district five
OF LEXINGTON & RICHLAND COUNTIES

AGENDA
BOARD OF TRUSTEES
LAKE MURRAY ELEMENTARY SCHOOL'S THEATRE
FEBRUARY 13, 2012

1. Call to order at **6:15 p.m.**

2. Enter executive session to consider the following:

   a. Selected employment items (Exhibit A)

3. Welcoming remarks at **7 p.m.**

4. Invocation – Reverend Ken Kelly, REFUGE Church

5. Pledge of Allegiance – Gresham Gunter, student council president

6. School Board Spotlight

7. Approve the agenda

8. Welcome and brief overview of Lake Murray Elementary School by Claire Thompson, principal, and Carmen Stone, school improvement council chair

9. Superintendent's report **(45 minutes)**

   a. Superintendent
      1. Vision 2015 update #6

   b. Financial Services
      1. Update on cost of legal appeals at Chapin High School (Exhibit B)

   c. New Design and Construction
      1. Dutch Fork High's Phase 2 Plan (Exhibit C)
      2. Geothermal wells at the new high school and CATE Center (Exhibit D)

10. Public participation*

ACTION AGENDA (45 minutes)

11. Items considered in executive session

12. Approval of Irmo High School's Phase 1 (Plan) and Dutch Fork High School's Phase 1 Plan (Exhibit E)

13. Approval of kitchen renovations at Seven Oaks Elementary, Leaphart Elementary, CrossRoads Middle, Irmo Middle and Irmo High (Exhibit F)

14. Approval of roof replacement at Chapin Elementary (Exhibit G)

15. First reading of revisions to board policy JFAA/JFAB-R: "Admission of Resident/Non-Resident Students" (Exhibit H)

16. First reading of revisions and new board policies in section I: (Exhibit I)

    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"

17. Approval of the minutes of the January 23, 2012 board meeting **(3 minutes)**

DISCUSSION AGENDA

18. Proposed board meeting schedule for 2012-2013 (Exhibit J)

19. Proposed revisions to board policy JICDA-R "Code of Conduct" (Exhibit K)

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

FOR YOUR INFORMATION

21. The next regular scheduled board meeting will be February 27, 2012 at Irmo Middle 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.

district five
OF LEXINGTON & RICHLAND COUNTIES

Minutes/January 23, 2012

The Board of Trustees of School District Five of Lexington and Richland Counties met at CrossRoads Middle 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
Mr. Buddy Price, Director of Office of Community Services

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

The Invocation was given by Buddy Price. The Pledge of Allegiance was led by Brooke Guard and Brittany Detwiler, students at CrossRoads Middle School, and Molly Todd, a student at Chapin Elementary School.

A special recognition and presentation was made to the Board of Trustees for School Board Appreciation.

The School Board Spotlight was led by Robert Gantt, Jan Hammond and Ellen Baumgardner.

During the superintendent's report, Dr. Hefner presented the Vision 2015 - Update 5; Dr. Fulmer gave an update on the cost of legal appeals at Chapin High School (Exhibit C) and presented the monthly financial report (Exhibit D); Keith McAlister presented information on upgrades at Irmo High and Dutch Fork High, kitchen renovations for Seven Oaks Elementary, Leaphart Elementary, CrossRoads Middle, Irmo Middle and Irmo High, and Chapin Elementary School's roof replacement (Exhibit H).

During the public participation, Jack Wolfe and Laurene Mensch spoke regarding the new shools; Julie Schelbe, Susan Baker and Nick Haralambis spoke regarding improvements at Chapin High School; Paula Hite and Paul DuPre spoke regarding the Vision 2015; Julia McCrae spoke regarding the bond referendum, globalization, S.C. Business and live streaming video; Nick

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

Milasnovich spoke regarding the magnet school; and John Ecton spoke regarding improvements at Dutch Fork High School.

Michael Harris presented proposed revisions to board policy JFAA/JFAB-R "Admission of Resident/Non-Resident Students" (Exhibit J).

Helen Anderson presented proposed 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".

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of January 23, 2012

		BAUMGARDNER	GANTT	HAMMOND	MURPHY	TURNER	WATSON	WHITE
1.	M. Watson S. Baumgardner Enter executive session to consider the following: a) selected employment items (Exhibit A) and b) contractual matter: Audit Services (Exhibit B)	X	X	X	X	X	X	A
2.	M. Watson S. Baumgardner Approve the agenda	X	X	X	X	X	X	X
3.	M. Watson S. Baumgardner Approve the selected employment items (Exhibit A)	X	X	X	X	X	X	X
4.	M. Watson S. Hammond Accept the Administration's recommendation to accept the auditing proposal from Derrick, Stubbs and Stith, a local firm whose auditors all live in School District Five and who quoted the lowest price among firms considered most qualified to meet the auditing needs of our school district.	X	X	X	X	X	X	X
5.	M. Watson S. White Approve the bid from Edcon, Inc. for an amount not to exceed $32,595,000 for the construction of the new high school	X	X	No	No	No	X	X
6.	M. Watson S. Baumgardner Approve the minutes of the January 9, 2012 board meeting	X	X	X	X	X	X	X
7.	M. Watson S. Baumgardner Adjourn at 10 p.m.	X	X	A	X	X	X	X

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

Mr. Chairman,

At no time have I doubted Dr. Hefner's conviction to his Vision 2015. I believe he has done whatever he could, provided the best information he has, offered honest opinions, and has not waivered in that vision from the very beginning.

Over the past 133 days since Vision 2015 was unveiled, there have been 5 board meetings and a total of just 5 hours set aside on our agendas to discuss the entire vision as well as 34 other matters of district interest. As the focus of the vision began to move away from Chapin High School and shift to the magnet high school, I began to have concerns. In December I supported a motion to allow for more public meetings so that I and the rest of the board could hear and perhaps benefit from issues that concerned our community. At our last board meeting, I supported a motion to delay a vote on the magnet school, until we had more time to deal with issues and questions that were being raised. As we all know, both of those motions failed.

There is no doubt that magnet programs are having success in our district. However, what was being proposed with the new magnet high school, seemed to me, to be a concept for which there were more questions than answers. Questions about the scope and design of the curriculum, and how it would support our CATE center, set to open this August. How much interest would there be among our current student population and would students want to leave their friends, their traditional high school setting and their current high school identity? What about parental buy in and the impact on operational cost? What changes might the magnet high school have on our teaching staff, both current and new? Reducing over crowding at our existing high schools is a goal of Vision 2015, and the magnet high school would be expected to play a big part in that, yet we do not know how many students would have to leave each existing high school to consider that problem as having been met. And what might happen if results were too slow in coming about? Would we be patient for 4 years and see the vision through, or as I expressed at the last board meeting, would we force the issue sooner than later?

I was a supporter of the 2008 referendum, and I have spent hours upon hours deliberating over this issue and what the impact might be on the students, faculty, administration and families and the district 5 community as a whole.

January 23, 2012

Statement by Jim Turner, school board member

Attachment 1 is included with the minutes of the 1-23-12 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.

EXHIBIT C

district five
OF LEXINGTON & RICHLAND COUNTIES

Attachment 2 is included with the minutes of the 1-23-12 meeting, at the request of Board member Ed White pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

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.

Attachment 3 is included with the minutes of the 1-23-12 meeting, at the request of Board member Ed White pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

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, Sinclaire & 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.

Attachment 4 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

Kim Murphy
movingmountainskwm@gmail.com
School Board Meeting – January 23, 2012

I would like the record to reflect the enclosed documents as just a few of many that have been submitted to the Court which establish that any delay of the Chapin High School Project has been driven by the District's own conduct and not by me or by any of the other interested parties in this matter and that District 5 has been free to move forward with the renovation project. Claims by District 5 in Exhibit C of the January 23, 2012 board packet as well as previous like claims are false.

Though other low interest bonds are available, claims from District 5 such as that they qualified for Build America Bonds (BAB) for the Chapin High School project before their January 1, 2011 expiration date are false. Because plans and specifications were incomplete (per the Dept. of Education's denial letter dated January 14, 2011), District 5 did not receive permission from the SC Dept. Of Education to proceed with advertising the project for Bid until September 15, 2011 – nine (9) months *after* the BAB program expired. (See the attached Permission to Proceed).

I support and have supported the much needed renovations at Chapin High School where my children attend and as I said at the groundbreaking ceremony in December, I am happy that CHS will finally get some of the renovations, but sadly not all that had been promised in the bond referendum. I am particularly concerned that academic improvements have been deleted from the plans and that student capacity has been considerably reduced by more than 400 students – and the implications of these actions.

Unfortunately, the board majority has chosen to keep this information from the public. They have even voted against holding a meeting to allow the public to hear and respond to the changes to Chapin's plan as well as significant alterations (and money-shifting) at other projects proposed in the referendum.

Because of a recent change by the board majority to the board policy that limits the number of pages a board member is allowed to enter into the official minutes of the board meeting to only five (5) pages front and back, a policy change that I opposed, I am only able to include a few of the documents. I will be happy to share any document related to the reduction in capacity and proposed educational upgrades at Chapin High.

ROBERT GUILD

Attorney at Law

314 Pall Mall • Columbia, South Carolina 29201 • 803-252-1419 • bguild@mindspring.com

December 23, 2011

Attachment 5 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. § 30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

The Honorable Ralph King Anderson, III
Chief Administrative Law Judge
Edgar A. Brown Building
1205 Pendleton Street , Suite 224
Columbia, SC 29201

Re: Kim Murphy, William H. Grant and Leisha Huffstetler v. SCDHEC and District 5,
Docket No. 11-ALJ-07-0406-CC

Dear Judge Anderson:

Enclosed please find for filing and consideration the Affidavit of Petitioner Kim Murphy, addressing issues discussed at the recent hearing on Petitioners' Motion to Enforce Stay. Ms. Murphy's Affidavit recites her unsuccessful effort to date to obtain information regarding the terms of the contract to begin construction activity at the Chapin High School, Exhibit A, attached hereto. She includes information regarding the routine use of portable classrooms by the District, as needed to respond to enrollment fluctuations and where renovation and construction projects require temporary displacement of students from regular classrooms, Exhibit B. She recites the District's projected project completion schedule, based on the District's plans contained in its public bid package, which extends into August 2014, and includes numerous construction activities which appear to involve minimal land disturbance and which avoid stream impacts. Finally, she authenticates the September 15, 2011, permission to proceed with the project provided to the District by the Office of School Facilities of the South Carolina Department of Education, Exhibit C, an exhibit offered by Petitioners at the recent hearing in support of our stay motion, received by Ms. Murphy in response to her e-mail request, Exhibit D.

These evidentiary materials confirm that the timing of this project, to date, has been driven by the District's own conduct and not delayed by any action of the Petitioners; that the Petitioners have diligently sought to understand the timing and scope of this project to protect their environmental interests; and that numerous opportunities are, and have been, available to the District to move forward with construction "without getting into areas that are the subject of the challenger's concerns," as recognized by the District's own counsel. May 23, 2010, e-mail, Mary Shahid, Esquire to Pam Baker and John Collum, Exhibit 2 to Motion to Enforce Stay.

PRINTED ON 100% POST-CONSUMER MATERIAL, 30% HEMP FIBER

Attachment 6 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. § 30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

Nothing in the District's latest submission refutes Petitioners' assertion that this Court has the authority to craft a partial stay of this disputed stormwater and land disturbance permit which would allow the undisputed portions of this project to proceed, while protecting the subject stream and its surroundings pending decision of this contested case proceeding. Should the District genuinely desire to begin renovation and construction of the academic buildings at the school without delay, many months of scheduled work are available well away from the subject stream.

Petitioners' urge the Court to grant their motion for a stay, either with or without such authority to proceed with the undisputed portions of the project, as the Respondent District may choose.

By copy of this letter I am serving the parties with this hard copy.

With kind regards, I am

Sincerely,

Robert Guild

Encls.

cc: All counsel

STATE OF SOUTH CAROLINA
ADMINISTRATIVE LAW COURT

Kim Murphy, William H. Grant, and Leisha Huffstetler, Petitioners, v. South Carolina Department of Health and Environmental Control and District 5 of Lexington and Richland Counties, Respondents.	Docket No. 2011-ALJ-07-0406-CC **Affidavit of Kim Murphy** Attachment 1 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

Kim Murphy, being duly sworn does depose and say:

1. I am Kim Murphy, one of the Petitioners in the above-entitled contested case proceeding challenging the Stormwater Permit of Respondent District 5 of Lexington and Richland Counties.

2. I have been actively involved in community and specifically school related affairs in District 5 as a parent and citizen for fourteen (14) years, and I have only missed three (3) School Board Meetings in the past ten (10) years. For the past year I have participated not only as a parent and citizen, but as a District 5 School Board Member. I have advocated for a quality education for my children and all children attending District 5 schools, as well as for responsible and sustainable development and growth policies which respect my family's love of nature. I have advocated in favor of growth and development policies which conserve and protect natural resources and open space. I have objected to poorly planned sprawl development which needlessly destroys natural resources and open space and

which requires the unsustainable extension of infrastructure and public services.

3. After the bid was awarded to China Construction on November 14, 2011, I sought to obtain information regarding Respondent District 5's Notice to Proceed to be issued to China Construction and the fully executed contract with China Construction, including all addenda and exhibits. I filed a South Carolina Freedom of Information Act Request, hereinafter "FOIA", attached hereto as Exhibit A, which was sent to Robert Gantt, Board Chairman for Lexington-Richland School District 5 on November 15, 2011. Under the FOIA guidelines, the information was due to me by December 9, 2011, but as of today's date I have received no response whatsoever to my FOIA request. Despite District 5's assertion that I have sat on my rights with regard to this issue, my actions indicate otherwise.

