 23, 2012

To: Members of the Board of Trustees

From: Keith McAlister 
Director, New Design and Construction

Re: High School #4 Bid

ADMINISTRATION CONSIDERATION

Administration provides information regarding bids for construction of High School #4.

RECOMMENDATION

Administration recommends approval to award the bid to the lowest responsible, responsive bidder.

ATTACHMENT

Exhibit (to be distributed at board meeting)

**MEMORANDUM**

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

FROM: Michael R. Harris
Director of Student Services

DATE: January 11, 2012

RE: January 23, 2012 Board Meeting, Discussion Item.
"Proposed Revisions to Board Policy JFAA/JFAB-R"
Admission of Resident/Non-Resident Students

- Add "existence of a title and/or vehicle registration identifying the owner and resident location"
- Delete "*Within 30 calendar days, business mail must be received at the address and other legal documentation must be presented showing the new address (vehicle tax notice, driver's license, employment records, etc.).*"
- Add "Within 45 calendar days, business mail or other supporting documents must be received showing the new address (e.g. driver's license, vehicle tax registration, Voter registration cards, employment records or other government documents)."
- Add "Legal Reference: SC Code of Laws, 1976, as amended: Section 56-19-240 Application for a certificate of title for a motor vehicle"

Recommendation:

The administration recommends that the proposed revisions to Board Policy JFAA/JFAB-R proceed to First Reading approval.

Attachments: Recommended Revisions

ADMISSION OF RESIDENT/NON-RESIDENT STUDENTS

Code **JFAA/JFAB-R** Issued **Final (Revised)**

Statement for determining legal residence

For purposes of determining legal residence and school enrollment, the district will consider the following factors:

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

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

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

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

- The owner/lessee of the home must execute a notarized affidavit [JFAA/JFAB-E(2)] that declares that the family is currently residing with them.
- The parent/legal guardian of the student must execute a notarized affidavit [JFAA/JFAB-E(1)] stating that all information is correct regarding the new address.
- If the new address is an apartment, the apartment management must supply a verification letter that the student and the parent/legal guardian are residing at the specified address.
- **Within 45 calendar days, business mail or other supporting documents must be received showing the new address (e.g. driver's license, vehicle tax registration, voter registration cards, employment records or other governmental documents).**

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

School District Five of Lexington and Richland Counties

PAGE 2 – JBC-R-1 - SCHOOL ADMISSIONS

Issued 8/15/94; Revised 7/24/00, 10/26/09

Legal Reference:

S C Code of Laws, 1976, as amended:

Section 56-19-240 Application for a certificate of title for a motor vehicle

AR JFAA JFAB-R Admission of Resident/Non-Resident Students

Issued 10/09

Statement for determining legal residence

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

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

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

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

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

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

documentation must be presented showing the new address (vehicle tax notice, driver's license, employment records, etc.).

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

Issued 8/15/94; Revised 7/24/00, 10/26/09

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

Policy ➡JFAA ⬅JFAB Admission of Resident/Non-Resident Students

Issued 10/09

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

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

Documentation required for admission

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

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

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

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

- Children and youth who lack a fixed, regular and adequate nighttime residence including children and youth who are sharing the housing of another person due to loss of housing, economic hardship or a similar reason (often referred to as doubled-up); are living in motels, hotels, trailer parks or camping grounds due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals or are awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for a regular sleeping accommodation for human beings.
- Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described above.

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

Bar to enrollment

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

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

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

Resident students

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

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

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

- Lives with an adult resident of the district, provided that the child resides with the adult as a result of the following.
 - death, serious illness or incarceration of a parent/legal guardian
 - relinquishment by a parent/legal guardian of the complete control of the child as evidenced by the failure to provide substantial financial support and parental guidance
 - abuse or neglect by a parent/legal guardian
 - physical or mental condition of a parent/legal guardian being such that he/she cannot provide adequate care and supervision of the child
 - is homeless or is a child of a homeless individual, as defined in Public Law 100-77
 - a parent/legal guardian's military deployment or call to active duty more than 70 miles from his/her residence for a period greater than 60 days; provided, however, that if the child's parent/legal guardian returns from such military deployment or active duty prior to the end of the

school year, the child may finish that school year in the school he/she attends without charge even if the child resides in another school district for the remainder of the school year due to his/her parent/legal guardian returning home

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

In all cases the student must do the following.

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

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

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

Non-resident students

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

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

Conditions for acceptance of non-residents

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

- The student owns real estate in the district having an assessed value of \$300. The student must present a certificate from the county tax assessor to verify ownership of real estate with the required assessment in his/her name. The student does not have to provide release from the resident district. The district will charge a fee that is equal to the difference between the amount of school taxes paid on the property and the district per student yearly cost according to South Carolina Code of Laws, [Section 59-63-45](#). A student who purchased property prior to September 9, 1996, and whose sibling enrolled with property ownership prior to 1996 but was not enrolled in any district school until after that date, may petition the board of trustees to waive the out-of-district enrollment fee.

- Any child of a district employee has permission for such transfer from the board of trustees of his/her resident district, provided this transfer has the approval of the superintendent of School District Five. The student must provide a release from the resident district. The student will be eligible to attend the employee's school, the appropriate grade level school in the attendance zone of the employee's location or an appropriate grade level school en route to the employee's school or closest to the employee's residence. The district reserves the right to make the school assignment. The employee is responsible for transportation of the children enrolled pursuant to this provision.

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

In the case of a child of any parent/legal guardian who lives out of the district at the time of admission but the parent/legal guardian plans to move into the district within four months of applying for enrollment in the district, temporary admission may be granted under the conditions below. Students in these categories must provide a release of residence from their present district. Upon presentation of the documents listed below, the temporary enrollment status will be lifted.

House under construction

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

House under repair

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

Newly-purchased home

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

Newly-leased home

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

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

Adopted 8/18/78; Revised 7/21/80, 11/16/81, 7/6/82, 5/28/84, 4/2/90, 5/3/93, 8/15/94, 10/6/97, 7/24/00, 3/11/02, 1/27/03, 1/12/04, 9/10/07, 10/26/09

Legal references:

http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=317587329&advquery=jf... 1/11/2012

Federal Law:

Homeless Assistance Act, Pub.L.No. 100-77, 101 Stat. 482-538 (1987), also known as the McKinney Act.

Title VI of the Civil Rights Act of 1964 - Prohibits discrimination on the basis of race, color, national origin, religion or sex.

Uniform Tax Act (Section 1524, Internal Code) Section 610 E, Code Section 6676 E - All dependents age five and above required to have Social Security number.

No Child Left Behind Act of 2001, P.L. 107-110, Section 4155.

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

[Section 16-1](#)-60 - Violent crimes.

[Section 44-29](#)-180 - Student must show immunization prior to admission.

[Section 59-63](#)-30 - Qualifications for attendance.

[Section 59-63](#)-31 - Additional qualifications for attendance at public school.

[Section 59-63](#)-32 - Requirements to enroll child in public school; affidavit; penalties for providing false information.

[Section 59-63](#)-45 - Procedures for reimbursement for districts for cost of educating non-resident students.

[Section 59-63](#)-217 - Board of trustees may consider non-school records and prior school disciplinary records in determining whether a school district may refuse to enroll a student for the first time.

[Section 59-63](#)-390 - Ages of attendance.

[Sections 59-63](#)-480 and 490 - Attendance of non-resident students.

[Section 59-19](#)-90(10) - Power of board to transfer and assign pupils.

State Board of Education Regulations:

[R-43-272](#) - School admission.

[R-43-273](#) - Transfers and withdrawals.

State Board of Health and Environmental Control Regulations:

[R-61-8](#) - Immunization of students.

U.S. Supreme Court:

[Parents Involved in Community Schools v. Seattle School District No. 1](#), 127 S. Ct. 2738 (2007).

Federal Court Decisions:

[Milliken v. Bradley](#), 418 U.S. 717.

Tasby v. Estes, 412 F.Supp. 1185, aff'd 572 F.2d 1010.

Evans v. Buchanan, 393 F.Supp. 428.