4. Respondent District 5 asserts that the use of portables is unsafe for students and has asked the court to consider this when determining whether to issue a stay in this case. I am informed as a member of the District 5 School Board that the District routinely uses portable units for classrooms because of enrollment fluctuations, as well as when there are renovation or construction projects which require the students to be moved out of the main school building. In fact, this year District 5 moved all students (exclusive of special education students) at Irmo Elementary School into portable classrooms in advance of a portion of that school's renovation project. This is only one example of District 5 schools using portables on a routine basis. Information regarding the historic use of portables is contained in Exhibit B attached hereto and was obtained from District 5's website: http://www.lexrich5.org//files/filesystem/Portables.pdf. This document indicates that the use of portables is not exclusive to Chapin High School and the current renovation and construction project, but that portables have been used for years in the District. Therefore,

Attachment 8 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

although portables are not ideal, they are commonly used in District 5 during construction and enrollment fluctuation periods when additional teaching space is needed and is unavailable in the main school building. As a School Board Member and a parent with children who attend Chapin High School, I have no knowledge of any child ever being harmed because their classes were held in portables. Further, if portables were unsafe for students, we would not use them routinely as classrooms under the circumstances I've described.

5. Respondent District 5 contends the Chapin High School project cannot begin without first installing the new stormwater system and, therefore, a stay should not be issued. However, District 5's project construction schedule is listed on the publicly published construction plans, which I obtained from the bid package from Copy Printing Solutions, LLC. The schedule indicates that the overall completion date for the project is August 2014, which is almost three (3) years from now, and that numerous construction activities can be initiated that appear to have no land disturbance or minimal land disturbance and avoid stream impacts. There are several examples given on the schedule. District 5 could begin interior renovations now, which are currently scheduled for completion in June 2012. The following are a few examples: Health Science classrooms, Media Center, and Administration area, as well as the school building's front entrance. There are also minor renovations scheduled for completion during the summer of 2013 to the Math Wing, Fine Arts Center, and Practice Gym, and these renovations could likewise begin now. In addition, planned renovations could begin on the tennis courts and track on the far side of the property away from the stream, which are currently scheduled for completion in the summer of 2012.

Attachment 9 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

6. Finally, District 5 questioned the authenticity of the letter handed up as Petitioner's Exhibit 3 to our motion at the hearing on December 21, 2011. I received this letter from Pat Hinson at the South Carolina Department of Education. I requested the letter via email on December 19, 2011 and received it via email from Ms. Hinson on December 20, 2011. The letter is attached hereto as Exhibit C. A copy of my email correspondence with Ms. Hinson is attached hereto as Exhibit D.

Kim Murphy

Kim Murphy

SWORN to before me this 23rd Day of December, 2011.

NOTARY PUBLIC for South Carolina

My commission expires:

My Commission Expires March 10, 2019

KATIE R. PARHAM NOTARY PUBLIC SOUTH CAROLINA

Attachment 10 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

Attachment 11 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. § 30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

November 15, 2011

To: Robert Gantt, Board Chairman
Lexington-Richland School District 5

From: Kim Murphy
154 Old Laurel Lane
Chapin, SC 29036

Subject: SC Freedom of Information Act Request: Chapin High School – Notice to Proceed, Construction Contract

Dear Mr. Gantt,

Per the Freedom of Information Act, please provide me a copy of the following documents:

1. Notice to Proceed to be issued to China Construction for the Chapin High School renovation project;
2. Fully executed Contract for China Construction including all addenda and exhibits.

Thank you very much for your time in this manner.

Kim Murphy

STATUS OF PORTABLES
DISTRICT WIDE

SCHOOL	2001	2004	2005	2006	2007	2008	Old Units	New Units	Units w/ RR	County	EDUCATIONAL USE	REMARKS
BES			2	2	2	2	2	0	2	Rich.	1-educational (ed) space: 1-Music, 1-undecided.	Upd. 07/30/08.
CES	12	2	4	5	7	15	4	11	15	Lex.	13 ed spaces: 7-5th gr., 1-Science lab, 1-Resource, 1-Strings/music, 1-Itinerant art, 1-AGP, 1-Spanish, 1-Science storage, 1-Storage.	Upd. 07/30/08.
DFES	11	11	0		0	0				Rich.		Old units removed and relocated to other schools in conjuction w/ FY 05-06 addition.
HWES	2	2	2	0	0	0				Lex.		Old units destroyed and removed during summer 2006.
HEC	4	4	0		0	0				Rich.		
IES	16	16	16	16	16	16	16	0	11	Lex.	4 ed spaces: 1-Strings, 1-OT/PT, 1-Expectations coach, 1-Speech, 1-Reading interventionist, 2-DO Staff, 10 other.	Upd. 07/30/08.
LMES		4	8	8	10	10	3	7	8	Rich.	10 ed spaces: 1- Rdg. Recovery, 2-5th gr., 4-3rd gr., 2-AGP, 1-Small group instruction.	2 old units moved from DFES. 1 old unit moved from HECES. Upd. 07/30/08.
LES					6	6		6	1	Lex.	6 ed spaces: 2- 4th gr; 3-5th gr., 1-4K Kindergarten.	Upd. 07/30/08.
NRES					0	0				Lex.		
RSES		6	6	6	6	6	0	6	6	Rich.	2 ed spaces: 1-OT/PT & Strings, 1-French, 4-DO Staff.	Upd. 07/30/08.
SOES	7	0		2	7	7	0	7	7	Lex.	7 ed spaces: 1-4K kindergarten, 1-Kindergarten, 1-Strings, 1-German, 1-Music, 1-Rotation related arts, 1-AGP, 1-Art/music/German.	Old units removed in conjunction w/ FY 03-04 addition.
CMS	2	8	0		0	8	0	8	4	Lex.	8 ed spaces. 4- 6th Gr., 4-Math, 4 - 7th Gr., 2-LA, 2-Math.	Old units removed in conjunction w/ FY 05-06 addition. Updated 07/30/08.
CRMS	7	0			0	0				Lex.		Do not know where old units went.
DFMS		4	5	6	7	7	1	6	1	Rich.	6 ed spaces: 1-8th Gr. Math, 1-8th Gr. ELA, 1-8th Gr. ELA/7th Gr. ELA, 1-8th Gr. Social Studies, 1-Spanish/Spanish Prep./7th Gr. ELA, 1-French. 1-Transportation (DO).	1 old unit moved to DFMS transpo FY 06-07.
IMS	20	2	1	1	1	1	1	0	0	Lex.	0 ed space: 1-Storage.	Upd. 07/30/08.
CHS	7	4	10	15	15	23	8	15	1	Lex.	15 ed spaces: 6-English, 7-Social Studies, 8-Foreign Language, 1-Freshman success, 1-Art.	1 old unit moved from DFES FY 05-06. 1 old unit moved from Lex. 2 School District FY 06-07.
DFHS			6	10	10	10	10	0	0	Rich.	10 ed spaces: 3-Foreign Lang, 1-Social Studies, 1-CATE, 1-Health, 3-Special Ed., 1-Math.	4 old units procured from Lex. 2 School District. Upd. 07/30/08.
IHS	11	9	10	17	23	23	11	12	0	Lex.	16 ed spaces: 8-Foreign Lang., 3-Math, 2-English, 2-Social Studies; 11 Other: 1-Band, 1-Athletics, 2-Transpo., 3-Adult Ed.	1 old unit moved from DFES FY 05-06, 1 old unit moved from Lex. 2 FY 06-07. Updated 07/30/08.
AA	2	4	6	7	7	7	2	5	4	Lex.	5 ed spaces: 1-Science, 1-Math, 1-English, 1-Social Studies, 1-Special Ed.; 2 Other: 2-storage.	2 old units are used for storage for the Chapin Little Theater.
DO	4	4	4	4	4	8	4	0	0	Rich.	0 ed spaces. 8 DO staff: 1-Procurement, 1-Facility Services, 1-Food Services, 1-Technology, 4-Instruction.	
Total	105	80	80	99	121	149	62	83	60			

Attachment 12 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

September 15, 2011

Mr. Luke McCary, AIA, NCARB LEED AP BD+C
Stevens & Wilkinson
Post Office Drawer 7
Columbia, South Carolina 29202

Attachment 13 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. § 30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

Re: Chapin High School
Addition and Renovation
Lexington/Richland Counties School District Five

Dear Mr. McCary:

This will confirm our review and approval of the Final Drawings and Specifications and our permission to proceed.

The final drawings and specifications on the above referenced project are considered functionally adequate in accordance with the rules and regulations of the Office of School Facilities (OSF).

You are hereby notified that the primary responsibility for compliance with applicable state and local statutes, regulations, building codes, fire and health regulations and local ordinances rests with the architects and engineers as agents of the owner.

This approval does not constitute any grant or waiver for any Law or Code restriction.

Please keep in mind that the *South Carolina School Facilities Planning and Construction Guide* requires that certain transmittals be forwarded to the Office of School Facilities during bidding and completion of the project. **In addition, the *OSF Inspection Program Manual* requires that the owner and his agent inform this office of the inspectors to be employed for this project within two (2) weeks of contract award. Furthermore, this office is to be informed of the date of the Pre-construction Inspectors Coordination Meeting.**

Sincerely,

H. D. Coogler Jr., P.E.
Office of School Facilities

HDC/pyh

cc: Dr. Stephen Hefner, Superintendent, Lexington/Richland Counties School District Five
Mr. Dan Shirley, OSF Program Manager
South Carolina School Boards Insurance Trust

Attachment 14 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

Data Sources and Background Information

1. Center for Advanced Technical Studies student enrollment projections	B .Price
2. 4th high school student enrollment projections (District Five Web Site)	B. Price
3. 45 ADM and 135 ADM Student Counts by school and by year	B. Price
4. McKibben student count projections	B. Price

The Center for Advanced Technical Studies is to open in August of 2012. Initial enrollment of 693 students is planned. Full capacity of 1155 students is planned within five years.

The new high school is to open in August of 2013, with an initial enrollment of 1200 students with full capacity of 1700 students. So as to not double count students, I revised the startup to 900 students in August of 2013, and growing to only 1200 students at full capacity. This reduction makes adequate allowances for the Center for Advanced Technical Studies students that will receive their core curriculum (English, Science, Math, History) at the new high school.

The alternative would be to have the Center for Advanced Technical Studies students return to their "Home" high school for their core curriculum. In this scenario, 193 students should be added to the "Home" high school figures. It should be noted that this, of course, will reduce the enrollment by a like number at the new high school. We cannot have the students in both places at one time.

1155 students / 3 schools = 385 students per school X 50% = 193 students receiving core curriculum at any one time at their home school.

An analysis with charts and projections should have been put together for the Executives and the School Board by the District Five Planning Department.

Please review the attached charts and data sheets. I am available to meet with you at any time.

Ed Yates 1/8/12

Based on data provided to Mr. Yates from District 5, mr. Yates developed the enclosed reports.

Mr. Yates is an active community representative in District 5 and has served on many boards, committees and commissions.

Mr Yates is correct in that no such report of any kind has been provided (though requested numerous times) to board members to date. Reports such as these should have been furnished to the board in advance of tonight's vote (Jan. 23, 2012) to expend millions and millions of taxpayer dollars to construct a fourth high school and committ millions and millions on reoccurring operating costs.

Kim Murphy

Attachment 15 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

Subj: **Irmo student count to plummet**
Date: 1/5/2012 9:29:40 P.M. Eastern Standard Time
From: YJCOLUMBIA@aol.com
To: YJCOLUMBIA@AOL.COM

Please print, read and critique. Any suggestions will be appreciated.

Attached is a chart showing that the student count at Irmo High School will plummet to 1031 students in the fall of 2018. In the fall of 2008, IHS had 2045 students. On January 4,2012, the student enrollment was 1835 students.

Using data from District Five (I used the most conservative figures) the population at Irmo High School will decrease each year as students transfer to the "Center for Advanced Technical Studies" and the new high school for students who wish to study for a work career rather than go to college. Both of the schools will be located in Springhill area. I understand that the Alternative Academy in Chapin will be closed and the Alternative Academy students will be moved to the new high school.

The District Executives and the School Board are aware of the McKibbin studies showing a decline in student population over the next decade. Why should we destroy the communities of Irmo, Chapin, and Dutch Fork by building a new school that isn't needed. Dropping the population of IHS from a high of 2045 students to 1031 students will absolutely devastate the Irmo community. Our real estate values will drop, our businesses will pack up and leave, our tax base will dry up, and we can pay the bills to keep IHS operating with 1031 students.

The school board will vote on this matter on January 23, 2011. We all have a vested interest in this issue. If time permits, I will prepare a similar chart for CHS and DFHS and forward them to you . Please forward the information to your friends in District Five. I have seen a lot of scams, but Dr. AndersEn with a capital "E" is having the last laugh on District Five.

Gantt, Watson, White and Baumgarden I expect will vote yes. Hammond, Murphy, and Turner being the fiscal conservatives will vote no. How would you vote?

$243 Million and to date we have not received one report on how the money is being spent. Now that's accountability.

Please see the attached file.

Ed Yates

Attachment 16 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

PowerSchool

Enrollment Summaryas of 01/04/2012 (A)
Irmo High School

Grade Level	TOTAL IN GRADE	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
9	500 251 / 249	11 3 / 8	232 124 / 108	22 11 / 11	2 1 / 1	21 8 / 13	2 2 / 0	210 102 / 108	0 0 / 0
10	421 204 / 217	13 3 / 10	166 81 / 85	14 10 / 4	1 0 / 1	16 13 / 3	2 0 / 2	209 97 / 112	0 0 / 0
11	480 247 / 233	16 7 / 9	190 97 / 93	21 12 / 9	1 1 / 0	17 7 / 10	3 2 / 1	232 121 / 111	0 0 / 0
12	434 224 / 210	12 3 / 9	160 80 / 80	20 11 / 9	2 1 / 1	19 9 / 10	1 1 / 0	220 119 / 101	0 0 / 0
TOTAL	1835 926 / 909	52 16 / 36	748 382 / 366	77 44 / 33	6 3 / 3	73 37 / 36	8 5 / 3	871 439 / 432	0 0 / 0

Copyright© 2005 - 2011 Pearson Education, Inc., or its affiliate(s). All rights reserved.

As of 1-4-12, enrollment at IHS is 1835 students. THE LARGEST ENROLLMENT AT IHS IN THE LAST DECADE WAS:

YR = 2008/2009 = 2045 STUDENTS 45 ADM NOV 5, 2008

1/4/12 = 1835 ENROLLED at IHS

Down 210 at IHS

Attachment 17 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

Subj: **CATE Center Information**
Date: 4/12/2011 3:04:45 P.M. Eastern Standard Time
From: awhite@lex5.k12.sc.us
To: yicolumbia@aol.com

Dear Mr. Yates,

I apologize for the delay in getting the following information to you regarding the CATE Center:

The CATE Center will be constructed to serve 1,155 students. We expect the first year to open with approximately 693 students and to be at full capacity within five years.

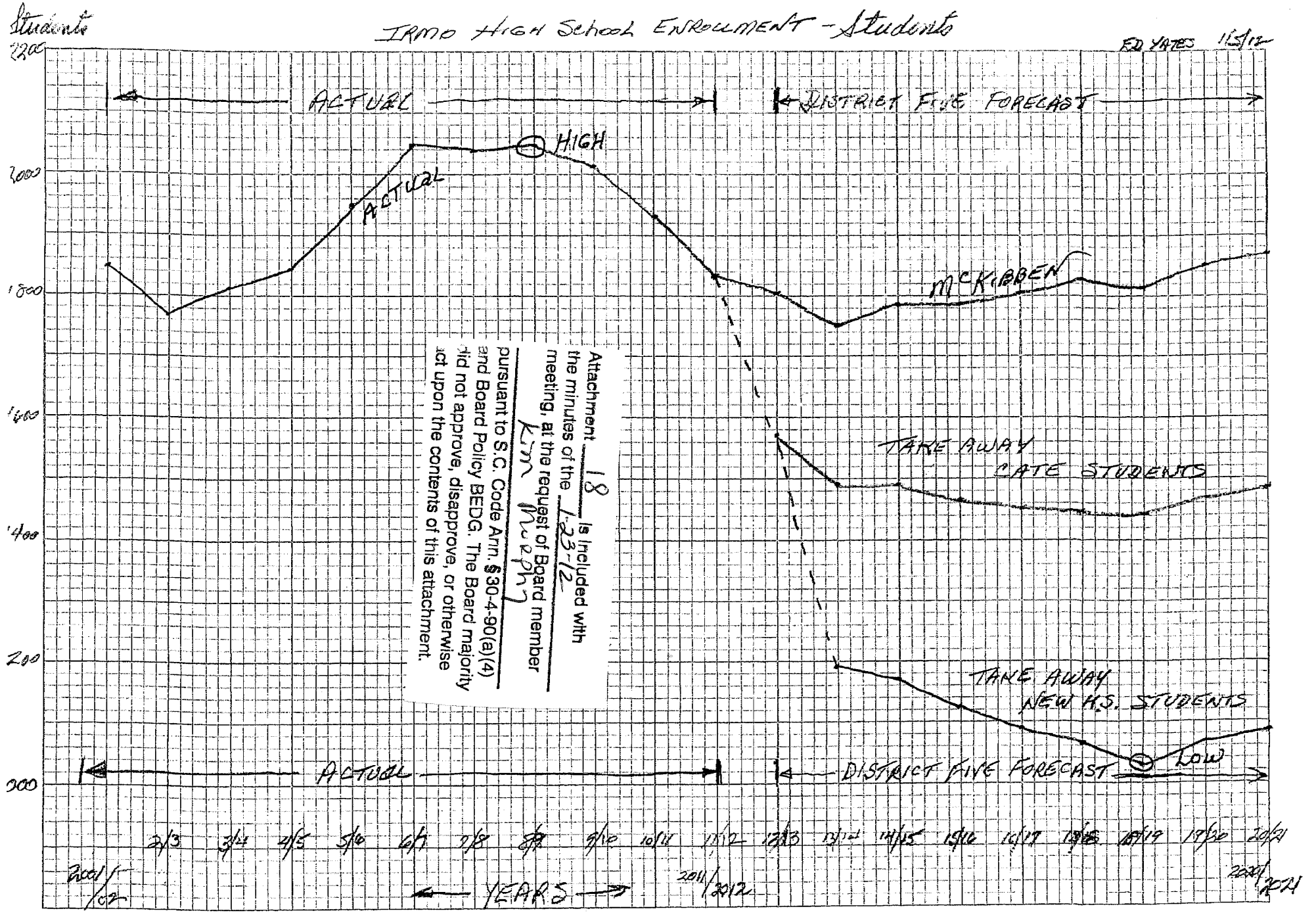
Thank you,
Amee White

--

Amee White
Administrative Secretary for Buddy Price
Department of Community Services
School District Five of Lexington/Richland Counties

(803) 476-8118
(803) 476-8217 - Fax

K+E 10 X 10 TO THE INCH • 7 X 10 INCHES
KEUFFEL & ESSER CO. MADE IN U.S.A.



Attachment 18 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

1/6/12

IRMO HIGH SCHOOL

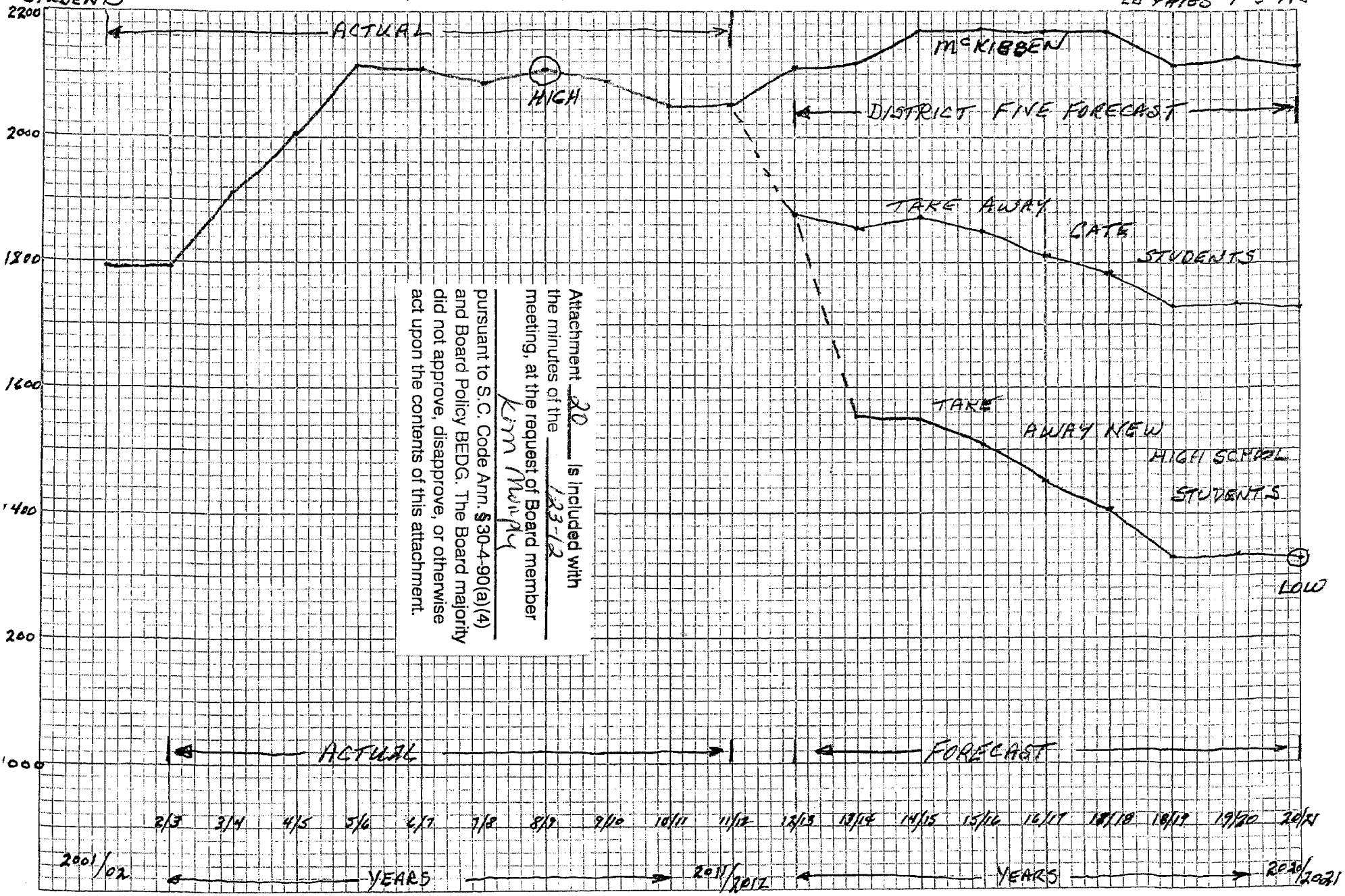
	STUDENTS 45 ADM					STUDENTS 135 ADM
01/02	1846					1827
02/03	1767					1755
03/04	1814					1799
04/05	1841					1827
05/06	1946					1925
06/07	2044					2026
07/08	2039					2012
08/09	(2045) High					2029
09/10	2016					1983
10/11	1928					1915
11/12	1836	GATE	NET STUDENTS	4th HS	NET STUDENTS	
13	1802	231	1571	-0-	1571	
14	1754	262	1492	300	1192	
15	1782	293	1489	320	1169	
15/16	1786	324	1462	340	1122	
17	1805	355	1450	360	1090	
18	1827	385	1442	380	1062	
19	1816	385	1431	400	(1031) Low	
20	1851	385	1466	400	1066	
20/21	1867	385	1482	400	1082	

Attachment 19 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

K&E 10 X 10 TO THE INCH • 7 X 10 INCHES
KEUFFEL & ESSER CO. MADE IN U.S.A.

DUTCH FORK HIGH SCHOOL - STUDENTS

Ed Yates 1-5-12



Attachment 20 is included with the minutes of the 123-12 meeting, at the request of Board member Kim Mahaffey 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.

12/6/12

DUTCH FORK HIGH School

	45 ADM STUDENTS				135 ADM STUDENTS
01/02	1794				1784
3	1790				1781
4	1916				1907
5	2004				1990
6	2119				2103
7	2105				2093
8	2081				2073
08/09	(2106) HIGH				2087
10	2086				2068
11	2047				2031
11/12	2054	CATE	NET STUDENTS	4th H.S.	NET STUDENTS
12/13	2110	231	1879	-0-	1879
14	2119	262	1857	300	1557
15	2165	293	1872	320	1552
16	2172	324	1848	340	1508
17	2166	355	1811	360	1451
18	2166	385	1781	380	1401
19	2117	385	1732	400	1332
20	2124	385	1739	400	1339
20/21	2111	385	1724	400	(1326) LOW

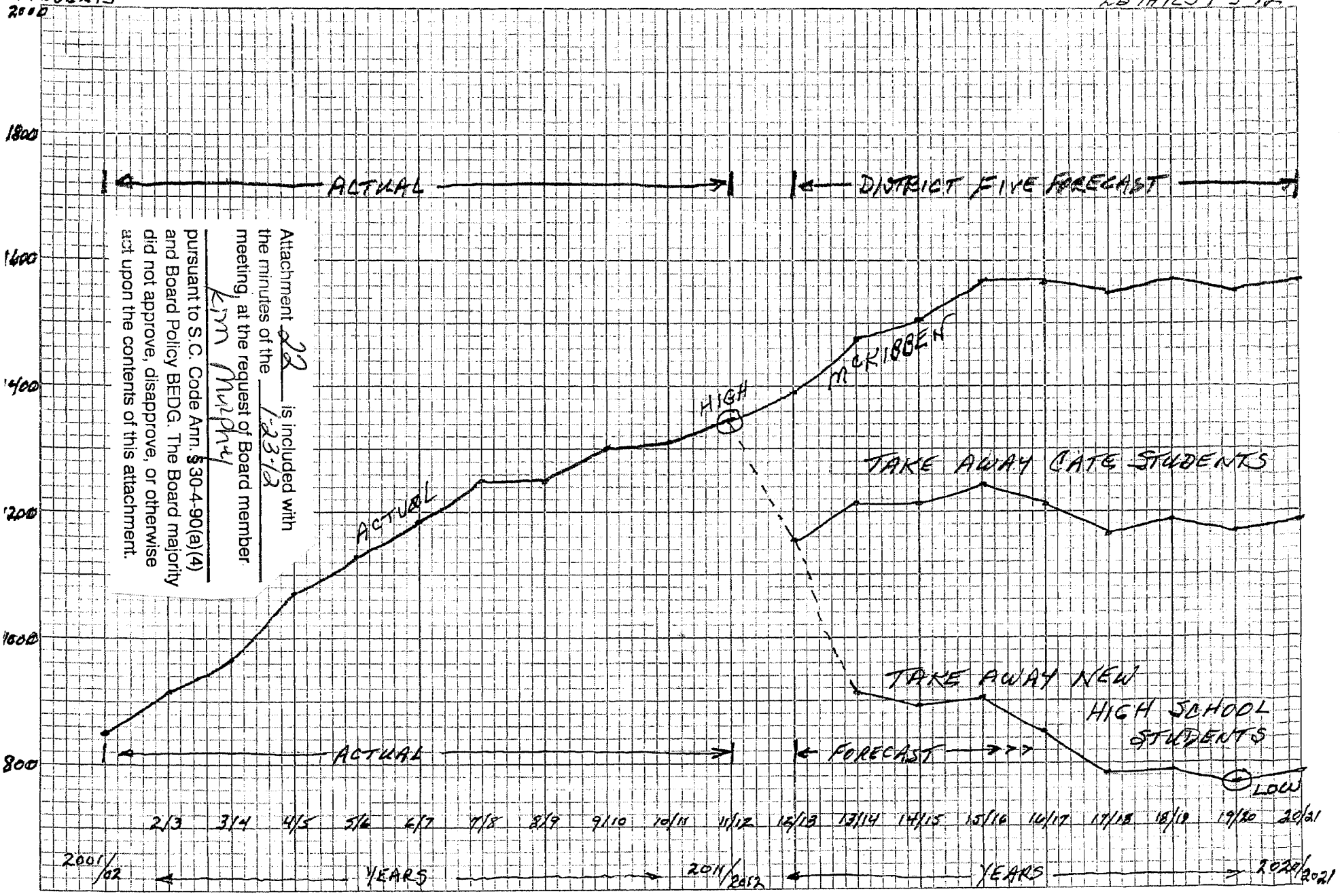
Attachment 21 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-80(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

K+E 10 X 10 TO THE INCH • 7 X 10 INCHES
KEUFFEL & ESSER CO. MADE IN U.S.A.