Armour v. Nix, No.79-6108 (N.D. Ga. May 12, 1979).

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: January 17, 2012

RE: January 23, 2012 Board Meeting, Discussion Item
Proposed Revisions and Additions I Policies

- Add new policy IHAD "Science Education"
- Replace policy IDBC "Character Education" with recommended policy IHAK "Character Education"
- Replace policy IDB "Health Education" and a portion of policy IDA "Basic Program" with recommended policy IHAM "Health Education"
- Replace policy IDDE "Driver Education" with recommended policy IHAN "Driver Training"
- Add new policy IHAO "Environmental Education"
- Add new policy IHAP "Consumer Education"
- Replace policy IDDD "Gifted Students" with recommended policy IHBB "Gifted and Talented Education"
- Replace policy IDDC "Homebound Instruction" with recommended policy IHBf "Homebound Instruction"
- Replace policy IDCE "Advanced College Placement Programs" with recommended policy IHCD "Advanced College Placement"
- Replace Administrative Rule IDCE-R "Advanced College Placement Programs" with recommended Administrative Rule IHCD-R "Advanced College Placement"
- Add new policy IHCF "Childcare Programs"
- Replace policy IDG "Adult Education Program" with recommended policy IHD "Adult/Community Education"
- Add new policy IIA "Grouping for Instruction"
- Replace policy IEC "Class Size" with recommended policy IIB "Class Size"
- Replace Administrative Rule IEC-R "Class Size" with recommended Administrative Rule IIB-R "Class Size"

- Replace policy IFBD "School Library Media Centers" with recommended policy IJL "Library/Media Center Materials Selection and Adoption"
- Replace policies IFCB "Field Trips", IFCB-E(1) "Field Trip Request", IFCB-E(2) "Field Trip Permission Form – Day Trip", IFCB-E(3) "Field Trip Permission Form – Overnight Trip" and IFCB-E(4) "Permission Form to Drive a Private Vehicle on Field Trip" with recommended policies IJOA "Field Trips", IJOA-E(1) "Field Trip Request", IJOA-E(2) "Field Trip Permission Form – Day Trip", IJOA-E(3) "Field Trip Permission Form-Overnight Trip" and IJOA-E(4) "Permission Form to Drive a Private Vehicle on Field Trip"

Recommendation:

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

Attachments:

Current Board Policies IDBC, IDA, IDB, IDDE, IDDD, IDDC, IDCE, IDCE-R, IDG, IEC, IEC-R, IFBD, IFCB, IFCB-E(1), IFCB-E(2), IFCB-E(3), and IFCB-E(4)

Recommended Board Policies IHAD, IHAK, IHAM, IHAN, IHAO, IHAP, IHBB, IHBF, IHCD, IHCD-R, IHCF, IHD, IIA, IIB, IIB-R, IJL, IJOA, IJOA-E(1), IJOA-E(2), IJOA-E(3), and IJOA-E(4)

I will be available at the January 23, 2012 Board Meeting to answer any questions you may have.

SCIENCE EDUCATION

Code **IHAD** Issued **FINAL**

Purpose: To establish the board's vision for science education.

Science education is a general educational content area for all pupils. The primary goal of the district's science program is to develop a scientifically literate citizen. The science program is designed to promote the development of skills, concepts and attitudes which will help students discover, interpret and control natural phenomena as well as the products of technology which confront them daily. The district will develop curriculum to present learning opportunities to students so that skills and knowledge as presented in the state academic standards may be acquired. The curriculum will address kindergarten through twelfth grade.

Adopted ^

Policy IDBC Character Education

Issued 6/97

The district believes that the home is the primary source of moral, ethical and religious instruction and that the role of the school is to support and reinforce the importance of the character traits inherent in these teachings. to be effective, character development needs to be evident in the entire school district at every level.

The Board of Trustees endorses the commonly-held character traits listed below. The Board believes that these traits should be demonstrated, modeled and supported by the words, actions and deeds of all employees and official representatives of the district including the members of the Board. The Board further endorses the implementation of the Character Education Standards at the district level and in each school.

Character traits

Character traits: personal values

- accountability
- dependability
- honesty
- integrity
- patience
- perseverance
- responsibility
- self-discipline

Character traits: social values

- empathy/caring for others
- commitment to others
- positive work ethic
- respect for others

Character traits: civic values

- justice
- loyalty
- respect for authority
- respect for property

Adopted 6/16/97

CHARACTER EDUCATION

Code **IHAK** Issued **FINAL**

Purpose: To establish the board's vision for and the basic structure of character education in the schools.

The board is committed to the ideals of good character and citizenship through character education as part of the district's mission of successful teaching and learning.

These ideals include, but are not limited to, the following.

- personal integrity and honesty
- respect for the rights of all persons regardless of race, religion, sex, age, physical condition or mental state
- sense of justice and fair play
- trustworthiness
- patriotism
- citizenship
- understanding, sympathy, concern and compassion for others
- discipline and pride in one's work
- respect for one's property and the property of others, including public property
- understanding of the rights and obligations of a citizen in a democratic society
- respect for authority
- good work ethics
- sound educational habits

The district's program of character education will include a meaningful and challenging curriculum that respects all learners and helps them succeed. The district will maintain school communities in which positive behavior is practiced, demonstrated, modeled and reinforced within an environment of mutual respect and dignity. The district will implement this program in close cooperation with parents/legal guardians of students.

The district will provide opportunities for the integration of character education throughout the curriculum in grades K-12. The process of integrating character education in school programs will include the involvement of the students, staff, families and the greater school community.

The district will assess annually the progress of the character education program.

Cf. IG, IGCA, IHAQ, IHBC, IHCA, IKF, JLD, KB

Adopted 6/16/97; Revised ^

Legal references:

- A. S.C. Code of Laws 1976, as amended:
1. Section 59-17-135(B) - Character education policy; respectful behavior encouraged as amended by the South Carolina Education and Economic Development Act.

Policy IDB Health Education

Issued 2/89

The school district is committed to a sound, comprehensive health education program that is an integral part of each student's general education.

The district will fulfill its responsibility for meeting the health needs of children and youth through a comprehensive program of health education in grades kindergarten through 12. Comprehensive health education includes instruction that maintains, reinforces or enhances the health, health-related skills, and health attitudes and practices of children and youth that are conducive to their good health. Instruction will promote skills, practices and attitudes which promote wellness, health maintenance and disease prevention. Instruction also will include reproductive health education, pregnancy prevention education and family life education, in accordance with state law.

The administration will develop a method whereby principals notify parents of students in the relevant grades of the content of the instructional materials concerning reproductive health, family life, sexually transmitted diseases (if this a separate component) and pregnancy prevention. The notice will inform parents of their option to exempt their child from this instruction.

Teachers who provide instruction in family life and sex education will have professional preparation in the subject area, either at the pre-service or in-service level.

Adopted 2/6/89

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

Section 59-32-10 et seq. - Comprehensive Health Education Act.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

Policy IDA Basic Program

Issued 1/85

Kindergarten

The curriculum for students below grade one shall consist of experiences and activities which will enhance their physical, emotional, social and intellectual growth and development and help each student attain, at an appropriate rate, the educational goals set for the elementary school.

Elementary and Middle Grades

The curriculum for the elementary and middle grade shall be concerned with the fullest development of the potentialities of all students. This program shall recognize individuals as socially sensitive personalities with varying abilities and limitations. At both levels higher order problem solving skills will be emphasized in the curricula.

Organizational patterns and teaching methods should be flexible and varied in order to develop a personalized program for each student and encourage explorative learning. Time allocations in subject areas must meet the minimum requirements by the State Department of Education.

The basic instructional program in elementary and middle grades shall include courses in the areas of language arts (reading, writing, listening, speaking, spelling, English grammar, composition and literature) mathematics, science, social studies, health and safety, physical education, art, music, effect of alcoholic drinks and narcotics upon the human system, fire prevention, traffic laws and safety, vocational/career education, morals and behavior.