46 0780

CHAPIN HIGH SCHOOL ENROLLMENT - STUDENTS

ED YATES 1-5-12



Attachment 22 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

1/6/12

CHAPIN HIGH SCHOOL

Attachment 23 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

	45 ADM STUDENTS					135 ADM STUDENTS
01/02	853					847
03	919					914
4	963					958
5	1071					1073
6	1127					1120
7	1185					1173
8	1254					1245
9	1253					1242
10	1300					1286
11	1307					1302
11/12	1344 HIGH	CATE	NET STUDENTS	4th H.S.	NET STUDENTS	
12/13	1388	231	1157	-0-	1157	
14	1479	262	1217	300	917	
15	1506	293	1213	320	893	
16	1566	324	1242	340	902	
17	1564	355	1209	360	849	
18	1547	385	1162	380	782	
19	1572	385	1187	400	787	
20	1556	385	1171	400	771 LOW	
20/21	1567	385	1182	400	782	

Lexington 5 District: Total Enrollment

McKIBBEN PROJECTIONS

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
K	1042	1129	1081	1060	1047	1041	1095	1068	1057	1054	1043	1032	1020	1009	991	975	961
1	1168	1185	1228	1153	1140	1133	1135	1173	1162	1148	1134	1119	1099	1082	1063	1043	1021
2	1133	1203	1208	1217	1180	1162	1184	1157	1190	1177	1162	1142	1126	1106	1092	1081	1064
3	1196	1192	1244	1219	1234	1203	1198	1203	1175	1205	1191	1178	1158	1141	1120	1110	1099
4	1179	1237	1216	1282	1246	1274	1233	1219	1224	1195	1221	1207	1194	1174	1158	1136	1129
5	1210	1226	1285	1247	1277	1254	1308	1254	1240	1246	1215	1241	1226	1212	1191	1176	1154
Total: K-5	6928	7172	7262	7178	7124	7067	7153	7074	7048	7025	6966	6919	6823	6724	6615	6521	6428
6	1281	1314	1305	1360	1264	1302	1306	1351	1298	1280	1290	1270	1294	1278	1266	1244	1235
7	1347	1327	1333	1316	1325	1270	1313	1336	1373	1337	1319	1340	1329	1344	1331	1319	1295
8	1394	1393	1349	1347	1306	1330	1307	1348	1362	1405	1368	1355	1375	1366	1386	1371	1359
Total: 6-8	4022	4034	3987	4023	3895	3902	3926	4035	4033	4022	3977	3965	3998	3988	3983	3934	3889
9	1465	1597	1612	1506	1500	1467	1453	1449	1493	1504	1553	1504	1492	1509	1499	1518	1502
10	1293	1333	1397	1468	1394	1411	1365	1359	1355	1401	1414	1464	1419	1409	1427	1421	1436
11	1142	1223	1240	1327	1349	1342	1324	1302	1296	1291	1335	1355	1402	1360	1352	1370	1366
12	1017	1037	1084	1072	1162	1182	1141	1173	1156	1156	1151	1201	1222	1262	1227	1222	1241
Total: 9-12	4917	5190	5333	5373	5405	5402	5283	5283	5300	5352	5453	5524	5535	5540	5505	5531	5545
Total: K-12	15867	16396	16582	16574	16424	16371	16362	16392	16381	16399	16396	16408	16356	16252	16103	15986	15862
Total: K-12	15867	16396	16582	16574	16424	16371	16362	16392	16381	16399	16396	16408	16356	16252	16103	15986	15862
Change		529	186	-8	-150	-53	-9	30	-11	18	-3	12	-52	-104	-149	-117	-124
%-Change		3.3%	1.1%	0.0%	-0.9%	-0.3%	-0.1%	0.2%	-0.1%	0.1%	0.0%	0.1%	-0.3%	-0.6%	-0.9%	-0.7%	-0.8%
Total: K-5	6928	7172	7262	7178	7124	7067	7153	7074	7048	7025	6966	6919	6823	6724	6615	6521	6428
Change		244	90	-84	-54	-57	86	-79	-26	-23	-59	-47	-96	-99	-109	-94	-93
%-Change		3.5%	1.3%	-1.2%	-0.8%	-0.8%	1.2%	-1.1%	-0.4%	-0.3%	-0.8%	-0.7%	-1.4%	-1.5%	-1.6%	-1.4%	-1.4%
Total: 6-8	4022	4034	3987	4023	3895	3902	3926	4035	4033	4022	3977	3965	3998	3988	3983	3934	3889
Change		12	-47	36	-128	7	24	109	-2	-11	-45	-12	33	-10	-5	-49	-45
%-Change		0.3%	-1.2%	0.9%	-3.2%	0.2%	0.6%	2.8%	0.0%	-0.3%	-1.1%	-0.3%	0.8%	-0.3%	-0.1%	-1.2%	-1.1%
Total: 9-12	4917	5190	5333	5373	5405	5402	5283	5283	5300	5352	5453	5524	5535	5540	5505	5531	5545
Change		273	143	40	32	-3	-119	0	17	52	101	71	11	5	-35	26	14
%-Change		5.6%	2.8%	0.8%	0.6%	-0.1%	-2.2%	0.0%	0.3%	1.0%	1.9%	1.3%	0.2%	0.1%	-0.6%	0.5%	0.3%

Attachment 24 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

McKIBBEN & ASSOC. DEMOGRAPHICS

McKIBBEN PROJECTIONS

Chapin High School

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
9	301	286	342	324	353	354	377	353	373	439	404	411	373	416	429	393	387
10	256	320	290	341	304	334	339	369	346	366	430	398	405	367	410	423	387
11	277	255	323	293	332	301	316	331	360	337	357	421	390	397	360	402	415
12	237	265	231	296	264	311	274	295	309	337	315	336	396	367	373	338	378
Total: 9-12	1071	1126	1186	1254	1253	1300	1306	1348	1388	1479	1506	1566	1564	1547	1572	1556	1567
Total: 9-12	1071	1126	1186	1254	1253	1300	1306	1348	1388	1479	1506	1566	1564	1547	1572	1556	1567
Change		55	60	68	-1	47	6	42	40	91	27	60	-2	-17	25	-16	11
% Change		5.1%	5.3%	5.7%	-0.1%	3.8%	0.5%	3.2%	3.0%	6.6%	1.8%	4.0%	-0.1%	-1.1%	1.6%	-1.0%	0.7%

Dutch Fork High School

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
9	593	661	595	588	590	580	580	594	621	592	630	594	607	594	575	595	590
10	548	517	565	548	568	546	539	539	552	578	551	589	555	568	555	538	556
11	471	520	481	524	478	525	487	496	496	508	532	510	545	513	525	513	498
12	392	420	463	421	470	435	442	433	441	441	452	479	459	491	462	478	467
otal: 9-12	2004	2118	2104	2081	2106	2086	2048	2062	2110	2119	2165	2172	2166	2166	2117	2124	2111
otal: 9-12	2004	2118	2104	2081	2106	2086	2048	2062	2110	2119	2165	2172	2166	2166	2117	2124	2111
Change		114	-14	-23	25	-20	-38	14	48	9	46	7	-6	0	-49	7	-13
% Change		5.7%	-0.7%	-1.1%	1.2%	-0.9%	-1.8%	0.7%	2.3%	0.4%	2.2%	0.3%	-0.3%	0.0%	-2.3%	0.3%	-0.6%

Irmo High School

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
9	571	650	675	594	557	533	496	502	499	473	519	499	512	499	495	530	525
10	489	496	542	579	522	531	487	451	457	457	433	477	459	474	482	460	493
11	394	448	436	510	539	516	521	475	440	446	446	424	467	450	467	455	453
12	388	352	390	355	428	436	425	445	406	378	384	386	367	404	392	406	396
otal: 9-12	1842	1946	2043	2038	2046	2016	1929	1873	1802	1754	1782	1786	1805	1827	1816	1851	1867
otal: 9-12	1842	1946	2043	2038	2046	2016	1929	1873	1802	1754	1782	1786	1805	1827	1816	1851	1867
Change		104	97	-5	8	-30	-87	-56	-71	-48	28	4	19	22	-11	35	16
% Change		5.6%	5.0%	-0.2%	0.4%	-1.5%	-4.3%	-2.9%	-3.8%	-2.7%	1.6%	0.2%	1.1%	1.2%	-0.6%	1.9%	0.9%

Attachment 25 is included with the minutes of the 1-23-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

McKIBBEN & ASSOC DEMOGRAPHICS

Exhibit B

EXHIBIT B

district five
OF LEXINGTON & RICHLAND COUNTIES

February 7, 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 $12.3 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 $561,710. In addition, the District has been billed $320,433 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 1319.5 hours or $72,867.

- To date, fees for Tidewater Environmental Services total $37,809.

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, Sinclaire & 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 that one or more of the projects remaining to be funded will be affected.

Exhibit C

EXHIBIT C

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

February 13, 2012

To: Members of the Board of Trustees

From: Keith McAlister
Director, New Design and Construction

Re: Dutch Fork High School Phase 2 Renovations

ADMINISTRATION CONSIDERATION

Administration provides information in reference to the Dutch Fork High School Phase 2 renovations.

RECOMMENDATION

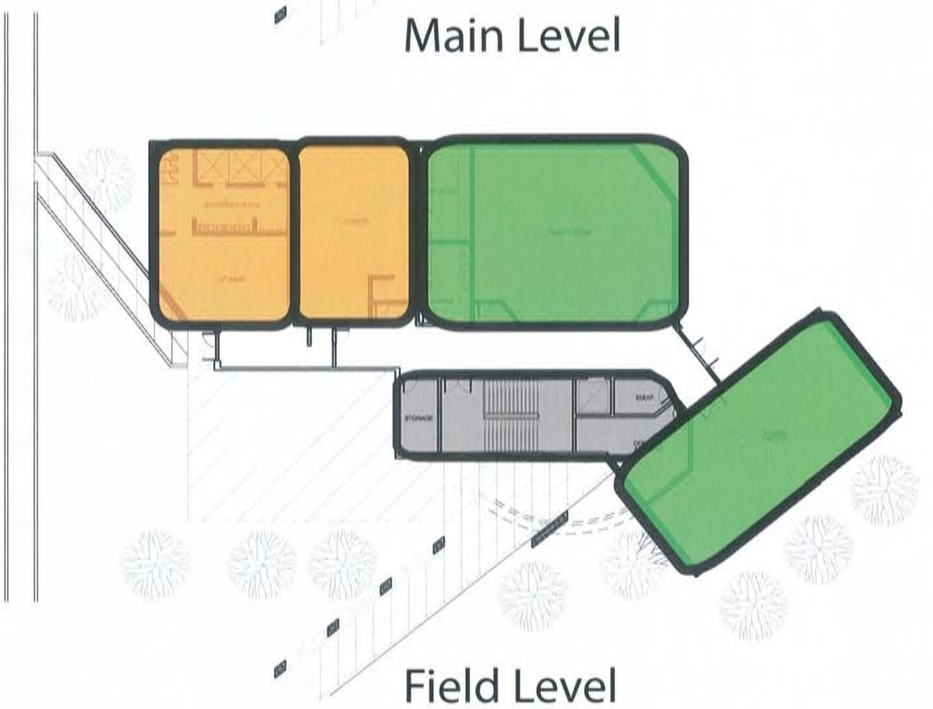
Administration recommends board receive information regarding Dutch Fork High School Phase 2 renovations.

ATTACHMENT
Exhibit

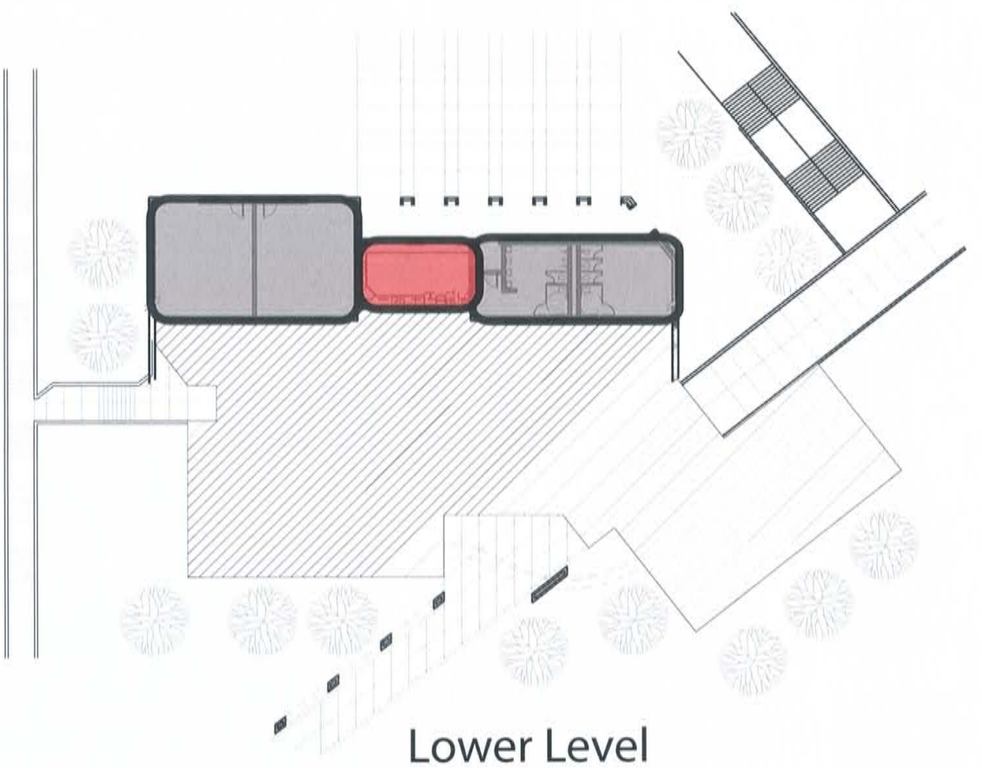


CLASSROOM
SPORTS MEDICINE
LOCKER ROOMS
ATHLETICS/LOCKER ROOM
CANTEEN
SUPPORT

Main Level



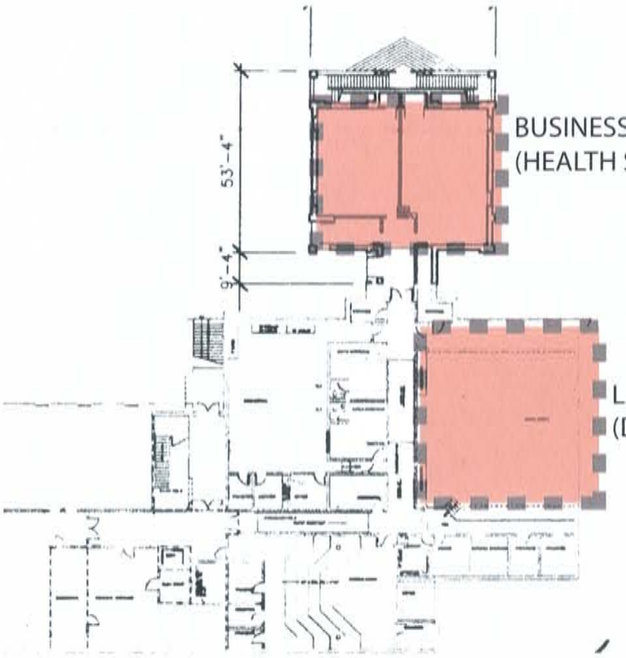
Field Level



Lower Level

S&W
ARCHITECTURE
ENGINEERING
INTERIORS

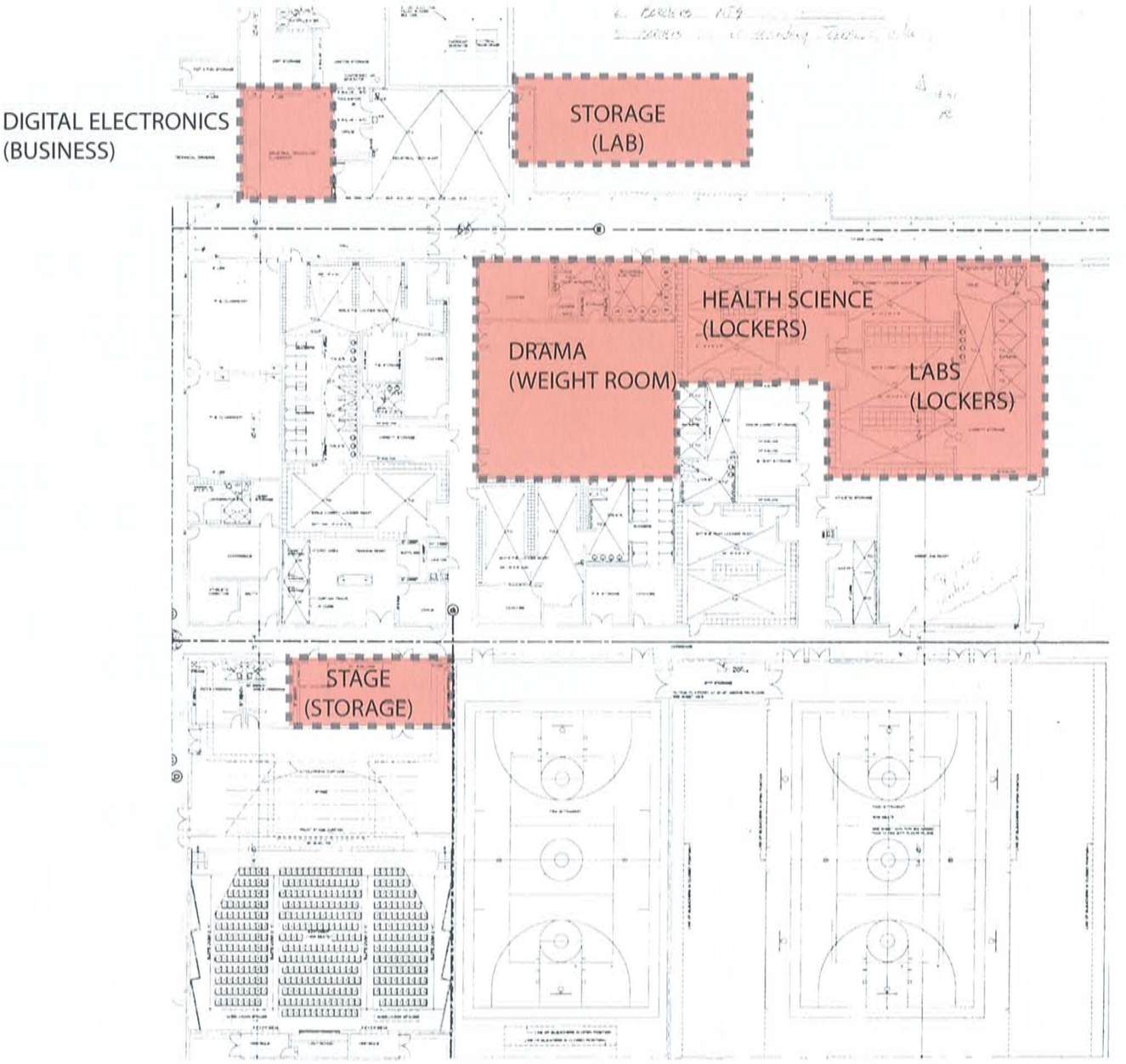
Dutch Fork High School
Health Science Field House
02.08.2012



RE-PROGRAMMED SPACE

LABS (DRAMA) PROPOSED USE (EXISTING USE)

Lower Level



Main Level

S&W ARCHITECTURE ENGINEERING INTERIORS

Dutch Fork High School
Interior Programming (Future)
02.08.2012

Exhibit D

EXHIBIT D

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

February 13, 2012

To: Members of the Board of Trustees

From: Keith McAlister
Director, New Design and Construction

Re: Bid for Geothermal Wells

ADMINISTRATION CONSIDERATION

Administration provides information regarding bids for construction of Geothermal Wells.

RECOMMENDATION

Administration asks board receive recommendation regarding bid(s) for the Geothermal Wells.

ATTACHMENT
Exhibit

district five
OF LEXINGTON & RICHLAND COUNTIES

Bid Tabulation

CUMMING

Project:	**CATE Center Geothermal Wells**	Project Number:	07065
Owner:	**District 5 Lexington & Richland Counties**	Project Manager:	Forrest L. King
Location:	**Irmo, South Carolina**	Date / Time of Bid:	2-8-12 – 2:00pm

Bidder	Addenda	License	Bond	I. Base Bid System #1 (CATE)	I.A. Voluntary Alternate-Vault (CATE)	I.B. Voluntary Alternate-Grout (CATE)	II.B. Alternate System #2 (HS#4)	II.A. Voluntary Alternate-Vault (HS#4)	II.B. Voluntary Alternate-Grout (HS#4)	Total Package I.Base Bid System #1 & II.B.Alternate System #2
MIDSOUTH	X	X	X	$868,579.77	- $3,000.00	-$34,150.00	$1,899,534.07	- $5,500.00	- $75,150.00	$2,768,113.84
M & W DRILLING	X	X	X	$1,135,000.00	- $12,000.00	-$17,000.00	$1,998,000.00	- $24,000.00	- $40,000.00	$3,133,000.00
RICHARDSON	X	X	X	$1,304,243.67	N/A	-$105,000.00	$2,785,148.49	N/A	- $180,000.00	$4,089,392.16

Certified by: _____

Exhibit E

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

February 13, 2012

To: Members of the Board of Trustees

From: Keith McAlister
Director, New Design and Construction

Re: Dutch Fork High School & Irmo High School Phase 1 Renovations

ADMINISTRATION CONSIDERATION

Administration recommends approval of the Phase 1 renovations to Dutch Fork High School and Irmo High School.

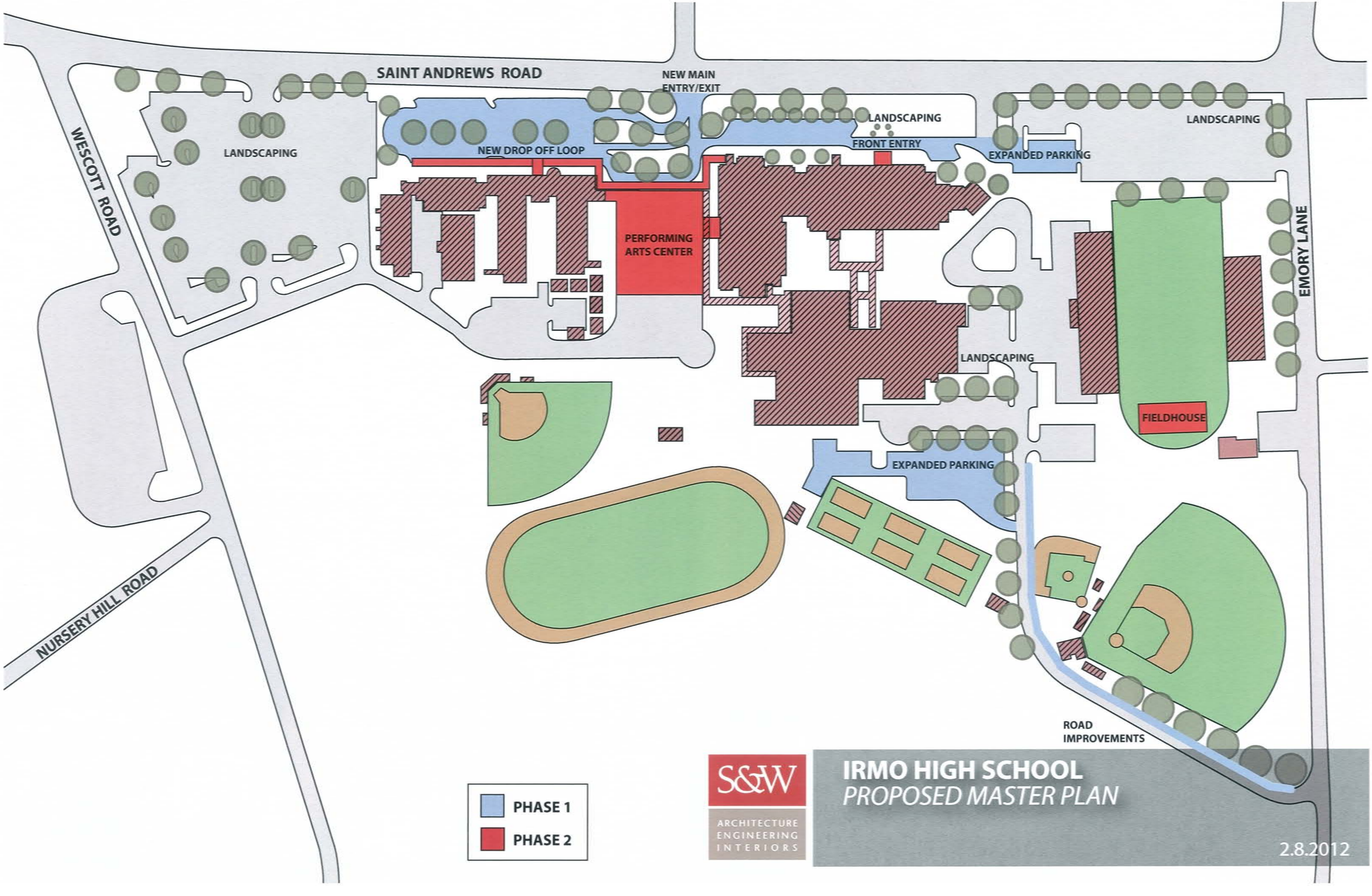
RECOMMENDATION

Administration seeks approval to proceed with the Phase 1 renovations to Dutch Fork High School (Budget amount: $3,350,000) and Irmo High School (Budget amount: $1,450,000).

ATTACHMENT
Exhibit

S&W
ARCHITECTURE
ENGINEERING
INTERIORS

EXISTING IRMO HIGH SCHOOL PLAN



S&W
ARCHITECTURE
ENGINEERING
INTERIORS

IRMO HIGH SCHOOL
PROPOSED MASTER PLAN

2.8.2012

S&W
ARCHITECTURE
ENGINEERING
INTERIORS

DUTCH FORK HIGH SCHOOL

EXISTING SITE PLAN

02.08.2012

PHASE 1
PHASE 2

NEW FENCE

BUS LOOP

CONCESSIONS
TOILETS

BLEACHER EXPANSION

PRESS BOX
STANDS

RELOCATED FULL
SIZE FIELD

EXPANDED PARKING

HEALTH SCIENCE
FIELDHOUSE

NEW STUDENT DROP OFF

GATE

CANOPY

BUS

STUDENT
DROP OFF

DUTCH FORK HIGH SCHOOL

DUTCH FORK
MIDDLE SCHOOL

GATE

CANOPY

BUS
DROP OFF

NEW SPECIAL
EVENTS ACCESS
ROAD

GATE

EXPANDED PARKING

EXPANDED PARKING

NEW FORMAL
ENTRY POINT

OLD TAMAH ROAD

KOON ROAD

S&W
ARCHITECTURE
ENGINEERING
INTERIORS

DUTCH FORK HIGH SCHOOL
PROPOSED MASTER PLAN

2.8.2012

Exhibit F

EXHIBIT F

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

February 13, 2012

To: Members of the Board of Trustees

From: Keith McAlister
Director, New Design and Construction

Re: Kitchen Renovations

ADMINISTRATION CONSIDERATION

Administration recommends approval of the kitchen renovations for Leaphart Elementary School, Seven Oaks Elementary School, Crossroads Middle School, Irmo Middle School and Irmo High School.