Secondary

The program of studies in each high school should be broad in offerings to meet the diverse needs of students. Course offerings are structured in semesters of 90 days or yearly courses of 180 days. The Defined Minimum Program for accredited South Carolina high schools shall be followed. In order to build incentive for academic excellence and continued study, courses beyond the minimum plan shall be offered in the curriculum. Higher order problem solving skills will be emphasized in the curricula at all levels.

Each high school will emphasize teaching as a career opportunity to college-bound students. Also each high school will offer a clearly defined college preparatory program for those students who plan to attend college and whose academic ability and achievement indicate their potential success in working towards this goal.

Special Education

Provisions for special education may include self-contained classes, resource room programs itinerant teacher programs and homebound instruction. Support services may include physical or occupational therapy, speech correction and adaptive physical education.

Alcohol and Drugs

Through special instruction, awareness shall be developed regarding the use and abuse of alcoholic drinks and drugs. Instruction shall emphasize problems related to their use, pharmacological aspects, and physiological effects upon the total community. Instruction shall be offered in all schools and shall be studied and presented as thoroughly in the same manner as all other required subjects. One week during the school year shall be designated for the observance of Alcohol and Narcotics Education Week.

Adopted 8/17/73; Revised 3/27/82, 1/21/85

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

Section 59-5-60 - State Board of Education to adopt minimum standard of education.

Section 59-29-10 - Boards required to insure that subjects required by law and State Board regulation are taught.

State Board of Education Regulations:

R-43-231 through 239 - Elements of the Basic Program to be offered.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

HEALTH EDUCATION

Code **IHAM** Issued **FINAL**

Purpose: To establish the board's vision for health education.

The school district is committed to a sound, comprehensive health education program that is an integral part of each student's general education.

The district will fulfill its responsibility for meeting the health needs of children and youth through a comprehensive program of health education in grades kindergarten through twelve.

Comprehensive health education includes instruction that maintains, reinforces or enhances the health, health-related skills, and health attitudes and practices of children and youth that are conducive to their good health. Instruction will promote skills, practices and attitudes which promote wellness, health maintenance and disease prevention. Instruction also will include reproductive health education, pregnancy prevention education and family life education, in accordance with state law.

The administration will develop a method whereby principals notify parents/legal guardians of students in the relevant grades of the content of the instructional materials concerning reproductive health, family life, sexually transmitted diseases and pregnancy prevention. The notice will inform parents/legal guardians of their option to exempt their child from this instruction.

Teachers who provide instruction in family life and sex education will have professional preparation in the subject area, either at the pre-service or inservice level.

Teaching about drugs, alcohol and tobacco

All schools in the district will teach the nature of alcohol and narcotics and their effects upon the human system. Schools should help students develop an awareness of the consequences of the use and abuse of alcoholic drinks and drugs. Instruction will emphasize problems related to their use, pharmacological aspects, physiological effects and the impact upon the total community. Schools will present drug education as thoroughly, and in the same manner, as all other required subjects.

HIV/AIDS education

The district will teach students about the life-threatening dangers of acquired immunodeficiency syndrome (AIDS) and its prevention. The district will develop an AIDS prevention education program in consultation with teachers, administrators, parents/legal guardians and other community members including, but not limited to, persons from medical, public health and mental health organizations and agencies. The curriculum for AIDS prevention education will be designed to teach students which behaviors place a person dangerously at risk of infection by the human immunodeficiency virus (HIV) and methods to avoid such risk including the following.

- dangers of drug abuse, especially involving the use of hypodermic needles
- dangers of sexual intercourse, with or without condoms

PAGE 2 - IHAM - HEALTH EDUCATION

The program of AIDS prevention education will stress the life-threatening dangers of contracting AIDS and will stress that abstinence from sexual activity is the only certain means for the prevention of the spread or contraction of the AIDS virus through sexual contact. . Other agency presentations approved by South Carolina Healthy Schools will be added to assist in teaching the information.

Adopted 8/1/73; Revised 3/27/82, 1/21/85, 2/6/89, ^

Legal references:

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

1. Sections 59-20-20, 59-20-30, 59-20-40 - Instruction required regarding the effects of alcohol and narcotics.
2. Section 59-32-10 et seq. - Comprehensive Health Education Act.
3. Students Health and Fitness Act of 2005, Chapter 10, Article 1.

B. State Board of Education Regulations:

1. R-43-231, 43-232, 43-234 - Basic program; defined program.

Policy IDDE Driver Education

Issued 11/81

The board of trustees, realizing the importance of traffic safety education, will offer a driver training program for high school students who have a driver's permit. Students may elect this course.

Adopted 11/81

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

Section 59-39-320 - Establishment of driver training programs.

State Board of Education Regulations:

R-43-242 - Driver Training.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

DRIVER TRAINING

Code **IHAN** Issued **FINAL**

Purpose: To establish the board's vision for driver training instruction.

The state mandates that every secondary school offer a course of driver education on an elective basis for eligible students.

The school offers driver training as an elective subject. The course is open to students whose physical and mental condition gives reasonable promise of their ability to fulfill the requirements for a driver's license. Each student must have a valid driver's permit in order to participate in the program.

The course meets the requirements outlined by the South Carolina State Department of Education. The instructor is certified according to South Carolina State Department of Education standards.

Adopted 11/16/81; Revised ^

Legal references:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-39-310, et seq. - Mandatory driver education and training.
- B. State Board of Education Regulations:
 - 1. R43-242 - Driver training.
 - 2. R43-234 - Defined program, grades 9-12.

ENVIRONMENTAL EDUCATION

Code **IHAO** Issued **FINAL**

Purpose: To establish the board's vision for environmental education.

The board bases its policy concerning environmental education on the belief that the quality of life and ultimately the question of survival depend upon each individual's ability to live in harmony with the physical environment. Schools must provide cross-disciplinary experiences leading to the knowledge, skills and positive attitudes that will enable society to develop a balanced use of natural resources. The balanced use must recognize the concurrent rights of present and future generations.

A basic aim of all environmental education is to succeed in making individuals and communities understand the complex nature of the natural and the built environments. This complex nature results from the interaction of biological, physical, social, economic and cultural aspects. Environmental education must allow individuals and communities to acquire the knowledge, values, attitudes and practical skills to participate in a responsible and effective way in anticipating and solving environmental problems and in the management of the quality of the environment.

A further basic aim of environmental education is clearly to show the economic, political and ecological interdependence of the modern world in which decisions and actions by the different countries can have international repercussions. Environmental education should help to develop a sense of responsibility and solidarity among countries and regions as the foundation for a new international order which will guarantee the conservation and improvement of the environment.

The following are the goals of environmental education.

- to foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas
- to provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment
- to create new patterns of behavior of individuals, groups and society as a whole towards the environment

The board believes that environmental education gives dimension to an individual's appreciation of the earth. Environmental practices should take the student one step beyond learning and appreciation by encouraging a commitment to personal action in daily life. The ultimate objective is to improve the attitudes and life styles of all students, both as individuals and as members of society, so as to be in harmony with the environment.

The board believes that environmental education should be developed as a theme woven through the existing program at all levels. Environmental education should relate topics, concepts, knowledge and skills now found in the existing curriculum and/or in supplementary programs to an overall program of environmental education.

The board encourages all teachers, within the bounds of individual teaching style and subject choice preference, to weave environmental concerns into other subject matter in ways meaningful and relevant to the students.

PAGE 2 - IHAO - ENVIRONMENTAL EDUCATION

Teachers should encourage students to interact with one another and their teachers, sharing their observations and opinions on the need for wise, compatible uses of our air, water, soil, forest, mineral, fuel, wildlife and human resources. Where appropriate, teachers should encourage students to develop their attitudes of awareness and concern into meaningful and constructive action.

The administration will assist and support the teaching staff in developing and coordinating programs and activities relevant to environmental education. The board supports the use of, and inservice education in, existing programs in environmental education where these programs meet district criteria concerning program quality and orientation.

Adopted ^

Legal references:

- A. State Board of Education Regulations:
 - 1. R43-234 - Defined program, grades 9-12.

CONSUMER EDUCATION

Code **IHAP** Issued **FINAL**

Purpose: To establish the board's vision for consumer education.