RECOMMENDATION

Administration seeks approval to proceed with the kitchen renovations for 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.

district five
OF LEXINGTON & RICHLAND COUNTIES

Memorandum

TO: A. Keith McAlister
Director of New Design & Construction

FROM: Scott Carlin
Coordinator of Facilities

DATE: February 9, 2012

RE: Recommendation to Renovate Kitchens at Leaphart ES, Seven Oaks ES, Crossroads MS, Irmo MS, and Irmo HS

SUMMARY

Mr. Madden, Food Services Coordinator, has evaluated the condition of the subject kitchens and deemed them in need of renovation.

An estimate of probable cost to renovate the existing kitchens is determined to be $5,263,000.00.

REQUEST

School board approve renovating the kitchens at these schools.

Exhibit G

EXHIBIT G

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

February 13, 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 recommends approval of the roof replacement at Chapin Elementary School.

RECOMMENDATION

Administration seeks approval to proceed with the replacement at Chapin Elementary School.

EXHIBIT

district five
OF LEXINGTON & RICHLAND COUNTIES

Memorandum

TO: A. Keith McAlister
Director of New Design & Construction

FROM: Scott Carlin
Coordinator of Facilities

DATE: February 9, 2012

RE: Recommendation to Replace Roof of Main Building, Chapin Elementary School (CES)

SUMMARY

We have evaluated the condition of the built-up roofing system of the existing building at CES, and deem it fit for replacement. The roof is currently 22 years old and out of warrantee.

An estimate of probable cost to replace the existing roof is determined to be $1,410,000.00.

REQUEST

School board approve replacing the roofing system for the main building at CES.

Exhibit H

EXHIBIT H

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

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

FROM: Michael R. Harris
Director of Student Services

DATE: February 7, 2012

RE: February 13, 2012 Board Meeting, First Reading.
"Proposed Revisions to Board Policy JFAA/JFAB-R"
Admission of Resident/Non-Resident Students

- Change "Statement for determining legal residence" to read "For purposes of determining legal residence and school enrollment, parents and legal guardians are required to provide a minimum of three (3) proofs of residence for their child(ren) to attend a school in Lexington/Richland School District Five."
- Add "Examples of acceptable documentation include:"
    - Property Tax Bill for the permanent residence
    - Rental Lease (complete copy, listing all occupants)
    - Real Estate Purchase Contract
    - Vehicle Tax Registration
    - Voter Registration Card
    - Electric Bill
    - Water Bill
    - Telephone Bill
    - Cable/Satellite Bill

  A photo ID will be required from the property owner or parent/legal guardian. IDs will not be accepted as documentation for address verification.
- 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 "All parents/legal guardians must provide proof of legal residence to the school/district annually."
- Remove "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."
- Add "Lexington/Richland School District Five will conduct follow-ups on all reports of false information. If a parent/legal guardian provides false information for purposes of establishing residence and/or enrolling a child(ren) into a District Five school, the student will immediately be withdrawn and reassigned to the district that serves his/her resident attendance area. Further, the parent/legal guardian will be charged with a misdemeanor, and upon conviction will be fined, imprisoned, or both, and required to repay Lexington/Richland School District Five an amount equal to the cost to the district for educating the child(ren) during the period of enrollment."
- 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 Administrative Rule JFAA/JFAB-R proceed to Second and Final reading.

Attachments: Recommended Revisions

Replaces Administrative Rule JFAA/JFAB-R as approved 10/26/09

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, parents and legal guardians are required to provide a minimum of three (3) proofs of residence for their child(ren) to attend a school in Lexington/Richland School District Five.

The school and /or district will consider several factors in determining legal residence:

- 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

Examples of acceptable documentation include:

- Property Tax Bill for the permanent residence
- Rental Lease (complete copy, listing all occupants)
- Real Estate Purchase Contract
- Vehicle Tax Registration
- Voter Registration Card
- Electric Bill
- Water Bill
- Telephone Bill
- Cable/Satellite Bill

A photo ID will be required from the property owner or parent/legal guardian. IDs will not be accepted as documentation for address verification.

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.

PAGE 2 – JFAA/JFAB-R Admission of Resident/Non-Resident Students

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).

All parents/legal guardians must provide proof of legal residence to the school/district annually.

Lexington/Richland School District Five will conduct follow-ups on all reports of false information. If a parent/legal guardian provides false information for purposes of establishing residence and/or enrolling a child(ren) into a District Five school, the student will immediately be withdrawn and reassigned to the district that serves his/her resident attendance area. Further, the parent/legal guardian will be charged with a misdemeanor, and upon conviction will be fined, imprisoned, or both, and required to repay Lexington/Richland School District Five an amount equal to the cost to the district for educating the child(ren) during the period of enrollment.

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.

- 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/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

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:

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).

Exhibit I

district five
OF LEXINGTON & 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: February 7, 2012

RE: February 13, 2012 Board Meeting, First Reading
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 Second 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 February 13, 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.

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.

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

 (see next page)

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.

Adopted11/81

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.

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.

 (see next page)

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.

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.

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 llth 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

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 examinations.

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.

 (see next page)

- 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 ^

Recommended Policy

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.

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

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

CLASS SIZE

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

District class size ratios

Elementary

- 25:1 for kindergarten
- 21:1 for grades 1through 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.

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 final decision for materials to be purchased shall ultimately be the responsibility of the principal.

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.

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.*

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.

FILE: IFCB-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.

FILE: IFCB-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 school principal and 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.

 (see next page)

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: $ _____

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.

Signature of sponsor: _____ Date submitted: _____

Principal/Director approval: _____ Date: _____

District approval: _____ Date: _____

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.*

FILE: IJOA-E(2)

Recommended 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 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 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 # _____ Mother's cell # _____

Father's work # _____ Father's cell # _____

Alternate contact name: _____

Home # _____ Cell # _____ 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

_____ _____

Signature of Witness — 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 two 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: _____

Exhibit J

EXHIBIT J

district five
OF LEXINGTON & RICHLAND COUNTIES

Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Buddy Price
Director of Community Services

Date: February 9, 2012

Re: 2012-13 School Board Meeting Schedule

Attached is a proposed 2012-13 meeting schedule for the school board. All meetings are on the second and fourth Mondays of each month, as required by school board policy. The only exceptions are one scheduled meeting in July, August, November, December and April. Due to the Memorial Day holiday the meetings in May will be held on May 6 and May 20.

This proposed schedule will be on the agenda for approval on February 27, 2012.

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

BP/aw

Attachment - Proposed 2012-13 Meeting Schedule

2012-2013 Meeting Schedule
School District Five of Lexington and Richland Counties
Board of Trustees

Date	***Location***
July 9, 2012	H.E. Corley Elementary
August 13, 2012	Irmo Elementary
September 10, 2012	Nursery Road Elementary
September 24, 2012	Oak Pointe Elementary
October 8, 2012	River Springs Elementary
October 22, 2012	The Center for Advanced Technical Studies
November 12, 2012	Seven Oaks Elementary
December 10, 2012	Irmo Middle School
January 14, 2013	Chapin High School
January 28, 2013	The Center for Advanced Technical Studies
February 11, 2013	Ballentine Elementary
February 25, 2013	The Center for Advanced Technical Studies
March 11, 2013	Dutch Fork Middle
March 25, 2012	The Center for Advanced Technical Studies
April 22,2013	Chapin Elementary
May 6, 2013	Dutch Fork Elementary
May 20, 2013	The Center for Advanced Technical Studies
June 10, 2013	The Center for Advanced Technical Studies
June 24, 2013	The Center for Advanced Technical Studies

Exhibit K

EXHIBIT K

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

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

FROM: Michael R. Harris
Director of Student Services

DATE: February 7, 2012

RE: February 13, 2012 Board Meeting, Discussion.
"Proposed Administrative Rule JICDA-R Code of Conduct"

Recommendation:

The administration recommends that the proposed Board Administrative Rule JICDA-R proceed to First Reading approval.

Attachments: Recommended Administrative Rule JICDA-R

Administrative Rule

CODE OF CONDUCT

Code **JICDA-R** *Issued* **5/11**

In order to maintain an appropriate educational climate, it may be necessary to apply disciplinary sanctions to students, including their removal from the learning environment. These sanctions will occur only for good cause and in accordance with applicable state and federal law.

The following regulations are designed to protect all members of the educational community in the exercising of their rights and responsibilities.

These regulations are effective during the following times and places.

- on school grounds before, during or after school hours
- on school grounds at any other time when the school is being used by a school group
- off the school grounds at any school and/or school-related activity, function or event
- on a school bus or other school vehicle
- at any time or in any place (including off school grounds and during non-school hours) where student conduct has a direct effect on the school's ability to maintain an orderly and safe learning environment including participation in a district-approved technology-delivered course.

Students and parents/legal guardians are encouraged to become familiar with the rules and regulations contained in this booklet. If there any questions, they should talk with the building level administrator or call the district hearing officer.

In determining whether a student has violated the discipline code, the principal or his/her designee will consider all the facts and circumstances of the particular situation and may consider, but will not be limited to, verbal and/or written statements of admission, witness statements from others, video surveillance, et al.

The board of trustees has the authority to approve a one-year pilot plan for any school that alters any consequences for categories 3 and 4. The results of the one-year pilot plan would be reported to the board for consideration of incorporation into the district wide plan.

Harassment, intimidation or bullying

School District Five of Lexington and Richland Counties prohibits any acts of harassment, intimidation or bullying of a student by students, staff and third parties which interfere with or disrupt a student's ability to learn and the school's responsibility to educate its students in a safe and orderly environment, whether such acts occur in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises or at another program or function where the school is responsible for the student.

For purposes of this policy, harassment, intimidation or bullying is defined by the district as a gesture, electronic communication or a written, verbal, physical or sexual act reasonably perceived to have the effect of either of the following.

- Harming a student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage.

- Insulting or demeaning a student or group of students causing substantial disruption in or substantial interference with the orderly operation of the school.

Any student who believes that he/she has been subjected to harassment, intimidation or bullying in violation of this policy is encouraged to file a complaint in accordance with procedures established by the district. Complaints will be investigated promptly, thoroughly and confidentially. All school employees are required to report alleged violations of this policy to the principal or his/her designee. Reports by students or employees may be made anonymously, although disciplinary action will not be taken against any person solely on the basis of an anonymous report.

The district prohibits retaliation or reprisal in any form against a student or employee who has filed a complaint or report of harassment, intimidation or bullying. The district also prohibits any person from falsely accusing another of misconduct as a means of harassment, intimidation or bullying.

The board expects students to conduct themselves in an orderly, courteous, dignified and respectful manner. Students and employees have a responsibility to know and respect the policies, rules and regulations of the school and district. Any student who is found to have engaged in the prohibited actions as outlined in this policy will be subject to disciplinary action in accordance with the district's student behavior code. Any employee who violates this policy will be subject to disciplinary action. The district also may refer any individual who has violated this policy to law enforcement officials. The district will take any other appropriate steps to correct or rectify the situation.

The superintendent or his/her designee will be responsible for ensuring notice of this policy is provided to students, staff, parents/legal guardians, volunteers and members of the community, including its applicability to all areas of the school environment as outlined in this policy. The superintendent or his/her designee will also ensure that a process is established for discussing the contents of this policy with students.

The district's procedures for responding to incidents of bullying/harassment/intimidation are as follows.

- Any student or parent/legal guardian of a student who believes that the student has been bullied, harassed or intimidated in violation of district policy should immediately report such conduct to a teacher, administrator or other school official. The report may be oral or in writing.

- Any school employee who observes an incident of bullying, harassment or intimidation of a student will immediately report the incident to the appropriate building administrator (principal or assistant principal).

- Any school employee who receives a report of bullying, harassment or intimidation should immediately forward the report to the appropriate building administrator (principal, assistant principal).

- An administrator will promptly and thoroughly investigate all such reports and, upon completion of that investigation, will notify the parents/legal guardians of all affected students that corrective action to be taken by the school.

- Corrective action may include the student perpetrator being disciplined in accordance with the student code of conduct, as well as being required to complete program(s) regarding conflict resolution, anger management and/or social interaction skills.

- In any disciplinary incident in which safety is a concern, a student may be temporarily suspended from the bus pending the result of a full investigation. Investigations will normally be completed within three school days. No student will be removed from the bus until a transportation supervisor has made direct contact with the student's parent/legal guardian. Students will have the right to appeal bus suspensions to the transportation coordinator in the same manner as suspensions from school.

- When an out-of-school suspension and bus suspension are adjudicated for an incident, the suspension from riding the bus will begin after the completion of the out-of-school suspension.

Definitions of terms

AIDING AND/OR ABETTING WITH A RULE VIOLATION: Assisting with or intentionally being in the presence of another student when a violation of policy occurs.

ARSON: To intentionally damage any real or personal property by fire or incendiary device.

ASSAULT OF A STAFF MEMBER: Any deliberate inappropriate physical contact with a staff member. Any adult who has been authorized by the school to supervise students is considered a staff member in case of an assault. In determining whether an assault has occurred, the principal or his/her designee will determine the level of injury to the staff person, as well as the specific facts and circumstances of the incident.

AUTO BREAKING/TAMPERING: Entry into any type of motor vehicle parked on school district property or a vehicle that is owned, stored or used by the school district with the intent to commit a crime. This includes, but is not limited to, vehicles belonging to faculty, students, parents/legal guardians, visitors, school buses and driver education vehicles. Entering an open or unlocked vehicle without permission with intent to commit a crime constitutes auto breaking/tampering. Forced entry is not required.

BURGLARY: Entry at any time of the day into any school, portable classroom, school district building or structure on school property without consent with the intent to commit a crime. Forced entry is not required in burglary violations.

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

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

 (see next page)

CONTROLLED SUBSTANCE: A drug, substance or immediate precursor as defined in Sections 44-53-190 through 44-53-270. Prescription medications are considered controlled substances and any person who knowingly or intentionally possesses, dispenses or uses the substance, unless the substance was obtained directly from his/her valid prescription, will be considered in violation of the policy.

CRISIS: A situation that may result in the disruption of the safe and orderly operation of the school.

DRUG PARAPHERNALIA: Any instrument, device, article or contrivance used, designed for use or intended for use in ingesting, smoking, administering or preparing marijuana, hashish or cocaine. Examples of paraphernalia include, but are not limited to, smoking screens, marijuana or hashish pipes or bowls, rolling papers, chamber pipes, drug scales and roach clips.

EXTRACURRICULAR ACTIVITIES: Any and all school-sponsored clubs and organizations that meet for the purpose of representing the school or district in competitions, awards ceremonies or community appearances. This would also include athletic programs, band, chorus and social functions, i.e., proms and school dances.

FIGHTING: Mutual combat. This may include pre-meditated attacks or assaults initiated by verbal disagreements.

FIREARM: Any device designed, made or adapted to expel a projectile through a barrel by using the energy generated by explosion or burning substance or any device readily convertible to that use.

GRADUATION: The awarding of an academic degree, usually signifying the end or completion of state requirements for a diploma. Participation of any student under suspension or expulsion by a school or the district will be prohibited from graduation exercises, programs and ceremonies.

HARASSMENT: A pattern of intentional, substantial and unreasonable verbal, written or physical contact that is initiated, maintained or repeated after being given notice by a teacher/ administrator that the conduct is inappropriate.

HAZING: To pursue by requiring unnecessary or disagreeable work; by banter, ridicule or criticism; or to play abusive and humiliating tricks on someone by way of initiation.

HEALTH CODE VIOLATIONS: For the purpose of this policy, the following are considered health code violations: deliberate spitting on or at another person or his/her food or beverage; deliberate urination or defecation in a public or inappropriate location; and other such health code violations will be considered as prohibited (see category 2).

HONOR CODE: The expectation of the student to demonstrate integrity and individual responsibility, personally and academically, to maintain a fair and honest environment.

INDECENT EXPOSURE: To willfully expose one's private body parts to view of others.

INHALANT: An aromatic hydrocarbon or other such substance used for the purpose of intoxication or inebriation. Examples of inhalants include, but are not limited to, gasoline, magic markers, glue, whiteout or nitrous oxide.

LYNCHING: Section 16-3-220. Any act of violence inflicted by a mob upon the body of another person and from which death does not result.

 (see next page)

MOB: Section 16-3-230. A "mob" is defined for the purpose of this article as the assemblage of two or more persons, without color or authority of law, for the purpose and with the intent of committing an act of violence upon the person of another.

PERSONAL PROPERTY: For the purposes of this policy, all property that is not owned by the district/school is considered personal property.

PHYSICAL ASSAULT: Intentionally, knowingly or recklessly causing bodily injury to another person. This does not include in the elementary school a temper tantrum by a child or incidental bodily contact. The principal or his/her designee at the elementary school will make a determination as to whether physical assault has occurred.

POSSESSION: Being in a student's locker, purse, gym bag, backpack or other item carried by or belonging to the student, on the student's person or in a car driven by or occupied by the student or items found in a car parked on school property or at a school-sponsored activity. In determining whether a student intentionally or knowingly possessed an item, the principal or his/her designee will consider all the facts and circumstances of the particular incident.

PROHIBITED WEAPON: Knife with a blade over two inches long, a blackjack, a dirk (a stabbing knife such as a switchblade), a metal pipe or pole, metal knuckles, razor, razor blade, martial arts throwing star, BB gun, air soft pistols, pellet gun or any other deadly weapon usually used to inflict personal injury. To determine the length of a knife blade, it will be measured from the tip to where the blade and handle (casing) meet. Box cutters and utility knives containing blades are also prohibited on school/district property.

When a weapon is found in a student's possession, it is up to the school principal to determine if the student's possession was knowing or intentional. If the student maintains that he/she did not knowingly have possession and the explanation is credible to the principal, the student will not be suspended. If the student's explanation is not deemed credible by the principal, policy requires secondary students to be suspended with a recommendation for expulsion. First offense elementary students may receive a suspension depending on the circumstances.

Students who realize they have accidentally brought a weapon such as a knife to school should go immediately to a teacher or administrator and turn it in. If it is clear the student turned the item in immediately upon discovery, the student will not be suspended. Students who delay turning in such an item or who turn in the item only after having been discovered, may be suspended with a recommendation for expulsion.

South Carolina law requires the school to notify local law enforcement officials when a gun or knife with a blade in excess of two inches is found in the possession of a student. Law enforcement officials determine if a student is to be charged and taken into custody.

REPLICA GUN: A device which appears to be an operable firearm and is presented as being a real gun, but which lacks the ability to expel a projectile. Replica guns do not include obvious toy guns.

SEARCHES: School administrators have the right to search a student's purse, gym bag, backpack and any other item carried or possessed by a student, as well as the student's person, pockets or car upon reasonable suspicion. Metal detectors may be used in accordance with board policy. Searches of school property, including lockers and desks, may be conducted in accordance with board policy. Canine searches are also routinely conducted in accordance with board policy.

SEXTING: The act of sending sexually explicit messages or photos electronically, primarily between cell phones or Internet.

 (see next page)

SEXUAL ASSAULT: Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent. This definition includes forcible rape, forcible sodomy or forcible rape with an object.

SEXUAL HARASSMENT: Unwelcome sexual advances, sexual gestures, or sexual favors and other verbal or physical conduct of a sexual nature where there is a pattern of harassing behavior or a single significant incident. Such conduct interferes with the student's education or creates an intimidating, hostile or offensive school environment. Sexual harassment may include, but is not limited to, verbal harassment, including sexually offensive comments or slurs; physical harassment, physical interference with movement or work; or visual harassment such as sexually offensive cartoons, drawings or posters. Sexual harassment is prohibited against members of the same sex as well as against members of the opposite sex.

SIMPLE ASSAULT: The intentional injury of another person that does not result in the level of injury of a physical assault. In considering whether a simple assault has occurred, the principal or his/her designee will determine the level of injury and the facts and circumstances of the incident.

TRESPASSING: Being on any district property or school campus at an unreasonable hour when not involved in a school activity or present on the campus of a school not enrolled in without authorization. Unreasonable hours in this context include after 11:00 p.m. when the school facility is not in use for an approved activity. Students who are on suspended or expelled status may also be considered as trespassers if they do not have prior express authorization to be on school grounds.

UNDER THE INFLUENCE: In determining whether a student is under the influence of alcohol, inhalants or controlled substances, the student's appearance/manner, his/her behavior and/or the presence of an alcohol/drug odor or statements made by the student as to consumption may be considered. Because any consumption of alcohol or drugs by a minor is illegal, any consumption, without regard to amount, of alcohol or drugs/controlled substances/inhalants will constitute under the influence for the purpose of this policy. Law enforcement and/or the school nurse, depending upon availability, will assist building administrators in making the determination of whether a student is under the influence.

VANDALISM: Intentionally or recklessly causing damage to or defacing school or personal property or such action causing disruption to the educational process and/or school activities.

Suspension from school or transportation and appeals

Suspension in- or out-of-school will be assigned by the school principal/director or his/her designee according to the procedures specified in board policy JKD (Suspension of Students).

Suspension from riding in a school bus or in other school vehicles will be assigned by the office of transportation. Inappropriate behavior (categories 1, 2, 3) on a bus will also involve school assigned consequences.

After a parent/legal guardian is notified in writing of a suspension, the parent/legal guardian has three school days to request an appeal of the suspension. The request for appeal must be in writing and should state the specific basis for the appeal. Suspensions may be appealed as follows.

- To the principal/director if the decision to suspend was made by a school-level designee.
- To the district hearing officer if the decision to suspend was made by the principal/director.
- Bus suspensions may be appealed to the coordinator of transportation.

 (see next page)

- In the event that the principal/director determines that he/she has been too involved in the decision to suspend to conduct an impartial hearing, the principal/director may request that the district hearing officer conduct the appeal hearing.

- In cases of eight to 10 day suspensions, if the principal/director holds the appeal hearing and subsequently decides to uphold the suspension, the parent/legal guardian may petition the district hearing officer for a further appeal, provided that such petition is made in writing within three school days of the date of the signed receipt of the decision letter from the principal/director. The petition will state on what basis the parent/legal guardian believes that the suspension was unfair or unwarranted. The district hearing officer will have discretion whether to grant a further appeal and that decision will be final.

- All in-school suspensions and out-of-school suspensions under eight days may not be appealed beyond the school level unless the suspension was initially assigned by the principal. There is no appeal for detentions or lesser consequences beyond the school level.

Whenever a student is suspended, the administrator will schedule a conference with the student's parent/legal guardian within three school days of the suspension. The conference date will be extended beyond the three days only if the parent/legal guardian requests an extension in writing.

After the second in- or out-of-school suspension, the parent/legal guardian may be called in for a student assistance intervention meeting before the student can return to school/class. These meetings may also be held for each student that has accumulated at least one category 2 level offense, two category 3 level offenses and anytime during five to 10 category 4 level offenses. The purpose of the meetings will be to discuss individual student school behavior plans, academic progress and achievement and social awareness. These meetings may be held with the following members present: parents/legal guardians, students, school administration and school counselor/ social worker. Although the school counselor and social worker will serve as an advocate for the parent/legal guardian and student, the parent/legal guardian is free to have additional support personnel present. A behavior contract also will be signed by the parent/legal guardian and student after the second out-of-school suspension.

For high schools, suspension days are recorded as unexcused absences. Unexcused absences are counted towards the denial of credit. An attendance make-up program will be offered in the high schools for unexcused absences. No student will be denied credit due to excessive absence solely on the basis of his/her suspensions.

Expulsion from school

Expulsion will be recommended only by the principal/director of the school to which the student is assigned. Procedures to be followed regarding expulsion are specified in board policy JKE (Expulsion). Expelled students may not attend any event in which a district school is participating nor be on any district property during the period of expulsion.

Any expelled student who is on district property after school hours for church services, recreational league sports or court ordered, monitored community service hours would have to have the prior written permission of the superintendent or his/her designee.

Law enforcement involvement

All Category 1 Offenses will result in law enforcement involvement. Some offenses in Categories 2 and 3 will also involve law enforcement.

 (see next page)

Dismissal of expelled students from the alternative school

Each expelled student accepted at the alternative school will be placed on a behavior contract. The director of the alternative school will have the authority to dismiss any expelled student from the alternative school based upon the student's behavior violations while enrolled at the alternative school.

The student and parent/legal guardian will be notified of the dismissal and the reason for the dismissal in writing and may appeal the dismissal to the district hearing officer, provided that any such appeal is made in writing within three school days of receipt of the notice of dismissal. All dismissals from the alternative school will be reported to the superintendent.

Category 1 offenses

Acts considered to be Category 1 Offenses include, but are not limited to, the following.

101. ***Possession, transfer or use of a firearm.

102. ***Possession, transfer or use of a prohibited weapon other than a firearm including a knife with a blade over two inches, BB gun, paint ball gun, pellet gun, air-soft pistol, razor, razor blade, martial arts throwing star, metal knuckles, blackjack, adir and a metal pipe or pole. Box cutters and utility/X-Acto knives containing any size blades are also considered a violation of this section. (*K-2)

103. ***Possession, transfer, distribution, use in any amount or being under the influence of alcohol, marijuana (including marijuana seeds), hallucinogenic drugs, inhalants or any other controlled or illegal substance. Since alcohol consumption is illegal by minors, consumption of any amount of alcohol will constitute a violation of this section. This includes being present on district/school property or at any school-sponsored event after using any amount of these substances (see note 2).

Note 1: In determining whether a student is under the influence of drugs or alcohol, the student's appearance/manner, his/her behavior and/or the presence of an alcohol odor, as well as statements made by the student and others as to consumption of alcohol or drugs, will be considered.

104. ***Sexual assault.

105. ***Assault of a staff member or any other adult designated by the school to supervise students, including volunteers.

106. ***Arson, which is the intentional damage of school property or attempted arson of school property.

107. ***Communicating a threat of a destructive device or weapon. Communicating, writing, threatening or transmitting to a person or school facility that there is, or will be, a destructive device, bomb, shooting or dangerous event, with the intent of intimidating, threatening or interfering with government functions or school activities; or, harboring one who is guilty of this offense.

108. ***Possession or transfer of dangerous explosives, plastic explosives, chemical reaction-type and pipe bomb materials including, but not limited to, Molotov cocktails and dynamite.

 (see next page)

109. ***Active participation in an act of mob violence, to include lynching. A mob is described as two or more people.

110. ***Unauthorized tampering with security, fire, access control of surveillance system or alarms.

111. ***Participating in sexual conduct/activity which also includes compromising situations and circumstances. Such conduct may involve only the individual student or may involve other people.

112. ***Burglary to a school, portable classroom, school district building or any structure on school district property.

113. ***Auto break in. Unlawful entry into a motor vehicle on school property or in a school district vehicle at any location.

Consequences for students who commit a Category 1 Offense will be as follows.

- Students will be suspended immediately pending a possible recommendation for expulsion from school. During the investigative period, high school students may be suspended from school for up to three school days pending a possible recommendation for expulsion. Once the investigation has been completed, the principal will meet with the student and his/her parent/legal guardian to discuss the results of the principal's investigation and to provide the student the opportunity to present his/her defense to the matter. At the conclusion of that meeting, the principal will inform the student whether he/she intends to proceed forward with the recommendation for expulsion.

- Whenever these offenses are committed, law enforcement will be called and charges (juvenile petition or warrant) will be filed against the perpetrator. Although in some cases, law enforcement's decision whether to press criminal charges for weapons or drugs may require possession of that item on the person, in all such cases the school administrator will still contact law enforcement and file an incident report.