Today's society demands that education teach not only basic skills but that it also address issues relevant to the daily problems of life. Many of the problems that confront us in our lives are consumer-oriented. The board affirms its responsibility to assume a leadership role in this area.

All district schools will conduct instruction in consumer education in conjunction with courses in any appropriate area of study. The instruction will be sequential and interdisciplinary in nature, and suited to meet the needs of the students at their respective grade levels. The district will provide assistance to teachers, including, but not limited to, adequate inservice training.

Adopted ^

Policy IDDD Gifted Students

Issued 1/89

The board supports the development of programs designed to meet the special needs of gifted and talented students in the academic and also in the visual and performing arts. Gifted and talented students are those whose superior abilities create needs beyond the levels usually addressed in the regular classroom.

For academically gifted students, these needs may be met through reasonable acceleration in specific subjects, interaction with gifted peers, opportunities for investigations into high interest topics, and the development of skills in analytical reasoning and divergent thinking.

For gifted and talented students in the visual and performing arts, needs may be addressed through summer, after school, or special classes during school hours for individual or group work with gifted peers.

Adopted 11/16/81; Revised 1/23/89

Constitutional and Statutory Provisions:

State Board of Education Regulations:

R-43-220 and -264 - Gifted and Talented Program Guidelines.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

GIFTED AND TALENTED EDUCATION

Code **IHBB** Issued **FINAL**

Purpose: To establish the board's vision for education of gifted and talented students.

The district strives to meet the educational needs of all students. In supporting this concept, the district recognizes the unique characteristics of gifted children. The district further recognizes the need to develop special programs to respond to their individual abilities and competencies. The board, therefore, directs the administration to establish educational standards and develop a special program for gifted and talented students to cultivate these students' unique talents.

Gifted and talented students are those in grades one through twelve identified as having demonstrated abilities for high performance in academic and/or artistic areas. These students require services or programs beyond that normally provided by the regular school program.

The district will use the criteria developed by the state board of education in the screening, referral, assessment and placement of candidates for the gifted and talented program.

Adopted 11/16/81; Revised 1/23/89, ^

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-29-170 - Programs for talented students.
 - 2. Section 59-1-445 - Violations of mandatory test security; penalties; investigations.
- B. State Board of Education Regulations:
 - 1. R-43-220 - Gifted and talented programs.

Policy IDDC Homebound Instruction

Issued 9/97

Homebound instruction will be provided under state department of education guidelines for those students who because of illness, accident, congenital defect or pregnancy, cannot, even with the aid of transportation, be taught in a regular school environment.

Instruction will be provided by a teacher who holds a valid South Carolina teacher's certificate. The student will receive at least the minimum number of instruction hours as provided in current rules and regulations of the state board of education.

In order for a student to receive homebound instruction the following conditions must exist.

The student must be of legal school age.

A licensed physician must certify that the student is unable to attend school, even with the aid of transportation, due to a physical or mental condition, but may profit from instruction given in the home or hospital.

Appropriate school personnel must determine that homebound instruction is appropriate for the student.

Students must successfully complete the materials assigned and be given a passing grade by their classroom teacher in order to advance to the next grade or to satisfy the state requirements for a state high school diploma.

Duly expelled students with disabilities, as defined by P.L. 105-17 amended (IDEA, 1997) and its amendments, are eligible for homebound instruction. Expelled students with disabilities will receive homebound instruction in a room especially set aside for the period of instruction, or at a site to be determined by the local school board. in the case of expelled students with disabilities, the IEP committee will determine the extent of service(s) for homebound students and it will not be necessary for a physician to certify that the expelled student with disabilities is unable to attend school.

Procedures for homebound services will be shared with parents and homebound teachers.

Adopted 4/28/86; Revised 4/2/90, 3/16/92, 9/8/97

HOMEBOUND INSTRUCTION

Code **IHBF** Issued **FINAL**

Purpose: To establish the basic structure for the district's provision of medical homebound instruction to students.

Students who cannot attend public school because of illness, accident or pregnancy, even with transportation, are eligible for medical homebound or hospitalized instruction.

The district will provide at least the minimum number of instruction hours as provided in current rules and regulations of the state board of education. All teachers providing medical homebound instruction to students residing in the district must hold a valid South Carolina teacher's certificate.

In order for a student to receive medical homebound instruction, the following conditions must exist.

- The student must be of legal school age.
- A physician must certify that the student is unable to attend school but may profit from instruction given in the home or school.
- The student must be approved by the superintendent or his/her designee on appropriate forms provided by the district and State Department of Education.
- The student must successfully complete the materials assigned and receive a passing grade from the student's classroom teacher or the homebound teacher in case of extended medical homebound instruction in order for the student to advance to the next grade or to satisfy the state requirements for a state high school diploma.

A student is eligible for medical homebound instruction according to certain timelines as stated in the state board of education regulation.

Should an approved student not be provided the required periods of medical homebound instruction that he/she is entitled to receive, the student is eligible to have the medical homebound instruction made up by the district. This make-up may occur during the student's remaining eligibility for medical homebound instruction or may occur after the student returns to school. The school will not hold make-up periods during the regular school day. If the school delays the start of services for any reason and the student is still entitled to the services, the district must make up the missed instructional periods even if the regular school year has ended.

Medical and student records are confidential subject to the provisions of JRA and JRA-R.

Adopted 4/28/86; Revised 4/2/90, 3/16/92, 9/8/97, ^

Legal references:

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

1. Section 59-21-540 - Special education services for which state aid allowed.
2. Section 59-33-20(c) - Homebound instruction available to certain handicapped children.
3. Section 59-33-30 - Establishment by state board of education of program of specialized education for handicapped children; rules and regulations.

B. State Board of Education Regulations:

1. R-43-241 - Medical homebound instruction.

Policy IDCE Advanced College Placement Programs

Issued 1/85

The district will provide Advanced Placement course offerings in each high school where an adequate number of academically talented students are enrolled to support the courses. Students successfully completing advanced placement requirements will receive advanced placement credit in post-secondary public colleges in South Carolina in the manner specified by the Commission on Higher Education in conjunction with the State Board of Education.

(Also MFC)

Adopted 1/21/85

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

Section 59-29-190. Advanced placement courses for academically talented students.

State Board of Education Regulations:

R-43-258.1 - Advanced placement.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

ADVANCED COLLEGE PLACEMENT

Code **IHCD** Issued **FINAL**

Purpose: To establish the basic structure for the district's advanced college placement program.

The district will provide advanced placement course offerings in each high school enrolling an adequate number of academically talented students to support the courses.

Students successfully completing advanced placement course requirements and the advanced placement examinations will receive advanced placement credit in post-secondary public colleges in South Carolina or in other states in the manner specified by the South Carolina Commission on Higher Education in conjunction with the South Carolina state board of education.

Adopted 1/21/85; Revised ^

Legal references:

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

1. Section 59-29-190 - Advanced placement courses for academically talented students.

B. State Board of Education Regulations:

1. R43-258.1- Advanced placement.
2. R43-234 - Defined program, grades 9-12.

AR IDCE-R Advanced College Placement Programs

Issued 1/85

Advanced Placement courses include only those courses developed by the College Board with prescribed curricula and tests for which students receive high school credit, and for which students scoring at an acceptable level on the Advanced Placement examination will be eligible to receive college credit from participating institutions. Any other course description or designation such as "Honor Courses" or "Early Admission Courses" cannot be used to comply with the Advanced Placement Provision under the Education Improvement Act of 1984.

Student Eligibility

Only 11th and 12th grade students are eligible under the state-funded program.

Students must excel academically in the appropriate subject area and have successfully completed the prerequisite college preparatory courses(s).

All students enrolled in Advanced Placement programs for which funding is provided under these regulations shall be required to take the College Board administered examination.

Exception: If a student is unable to take the examination, a written explanation of the individual circumstances must be filed as part of district's end-of-the-year Advanced Placement report to the State Department of Education. Requirements for Advanced Placement Teachers

Each teacher of an Advanced Placement course shall hold a certificate appropriate to the course taught as listed in the Defined Minimum Program.

Each teacher of an Advanced Placement course shall have completed the appropriate Advanced Placement training program funded and coordinated by the State Department and verified by the appropriated participating South Carolina college or university. Teachers assigned Advanced Placement courses shall have completed the required training course no later than August 15, 1986.

Exception 1: Newly assigned teachers of Advanced Placement courses will have one calendar year to meet the Advanced Placement course training requirements.

Exception 2: Teachers who have attended, prior to July 1, 1984, a three-semester hour Advanced Placement training course sponsored by either the College Board or the State Department of Education may have the training requirement waived upon presentation of proper verification to the State Department of Education.

Exception 3: Teachers of Advanced Placement courses in subject areas where the number of Advanced Placement classes statewide is less than ten (10) shall attend an alternative training program to be arranged by the State Department of Education with a South Carolina college or university.

Funding

A. Advance Placement Materials

Funds will be allocated to the district to pay for instructional materials in Advanced Placement courses based on a rate per eligible student enrolled. The rate will be determined by the State Department of Education in accordance with available funds.

Instructional materials may include but are not limited to items such as books, appropriate software, and

laboratory supplies. No equipment may be rented or purchased with these funds.

B. Advanced Placement Examination Fee

1. Funds will be allocated to the district at the rate established by the College Board to pay the examination fees of students in Advanced Placement courses.

2. Reimbursement to the school district shall be paid on the basis of the number of students who take the Advanced Placement examinations under the direction of the College Board. Reporting On forms provided by the State Department of Education, the school district must submit two Advanced Placement program reports during the school year. Reports shall include documentation as follows:

Enrollment report due SEPTEMBER 30 until provision can be made for incorporation in the BEDS PROGRAM.

Number of students enrolled in Advanced Placement course(s).

Name of school in which course(s) is (are) to be taught.

The status of assigned teacher(s). a. Certification number(s). b. Verification of approved Advanced Placement training. c. Projected district Advanced Placement training needs.

Effective in 1985-86, school districts shall include a report of test scores for all students taking Advanced Placement examinations during the preceding school year.

End of the year report due JUNE 1

The number of students enrolled in Advanced Placement courses who have taken the required College Board Advanced Placement examination.

A written explanation for each student enrolled in a state funded Advanced Placement course who did not take the examination.

Verification of summer Advanced Placement teacher training participants.

Issued 1/21/85

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

ADVANCED COLLEGE PLACEMENT

Code **IHCD-R** Issued **FINAL**

Advanced placement courses include only courses developed by the College Board. The courses must have prescribed curricula and tests for which students receive high school credit. Students scoring at an acceptable level on the advanced placement examination will be eligible to receive college credit from participating institutions.

Any other course description or designation, such as "honor courses" or "early admission courses" cannot be used to comply with the advanced placement provision under the Education Improvement Act of 1984.

All high schools with both 11th and 12th grades will offer at least one advanced placement course through one of the following methods.

- Provide a course(s) in the school.
- Provide a course(s) through a cooperative agreement with other secondary school(s) within the district(s).
- Provide a course(s) through independent study.
- Provide a course(s) through an agreement with other district(s).

Student eligibility

- Students should excel academically in the appropriate subject area and must have successfully completed the prerequisite college preparatory course(s).
- All students enrolled in advanced placement courses must take the College Board administered examination.

Requirements for advanced placement teachers

- Each teacher of an advanced placement course will hold a certificate appropriate to the course taught as listed in the defined program.
- Each teacher of an advanced placement course will have completed the appropriate advanced placement training program.

Funding

- Advanced placement materials
 - Funds will be allocated to the district to pay for instructional materials in advanced placement courses based on a rate per eligible student enrolled. The rate will be determined by the state department of education in accordance with available funds.
 - Instructional materials may include, but are not limited to, items such as books, appropriate software and laboratory supplies. Schools may not rent or purchase equipment with these funds.

PAGE 2 - IHCD-R - ADVANCED COLLEGE PLACEMENT

- Advanced placement examination fee
 - The district will receive funds at the rate established by the college board to pay the examination fees of students in advanced placement courses.
 - The district will be reimbursed on the basis of the number of students who take the advanced placement examinations under the direction of the College Board.

Reporting

On forms provided by the state department of education, the school district must submit two advanced placement program reports during the school year. School districts will include a report of test scores for all students taking advanced placement examinations during the preceding school year.

Issued 1/21/85; Revised ^

CHILDCARE PROGRAMS

Code **IHCF** Issued **FINAL**

Purpose: To establish the board's vision for childcare programs.

The board recognizes the difficulties parents experience in providing supervision of younger students before and after regular school hours. Based upon available resources and the demand for childcare services, the district will provide extended day experiences for children in the district.

South Carolina law provides that boards will provide school-age childcare programs or facilities therefore. Specifically, a board will provide at least one of the following.

- A school-aged childcare program for children aged five - 14 years that operates before or after the school day, or both, and during periods when school is not in session.
- A school-age childcare program that operates during periods when school is in session for students who are enrolled in a half-day kindergarten program.
- Classrooms, other space, or both, in a school for use by an organization that is operating a school-age childcare program before or after the school day, or both, and during periods when school is not in session for children aged five - 14 years. The board may enter into a long-term lease with a corporation, community service organization or other governmental entity to provide a childcare program. If the property subject to the lease is being paid for from money in the district's debt service fund, all proceeds from the lease will be deposited in the district's debt service fund until the property is paid for.

The district will operate extended day programs in accordance with appropriate state and federal regulations. The administration will develop rules and regulations as needed to ensure the safety, order, proper administration and monitoring of the programs as needed. The final decision regarding the implementation and continuation of these programs rests with the board.

Adopted ^

Legal references:

- A. S.C. Code of Laws, 1976, as amended:
1. Section 59-19-90(11) - General powers and duties of trustees.
 2. Section 59-19-125 - Leasing school property for particular purposes.

Policy IDG Adult Education Program

Issued 9/26/83

The district shall provide adult education programs to prepare students for the State high school equivalency examination, offer courses leading to a high school diploma, and provide courses in basic education subjects. The adult program shall offer courses in job training, employment skills, enrichment, and continuing education.

The district shall provide opportunities for community education, as desired and requested by community members. The program shall be totally self-supporting. The community education program may be sponsored solely by the district or in cooperation with other community agencies. The community education program will be offered on a year-round basis and publicized through area newspapers, radio, and widely-distributed print media.

Adopted 1973; Revised 11/16/81, 9/26/83

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

Section 59-43-10 et seq. - Adult Education.

State Board of Education Regulations:

R-43-237 -Adult Education.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

ADULT/COMMUNITY EDUCATION

Code **IHD** Issued **FINAL**

Purpose: To establish the basic structure for adult/community education.

The district provides adult education programs that meet the following criteria.

- Prepare students for the state high school equivalency examination.
- Offer courses leading to a high school diploma.
- Provide courses in basic education subjects.

The adult program may offer courses in job training, employment skills, enrichment and continuing education.

The district may provide opportunities for community education as desired and requested by community members. The program will be totally self-supporting. The district may sponsor the community education program alone or in cooperation with other community agencies.

Adopted 1973; Revised 11/16/81, 9/26/83, ^

Legal references:

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

1. Section 59-43-10, et seq. - Adult education generally.
2. Section 59-44-10, et seq. - Community education.
3. Section 59-30-10(f) - Duties of state board of education concerning state basic skills assessment program.

B. State Board of Education Regulations:

1. R-43-237.1 - Adult education program.

GROUPING FOR INSTRUCTION

Code **IIA** Issued **FINAL**

Purpose: To establish a basic structure for grouping students for the most effective instruction.

Students learn different content at different rates. Grouping of students should be flexible enough and fluid enough to accommodate the highs, lows and plateaus of the individual's learning process. Any system of grouping which tends to restrict a student's progress in a given subject or activity is contrary to the philosophy of this district. Grouping will never create or support a system of discrimination on the basis of race, religion, immigrant status or English-speaking status, sex or socioeconomic status.

Students within an individual school should be grouped in such a way that the maximum opportunity for learning to occur on a daily basis is facilitated.

Grouping for the most effective instruction must be guided by the following.

- student's best opportunity for success
- educational achievement level of the student as shown on various tests
- most effective educational climate for learning
- availability of space
- welfare of the student
- goal of advancing the student academically by systematically and effectively addressing basic academic needs

The goal is to build class groupings that ensure the best group dynamics possible.

The school will schedule students for instruction to minimize interruptions in the basic educational program and to maximize continuity of educational experiences and the amount of time available for uniquely planned learning activities that match the academic needs of the learner.

Schools considering changes in the method of grouping for instruction must submit a plan to the division of instructional services.

Adopted ^

Policy IEC Class Size

Issued 4/00

Recognizing that class size affects student learning, the board supports reasonable and equitable class enrollments. in determining the size of various classes, the administration will use the following criteria.

class size which will facilitate effective instruction to meet School District Five of Lexington and Richland Counties instructional goals set by the board in cooperation with the district superintendent

- regulations of the state board of education
- statutory provisions of the state of South Carolina
- standards of the Southern Association of Colleges and Schools

Adopted 4/28/86; Revised 4/3/00

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

CLASS SIZE

Code **IIB** Issued **FINAL**

Purpose: To establish the basic structure for determining class size for effective instruction.

Recognizing that class size affects student learning, the board supports reasonable and equitable class enrollments. In determining the size of various classes, the administration will use the following criteria.

- class size which will facilitate effective instruction to meet state academic standards, as well as standards set out in the district's strategic and accountability plans
- regulations of the state board of education
- federal and state statutory provisions
- standards of the Southern Association of Colleges and Schools

Adopted 4/28/86; Revised 4/3/00, ^

AR IEC-R Class Size

Issued 4/00

District class size ratios

Elementary

25:1 for kindergarten

21:1 for grades 1-3 with a maximum of 22:1

24:1 for grades 4-5 with a maximum of 25:1

Middle/Secondary

The following is based on total student enrollment projections per school.

18.5:1 ratio is used to staff middle schools

19:1 ratio is used to staff high schools

Using the above ratios, every attempt will be made to ensure a student to teacher class-size range from 12:1 to 25:1.

Adopted 4/3/00

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

CLASS SIZE

Code **IIB-R** Issued **FINAL**

District class size ratios

Elementary

- 25:1 for kindergarten
- 21:1 for grades 1 through 3 with a maximum of 22:1
- 24:1 for grades 4 through 5 with a maximum of 25:1

Middle/Secondary

The following is based on total student enrollment projections per school.

- 18.5:1 ratio is used to staff middle schools
- 19:1 ratio is used to staff high schools

Using the above ratios, every attempt will be made to ensure a student to teacher class-size range from 12:1 to 25:1.

Adopted 4/3/00; Revised ^

File: IFBD School Library Media Centers

Issued 3/82

Objectives

The primary objective of the school's library media center is to implement, enrich, and support the educational program of the school. It is the duty of the center to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points basic written selection principles, and to provide maximum accessibility to these materials.

- to provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.
- to provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation and ethical standards.
- to provide of view. Therefore, the primary responsibilities of the library media centers are:
 - to provide a comprehensive collection of instructional materials selected in compliance with materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.
 - to provide qualified professional personnel to guide students in the selection of appropriate materials and to assist teachers in the use of materials and who are sensitive to the availability of materials for different grade levels.

Responsibility for Selection of Material for the Educational Media Center

The responsibility for the selection of instructional materials is delegated to the professionally trained media personnel employed by the school system.

Selection of materials should involve consultation with administration, media specialists, faculty, and students. The ultimate decision on materials to be purchased shall be the responsibility of the principal, through collaboration with professionally trained library media personnel and subject to fiscal sanction by the Chief Financial Services Officer.

Criteria for Selection of Media Materials

Needs of the individual school based on knowledge of the curriculum of the existing collection are given first consideration.

Materials for purchase are considered on the basis of:

- overall purpose
- timeliness or permanence
- importance of the subject matter
- quality of the writing/production
- readability and popular appeal

- authoritativeness
- reputation of the publisher/producer
- reputation and significance of the author/artist/composer/producer, etc.
- format and price

Requests from faculty and students are given consideration.

Procedures for Selection

In selecting materials for purchase, the media specialist evaluates the existing collection and consults:

- reputable, unbiased, professionally prepared selection aids approved by the State Department of Education;
- specialists from all departments and/or all grade levels;
- the media committee appointed by the principal to serve in an advisory capacity.

Existing Library Resource Materials

These materials should be evaluated periodically according to the same criteria established for new materials.

Adopted 3/29/82

Constitutional & Statutory Provision:

S.C. Code, 1976, as amended:

Section 60-9-30 - State Board of Education to issue rules regarding the operation of school libraries.

State Board of Education Regulations:

R-43-253- Libraries.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

LIBRARY/MEDIA CENTER MATERIALS SELECTION AND ADOPTION

Code **IJL** Issued **FINAL**

Purpose: To establish the board's vision and the basic structure for the selection and adoption of library/media center materials.

The function of the school library/media center is to support and enrich the instructional program of the school. The library/media center must provide a broad range of materials with a diversity of viewpoints, abilities and interests.

The board has the legal responsibility for the purchase of all instructional materials. The selection and ordering of library books, audiovisual and other materials for the library/media centers are the responsibility of the school library/media specialists in accordance with this adopted policy.

Library/Media specialists will identify, order and organize materials that will implement, enrich and support the educational program of the school district. Principals, teachers, supervisors and other school personnel will give suggestions, recommendations and other assistance.

The library/media specialist will evaluate the existing collection and consult reputable, unbiased professionally prepared selection aides approved by the State Department of Education.

Materials selection criteria

The basic selection criterion is the appropriateness of the materials for use at the grade levels served. In addition, the library/media specialist will judge the materials using the following criteria.

- needs of the school and value to the collection
- validity, accuracy, objectivity, currency and appropriateness of text
- organization and presentation of contents
- clarity, adequacy and scope of text
- representatives of many viewpoints
- high artistic quality and/or literary style
- high degree of readability and/or comprehensibility
- reputation and significance of author and producer
- value commensurate with cost

Adopted 3/29/82; Revised ^

Policy IFCB Field Trips

Issued 10/04

Definition

A field trip is defined as any school approved learning activity which requires the student(s) to leave the school grounds. Plans for any such activity, with the exception of athletic team competitive events and ongoing vocational project work, should follow the procedures described in this policy.

Philosophy

In keeping with the belief that learning extends beyond the classroom and school, field trips that have educational value are considered by the district administration as a means of enriching and extending the learning experience of students. Accordingly, field trips, like any other instructional activity, must be carefully chosen, well planned and well conducted. Special care must be given to clarifying purposes of a field trip and to providing meaningful follow-up activities once the field trip has been completed. Field trip sites must be selected on the basis of the value of the experience to students and should be appropriate for the student age group and school curriculum provided for the group of students involved. The person requesting the field trip should consider whether it is more feasible to bring the experience to the school or to sponsor the trip and whether the time away from other classes is justified. Whenever possible, overnight trips should be planned for days other than the 180 school days.

Procedures and regulations

All field trips must be approved by the principal/director. In addition, overnight trips should be approved by the superintendent or his/her designee. Approval should be obtained on the district's approved Field Trip Request Form IFCB-E(1).

No group trip, such as class, band, athletic, etc., in or out of state, will be permitted for more than three consecutive school days.

Each student who goes on a field trip must have written parental permission on the district approved form [IFCB-E(2)/IFCB-E(3)].

Students may be asked to pay all or part of the expenses of field trips provided arrangements can be made for the payment of trip expenses for those unable to do so.

When it is possible based on availability, school bus transportation will be used to transport students on field trips. In cases where school bus transportation is not possible due to availability and/or not practicable based on the number of students who are going on the field trip, private automobiles driven by parents, teachers or students may be used on field trips, subject to written approval from the principal/director. All drivers must be at least 17 years old and must provide proof of insurance coverage to the district [IFCB-E(4)]. In no case (including vehicle rentals/charters) will students be transported in any vehicle designed or used to transport more than 10 passengers, including the driver, unless that vehicle meets the definition of a school bus under federal law.

Adequate supervision for effective discipline must be provided. Parents may be asked to serve as chaperones.

All trips must be well planned, properly timed and inherently integrated to specific learning and/or uniquely rewarding activities. The number of teachers away from school on a trip on any given day should be kept to a minimum.

After their completion, instructional related field trips will be evaluated by participants, and a written report filed with the principal of each school involved.

(Cf. ED or JGG)

Adopted 11/17/75; Revised 11/16/81, 1/17/83, 1/21/85, 4/16/90, 10/11/04

Legal references:

S.C. Code, 1976, as amended:

Section 59-67-510 - Board may permit use of school bus equipment for special events.

State Board of Education Regulations:

R-43-81 - Extracurricular use of school buses.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

FIELD TRIP REQUEST

Name of sponsor: _____

Date of trip: _____ Number of students involved: _____

Trip description: _____

Method of transportation (see ** below): _____

Time of departure: _____ Time of return: _____

Chaperones: _____

Instructional objective(s): _____

Financial arrangements: Total cost: \$ _____

Budget: \$ _____ Students pay: \$ _____ Other: \$ _____

Signature of sponsor: _____ Date submitted: _____

Principal/Director approval: _____ Date: _____

District approval (when required): _____ Date: _____

To be completed by sponsor

- ☐ Transportation arrangements made with district transportation.
- ☐ Transportation arrangements made with private carrier (when appropriate).
- ☐ Permission slips collected.
- ☐ Cafeteria notified.
- ☐ Attendance office notified.
- ☐ Teachers notified.

Follow-up report (utilize reverse side of page)

**** Method of transportation:** When it is possible based on availability, school bus transportation will be used to transport students on field trips. In cases where school bus transportation is not possible due to availability and/or not practicable based on the number of students who are going on the field trip, private automobiles driven by parents, teachers or students may be used on field trips, subject to written approval from the principal/director. All drivers must be at least 17 years old and must provide proof of insurance coverage to the district. In no case will students be transported in any vehicle (including vehicle rentals/charters) designed or used to transport more than 10 passengers, including the driver, unless that vehicle meets the definition of a school bus under federal law.

Current Policy

FILE: IFCB-E(2)

FIELD TRIP PERMISSION FORM - DAY TRIP

My son/daughter, _____ has my permission to go on a field trip to _____
with _____ on the date of _____ from _____ a.m./p.m. to _____ a.m./p.m.

FOR EMERGENCY CONDITIONS AND/OR MEDICATIONS

If your child may require **emergency** medications while on this field trip, please list the medications, administration instructions and any additional concerns regarding the care of your child.

Name and dosage of medication: _____

Emergency medical condition: _____

Instructions: _____

Please check one for the above: ☐ Parent/Legal guardian sending emergency medication

☐ Nurse sending emergency medication from health room

MEDICAL CONDITIONS AND/OR MEDICATIONS (DAILY OR AS NEEDED)

Listed below are any medical conditions including allergies about which the district or trip chaperone may need to know, as well as any medications currently being administered at school that are to be given **while on the field trip**. **ALL** medications must be provided from the parent/legal guardian to the teacher in the original container with only the exact dosage needed for this field trip. The nurse cannot send these medications from the health room. Please consult your pharmacist where the prescription was dispensed to obtain an additional labeled prescription bottle. If over the counter medications are necessary, please purchase and send the smallest size available for this medication.

Medical condition (or allergy)	Medication	Dosage	Time to be given
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

I understand that this health information may be shared with persons responsible for the care of my child and may include volunteer chaperones as well as district employees. I understand that if my son/daughter becomes ill or is injured during this trip, the trip chaperones will attempt to contact me or an emergency contact at the numbers listed below.

Telephone no.

Name of parent/legal guardian

Telephone no.

Name of emergency contact

If I cannot be reached, I understand and agree that my son/daughter may be taken for medical assistance and I agree that I will be solely responsible for any and all costs incurred as a result. I further agree to indemnify and hold harmless the district, its board of trustees and its employees for any injury or loss that occurs to my child which is not the result of gross negligence by the district or its authorized representatives. If the principal/director authorizes the use of private vehicles for transportation, I give permission for my son/daughter to ride in a private vehicle.

Signature of parent/legal guardian

Date

When it is possible based on availability, school bus transportation will be used to transport students on field trips. In cases where school bus transportation is not possible due to availability and/or not practicable based on the number of students who are going on the field trip, private automobiles driven by parents, teachers or students may be used on field trips, subject to written approval from the principal/director. All drivers must be at least 17 years old and must provide proof of insurance coverage to the district. In no case (including vehicle rentals/charters) will students be transported in any vehicle designed or used to transport more than 10 passengers, including the driver, unless that vehicle meets the definition of a school bus under federal law.

Current Policy

FILE: IFCEB-E(3)

FIELD TRIP PERMISSION FORM - OVERNIGHT TRIP

My son/daughter, _____, has my permission to go on a field trip to _____
_____ with _____ on the date of _____ from _____ a.m./p.m. to
_____ a.m./p.m.

MEDICAL CONDITIONS AND/OR MEDICATIONS

Listed below are any medical conditions including allergies about which the district or trip chaperone may need to know, as well as any medications currently being administered at school that are to be given **while on the field trip**. **ALL** medications must be provided from the parent/legal guardian to the teacher in the original container with only the exact dosage needed for this field trip. The nurse cannot send these medications from the health room. Please consult your pharmacist where the prescription was dispensed to obtain an additional labeled prescription bottle. If over the counter medications are necessary, please purchase and send the smallest size available for this medication.

	Medical condition (or allergy)	Medication	Dosage	Time to be given
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

I understand that this health information may be shared with persons responsible for the care of my child and may include volunteer chaperones as well as district employees. I understand that if my son/daughter becomes ill or is injured during this field trip, the trip chaperones will attempt to contact me or an emergency contact at the numbers listed below.

Parent/Legal guardian name: _____ Home # _____

Mother's work # _____ Father's work # _____

Alternate contact name: _____

Home # _____ Work # _____

If I cannot be reached, I understand and agree that my son/daughter may be taken for medical assistance, and I agree that I will be solely responsible for any and all costs incurred as a result.

Family doctor: _____ Phone # _____

Child's file number: _____ Insurance carrier: _____

Policyholder's name: _____ Insurance/ID number: _____

I further agree to indemnify and hold harmless the district, its board of trustees and its employees for any injury or loss that occurs to my child which is not the result of gross negligence by the district or its authorized representatives. If the principal/director authorizes private vehicles to be used for transportation, I give permission for my son/daughter to ride in a private vehicle.

Signature of parent/legal guardian

Date

When it is possible based on availability, school bus transportation will be used to transport students on field trips. In cases where school bus transportation is not possible due to availability and/or not practicable based on the number of students who are going on the field trip, private automobiles driven by parents, teachers or students may be used on field trips, subject to written approval from the principal/director. All drivers must be at least 17 years old and must provide proof of insurance coverage to the district. In no case (including vehicle rentals/charters) will students be transported in any vehicle designed or used to transport more than 10 passengers, including the driver, unless that vehicle meets the definition of a school bus under federal law.

Current Policy

FILE: IFCE-E(4)

PERMISSION FORM TO DRIVE A PRIVATE VEHICLE ON FIELD TRIP

My son/daughter, _____, whose date of birth is _____ has my permission to drive the *vehicle listed below* on a field trip to _____. Attached to this permission form is a copy of my child's driver's license, along with a current proof of insurance. My child and I certify that as of the date of execution of this permission form, to our knowledge, he/she has no points against his/her driver's license.

My son/daughter *does/does not* (circle one) have permission to transport passengers with him/her on the designated field trip. I understand that under no circumstances will more than three passengers be permitted in any private vehicle.

I understand and agree that if my child is involved in an automobile accident while driving on a field trip, the automobile insurance policy covering my son/daughter may be accessed, either by a passenger in my child's vehicle and/or by the driver/passenger of any other automobile involved in any accident.

Printed name of parent/legal guardian

Parent/Legal guardian signature

Date

Printed name of student

Student signature

Date

VEHICLE INFORMATION

Year of vehicle: _____ Make, model and color: _____

Vehicle identification number: _____

FIELD TRIPS

Code **IJOA** Issued **FINAL**

Purpose: To establish the board's vision and the basic structure for conducting student field trips.

Definition

A field trip is defined as any school approved learning activity which requires the student(s) to leave the school grounds. Plans for any such activity, with the exception of athletic team competitive events and ongoing career and technology project work, should follow the procedures described in this policy.

Philosophy

In keeping with the belief that learning extends beyond the classroom and school, field trips that have educational value are considered by the district administration as a means of enriching and extending the learning experience of students. Accordingly, field trips, like any other instructional activity, must be carefully chosen, well planned and well conducted. Special care must be given to clarifying purposes of a field trip and to providing meaningful follow-up activities once the field trip has been completed. Field trip sites must be selected on the basis of the value of the experience to students and should be appropriate for the student age group and school curriculum provided for the group of students involved. The person requesting the field trip should consider whether it is more feasible to bring the experience to the school or to sponsor the trip and whether the time away from other classes is justified. Whenever possible, overnight trips should be planned for days other than the 180 school days.

Procedures and regulations

All field trips must be approved by the Chief Instructional Officer. In addition, overnight trips should be approved by the superintendent or his/her designee. Approval should be obtained on the district's approved Field Trip Request Form IJOA-E(1).

No group trip, such as class, band, athletic, etc., in or out of state, will be permitted for more than three consecutive school days.

Each student who goes on a field trip must have written parental permission on the district approved form IJOA-E(2)/IJOA-E(3).

Students may be asked to pay all or part of the expenses of field trips provided arrangements can be made for the payment of trip expenses for those unable to do so.

When it is possible based on availability, school bus transportation will be used to transport students on field trips. In cases where school bus transportation is not possible due to availability and/or not practicable based on the number of students who are going on the field trip, private automobiles driven by parents, teachers or students may be used on field trips, subject to written approval from the principal/director. All drivers must be at least 18 years old and must provide proof of insurance coverage to the district [IJOA-E(4)]. In no case (including vehicle rentals/charters) will students be transported in any vehicle designed or used to transport more than 10 passengers, including the driver, unless that vehicle meets the definition of a school bus under federal law.

PAGE 2 - IJOA - FIELD TRIPS

Adequate supervision for effective discipline must be provided. Parents may be asked to serve as chaperones.

All trips must be well planned, properly timed and inherently integrated to specific learning and/or uniquely rewarding activities. The number of teachers away from school on a trip on any given day should be kept to a minimum.

After their completion, instructional related field trips will be evaluated by participants, and a written report filed with the principal of each school involved.

Adopted 11/17/75; Revised 11/16/81, 1/17/83, 1/21/85, 4/16/90, 10/11/04, ^

Legal references:

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

1. Section 59-67-510 - Use of transportation equipment for special events, office of Adjutant General and armed services reserve component functions and other educational purposes.

B. State Board of Education Regulations:

1. R-43-80 - Operation of public pupil transportation services.

Recommended
FIELD TRIP REQUEST

Name of sponsor: _____

Date of trip: _____ Number of students involved: _____

Trip description: _____

Method of transportation (see ** below): _____

Time of departure: _____ Time of return: _____

Chaperones: _____

Instructional objective(s): _____

Financial arrangements: Total cost: \$ _____

Budget: \$ _____ Students pay: \$ _____ Other: \$ _____

Signature of sponsor: _____ Date submitted: _____

Principal/Director approval: _____ Date: _____

District approval: _____ Date: _____

To be completed by sponsor

- ☐ Transportation arrangements made with district transportation.
- ☐ Transportation arrangements made with private carrier (when appropriate).
- ☐ Permission slips collected.
- ☐ Cafeteria notified.
- ☐ Attendance office notified.
- ☐ Teachers notified.

Follow-up report (*utilize reverse side of page*)

**** Method of transportation:** *When it is possible based on availability, school bus transportation will be used to transport students on field trips. In cases where school bus transportation is not possible due to availability and/or not practicable based on the number of students who are going on the field trip, private automobiles driven by parents, teachers or students may be used on field trips, subject to written approval from the principal/director. All drivers must be at least 18 years old and must provide proof of insurance coverage to the district. In no case will students be transported in any vehicle (including vehicle rentals/charters) designed or used to transport more than 10 passengers, including the driver, unless that vehicle meets the definition of a school bus under federal law.*

School District Five of Lexington and Richland Counties

Recommended FIELD TRIP PERMISSION FORM - OVERNIGHT TRIP

My son/daughter, _____, has my permission to go on a field trip to _____
 _____ with _____ on the date of _____ from _____ a.m./p.m. to
 _____ a.m./p.m.

MEDICAL CONDITIONS AND/OR MEDICATIONS

Listed below are any medical conditions including allergies about which the district or trip chaperone may need to know, as well as any medications currently being administered at school that are to be given **while on the field trip**. ALL medications must be provided from the parent/legal guardian to the teacher in the original container with only the exact dosage needed for this field trip. The nurse cannot send these medications from the health room. Please consult your pharmacist where the prescription was dispensed to obtain an additional labeled prescription bottle. If over the counter medications are necessary, please purchase and send the smallest size available for this medication.

	Medical condition (or allergy)	Medication	Dosage	Time to be given
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

I understand that this health information may be shared with persons responsible for the care of my child and may include volunteer chaperones as well as district employees. I understand that if my son/daughter becomes ill or is injured during this field trip, the trip chaperones will attempt to contact me or an emergency contact at the numbers listed below.

Parent/Legal guardian name: _____ Home # _____

Mother's work # _____ Father's work # _____

Alternate contact name: _____

Home # _____ Work # _____

If I cannot be reached, I understand and agree that my son/daughter may be taken for medical assistance, and I agree that I will be solely responsible for any and all costs incurred as a result.

Family doctor: _____ Phone # _____

Child's file number: _____ Insurance carrier: _____

Policyholder's name: _____ Insurance/ID number: _____

I further agree to indemnify and hold harmless the district, its board of trustees and its employees for any injury or loss that occurs to my child which is not the result of gross negligence by the district or its authorized representatives. If the principal/director authorizes private vehicles to be used for transportation, I give permission for my son/daughter to ride in a private vehicle.

 Signature of parent/legal guardian

 Date

When it is possible based on availability, school bus transportation will be used to transport students on field trips. In cases where school bus transportation is not possible due to availability and/or not practicable based on the number of students who are going on the field trip, private automobiles driven by parents, teachers or students may be used on field trips, subject to written approval from the principal/director. All drivers must be at least 18 years old and must provide proof of insurance coverage to the district. In no case (including vehicle rentals/charters) will students be transported in any vehicle designed or used to transport more than 10 passengers, including the driver, unless that vehicle meets the definition of a school bus under federal law.

Recommended
PERMISSION FORM TO DRIVE A PRIVATE VEHICLE ON FIELD TRIP

My son/daughter, _____, whose date of birth is _____ (must be 18 years of age at the time of field trip) has my permission to drive the ***vehicle listed below*** on a field trip to _____. Attached to this permission form is a copy of my child's driver's license, along with a current proof of insurance. My child and I certify that as of the date of execution of this permission form, to our knowledge, he/she has no points against his/her driver's license.

My son/daughter ***does/does not*** (circle one) have permission to transport passengers with him/her on the designated field trip. I understand that under no circumstances will more than three passengers be permitted in any private vehicle.

I understand and agree that if my child is involved in an automobile accident while driving on a field trip, the automobile insurance policy covering my son/daughter may be accessed, either by a passenger in my child's vehicle and/or by the driver/passenger of any other automobile involved in any accident.

Printed name of parent/legal guardian

Parent/Legal guardian signature

Date

Printed name of student

Student signature

Date

VEHICLE INFORMATION

Year of vehicle: _____ Make, model and color: _____

Vehicle identification number: _____