- When these offenses are committed on a school bus or other school vehicle, office of transportation personnel will conduct a preliminary investigation and report their findings to the appropriate school administrator for action. Students who are suspended out-of-school immediately forfeit the opportunity to ride the school buses or other district vehicle for the duration of the suspension or until a decision is made otherwise by the principal or the hearing officer.

Other consequences for students who commit a Category 1 Offense will be as follows.

- In considering the developmental appropriateness of consequences, kindergarten, first and second graders, as noted with (*K-2), will be addressed as follows.

  - Consequences for a <u>first offense</u>, which will be determined by the principal or his/her designee, may include, but not be limited to, a parent conference, time-out, detention hall, administrative review, in-school suspension or out-of-school suspension .

  - A <u>second offense</u>, will result in a 3-day suspension from school or the student may be recommended for expulsion.

  - A <u>third offense</u>, will result in an automatic suspension and recommendation for expulsion.

  - A <u>fourth offense</u>, will result in an automatic recommendation for expulsion.

 (see next page)

- Elementary students, grades three through five, and kindergarten-second grade (when not noted with the *K-2 disclaimer) will be addressed as follows:

  A first Category 1 Offense will result in a three day out of school suspension and the student may be recommended for expulsion.

  A second Category 1 Offense will result in a five day out of school suspension and the student may be recommended for expulsion.

  A third Category 1 Offense will result in an automatic recommendation for expulsion.

- Students who are suspended out-of-school immediately forfeit the opportunity to ride school buses or other school vehicles for the duration of the suspension.

- Restitution of property and damages where appropriate will be sought by the school or district.

- High school and middle school students will be suspended immediately from school and recommended for expulsion.

- Secondary students who commit alcohol, drug or sexually related violations will be referred to an appropriate counseling program. Failure to successfully complete an approved counseling program may result in additional disciplinary action. Alternative eight to 10 week alcohol and other drug programs must be approved by the district hearing officer.

- Elementary students who commit alcohol, drug or sexually related violations will be referred to the appropriate school personnel for assessment.

- Students who are expelled for possession of a firearm will be subject to the 1995 federal and state laws that mandate a one-year (365 days) expulsion term unless the superintendent determines to reduce the term of expulsion.

Law enforcement involvement

All Category 1 Offenses will involve law enforcement. Category 2 and 3 Offenses may involve law enforcement. These offenses are noted with two stars (**) or three stars (***) as follows.

** Law enforcement may be called by the administrator after investigation of the situation.

*** Law enforcement will be called and a juvenile petition or warrant will be filed against the perpetrator.

Category 2 Offenses

Acts considered being Category 2 Offenses include, but are not limited to, the following.

201. *** Vandalism or theft of personal or school district property where value is $50.00 or more.

202. ** Making serious threats to a staff member or any other person authorized by the school to supervise students.

203. ** Trespassing.

204. Being on any school property or present at any school-sponsored event while under suspension.

 (see next page)

205. ** Detonating (in any way causing to go off) fireworks, incendiary devices, smoke and/or stink bombs or other noxious gas devices.

206. *** Selling, possessing, transferring or using items represented as being illegal or controlled substances, prescription drugs or over the counter drugs, without regard to amount.

207. ** Selling, possessing, transferring or using items that are substantially similar in color, shape, size or markings to a controlled substance i.e., Wizard Smoke, etc. (see policy JICH).

208. *** Physical assault of a student.

209. ***Possession of a knife with a blade two inches or less, starter pistol, replica weapon/device or bat. The blade will be measured from tip to base. This does not include a baseball bat that has been approved for recreational purposes in the elementary school.

210. ** Possession of any item of drug paraphernalia.

211. *** Use of any item not generally considered as a weapon but **used** as a weapon to inflict bodily harm. Such items include, but are not limited to, a knife with a blade two inches or less, starter pistol, replica weapon/device, paintball gun or bat.

212. ** Any other behavior, whether on or off campus, that threatens the safety of students or staff members (regardless of where behavior takes place) or disrupts the operation or function of the school. This does include coming on school/district property after consuming non-prescribed controlled substances and/or illegal drugs. (Notes 1 and 2 apply also.)

213. *** Possession or use of mace or pepper gas or spray.

214. ** Sexual harassment.

215. *** Indecent exposure.

216. ** Health code violation (this includes, but is not limited to, biting, spitting and urinating or defecating in a public or inappropriate location); (Elementary only).

217. ** Unauthorized and deliberate tampering with a computer setup (example: switching cables, disabling fans, deliberately introducing a virus, etc.)

218. ** Unauthorized and deliberate tampering/deletion/destruction of any computer programs, systems or data files.

219. ** Direct refusal to obey a staff member or any adult authorized by the school to supervise students, including volunteers, in a crisis situation.

220. Failure to successfully complete an alcohol/drug program as assigned for #206.

221. *** Fraudulent request for emergency services.

222. Pattern of threatening, bullying or intimidating other students.

223. ** Fighting.

224. ** Simple Assault (Middle and High School only).

 (see next page)

225. Refusal to obey school or district administrator.

Consequences for students who commit a Category 2 Offense will be as follows.

*Kindergarten, first and second graders (*K-2).*

- First offense will result in a parent conference and a penalty deemed appropriate by the principal.
- Second offense may include, but not limited to, time-out, detention hall, administrative review, in-school suspension or out-of-school suspension.
- Third offense will result in three (3) days suspension from school and a possible recommendation for expulsion.

*Elementary students (grades 3-5 and K-2 without the special *K-2 disclaimer)*

- First offense - May include, but not limited to, time-out, detention hall, administrative review, in-school suspension or out-of-school suspension.
- Second offense – Three (3) days mandatory suspension from school and the student may be recommended for expulsion.
- Third offense - Automatic suspension from school with a possible recommendation for expulsion.

Middle school students

- First offense - Up to five days out-of-school suspension or immediate suspension with a recommendation for expulsion.
- Second offense - Immediate suspension from school with a recommendation for expulsion.

High school students

- First offense – Up to eight (8) days out-of-school suspension or immediate suspension with a recommendation for expulsion.
- Second offense - Immediate suspension from school with a recommendation for expulsion.

Students who are suspended out-of-school immediately forfeit the opportunity to ride school buses or other school vehicles for the duration of the suspension.

Restitution of property and damages where appropriate will be sought by the school or district.

Note 2: Any student who violates the alcohol, inhalant or controlled and/or illegal substance rule will be suspended from participation and attendance in any and all extracurricular activities for 30 school days. These 30 days (excluding summer school) will carry over into the next school year if the violation occurs near the end of the current school term. These 30 days begin when the student begins the eight days of suspension.

Elementary students who commit alcohol, drug or sexual harassment related violations will be referred to the appropriate school personnel for assessment.

 (see next page)

Secondary students who commit alcohol, drug or sexual harassment related violations will be referred to an approved alcohol and drug-counseling program before reentering school.

Because of the seriousness of these offenses, if the violation occurs on the bus, the office of transportation will conduct the preliminary investigation, take action regarding the opportunity to ride a bus and refer the violation to the school for further action.

Category 3 Offenses

Acts considered to be Category 3 Offenses include, but are not limited to, those listed below. Some acts may also result in the involvement of law enforcement. These acts are denoted with asterisks according to the previously stated key (two stars ** = may call law enforcement after investigation of the situation and three stars *** = will call law enforcement and charges will be filed). All fights will be reported to law enforcement regardless of denotation.

301. Possession or transfer of stolen property (school or personal).

302. ** Planning and/or organizing and/or instigating and/or participating in an activity that causes substantial disruption to the educational program.

303. ** Unauthorized entry to school building or property (this includes school-sponsored events).

304. Gambling (games of chance for money or profit).

305. Possession/use or transfer of tobacco or tobacco products.

306. ** Tampering with, changing or altering records or documents of the school or district by any method including, but not limited to, computer access or other electronic means.

307. Refusal to obey a staff member or any other adult authorized by the school to supervise students to report to a certain place or to leave a certain place.

308. Creating or participating in a classroom disturbance that interferes with the instructional process.

309. Cutting class/school.

310. Leaving or attempting to leave school grounds without permission, whether or not the school day has actually begun. This includes unauthorized driving/riding to an off campus class.

311. Walking out of a class (without teacher approval).

312. Engaging in verbal abuse, name calling (i.e., ethnic or racial slur or derogatory statements about sexual orientation) intentionally addressed publicly to others that may disrupt the school educational program or incite violence.

313. Provoking or simulating a fight.

314. ** Intentional creation of, online use of and/or downloading of materials using a computer which would not be permissible in the schools in any other form. This includes e-mails, My Space, Facebook, etc.

315. ** Unauthorized storage and/or loading of a computer program, system or data file. This may also be a copyright violation and as such is subject to copyright laws.

 (see next page)

316. ** Unauthorized access or duplication of computer programs, systems or data files.

317. ** Use of any computer access accounts other than those assigned to the individual.

318. Threatening, bullying or intimidating students, staff member, or any other adult designated by the school to supervise students including volunteers.

319. Failure to successfully complete alcohol or drug counseling after mandatory referral.

320. Unauthorized striking or lighting a match/lighter or igniting caps or use of poppers on school property.

321. Possession/Distribution of pornographic or obscene material.

322. Profanity/Obscenity, racial or ethnic slur directed to a staff member or to any adult authorized by the school to supervise students, including volunteers.

323. Inappropriate sexual gesture/behavior.

324. Health code violation (middle and high school only).

325. **Simple Assault. (See Glossary) (PS 520) (Elementary K-5 school only)

Consequences for students who commit any Category 3 Offense will be as follows.

Elementary students

Consequences for students (K-5) who commit a Category 3 Offense are determined by the principal or his/her designee and will be as follows:

May include, but not be limited to, time-out, detention hall, administrative review, in-school suspension or suspension out-of-school.

Repeated Category 3 Offenses may result in a recommendation for expulsion.

Students who are suspended from school immediately forfeit the opportunity to ride school buses or other school vehicles for the duration of the suspension.

Restitution of property and damages where appropriate will be sought by the school or the district.

Because of the seriousness of Category 3 Offenses, if the offense occurs on the bus, the transportation department will conduct a preliminary investigation and refer the report to the school administration for further action.

Middle and high school students

The following consequences will be assigned for middle school students who commit a health code violation; use profanity/obscenity, a racial or ethnic slur directed to a staff member or to any adult authorized by the school to supervise students, including volunteers; uses any inappropriate sexual gestures/behaviors or plans and/or organize and/or instigates and/or participates in an activity that causes substantial disruption to the educational program.

- First Offense – Two (2) to four (4) days out-of-school suspension and law enforcement may be called and charges may be filed.

 (see next page)

- Second Offense – Four (4) to six (6) days out-of-school suspension or recommendation for expulsion. Law enforcement may be called and charges may be filed.
- Third Offense – Six (6) to ten (10) days out-of-school suspension or recommendation for expulsion. Law enforcement may be called and charges may be filed.
- Fourth Offense - Immediate suspension from school with a recommendation for expulsion. Law enforcement may be called and charges may be filed.

For middle school students who violate the tobacco use/possession rule, the consequences are the following.

- First Offense – Parent conference, counseling and in school suspension. Law enforcement will be called and charges to issue a citation.
- Second Offense – Saturday morning detention, in school suspension and/or work detail. Law enforcement will be called to issue a citation.
- Third Offense – Three (3) days out-of-school suspension and law enforcement will be called to issue a citation.
- Fourth Offense – Possible recommendation for expulsion.

** Note: The Clean Indoor Air Act, Section 44-95-20, will also be followed.*

The following consequences will be assigned for high school students who commit a health code violation; use profanity/obscenity, a racial or ethnic slur directed to a staff member or to any adult authorized by the school to supervise students, including volunteers; display inappropriate sexual gestures/behaviors or plan and/or organize and/or instigate and/or participate in an activity that causes substantial disruption to the educational program.

- First Offense - Four (4) days out-of-school suspension and law enforcement will be called and charges may be filed.
- Second Offense - Eight days out-of-school suspension or recommendation for expulsion. Law enforcement will be called and charges may be filed.
- Third Offense - Immediate suspension from school with a recommendation for expulsion. Law enforcement will be called and charges may be filed.

For high school students who violate the tobacco use/possession rule, the consequences are the following.

Section 16-17-500. Sale or purchase of tobacco products for minors; proof of age; location of vending machines; penalties; smoking cessation programs.

- First Offense - Saturday morning detention, Twilight school, In school suspension and/or weekend detail. Law enforcement will be called to issue a citation. (SC Statue Statute 44-95-20)
- Second Offense - Four (4) days out-of-school suspension. Law enforcement will be called to issue a citation.

 (see next page)

- Third Offense – Eight (8) days out-of-school suspension. Law enforcement will be called to issue a citation.

- Fourth Offense – Possible recommendation for expulsion. Law enforcement will be called to issue a citation.

** Note: The Clean Indoor Air Act, Section 44-95-20, will also be followed.*

The following consequences for middle school and high school students will be assigned for all category 3 offenses **other than** use of profanity/obscenity, a racial or ethnic slur, directed to a staff member or any adult authorized by the school to supervise students, including volunteers, uses inappropriate sexual gestures/behaviors or plans and/or organizes and/or instigates and/or participates in an activity that causes substantial disruption to the educational program.

- First offense - Saturday morning detention, work detail and/or in-school suspension.

- Second offense – Two (2) days in-school suspension.

- Third offense – Two (2) days out-of-school suspension and parent conference scheduled.

- Fourth offense – Four (4) days out-of-school suspension.

- Fifth offense - Recommendation for expulsion.

Category 4 Offenses

Acts considered to be Category 4 Offenses include, but are not limited to, the following.

401. Lying or giving false information either verbally or in writing to a teacher, administrator or school staff member. Examples: deliberate forgery of parent/educator signatures or changing/deleting information sent home by the school to the parent/legal guardian. Making false accusations about a staff member also falls within this section.

402. Failure to properly identify self or present school identification when requested to do so. Failing to properly display a school ID also falls within this section.

403. Disrespect to teacher or staff member or other adult approved by the school to supervise students, including volunteers.

404. * Persistent disobedience (see third bulleted item under "consequences").

405. Class disruption or disruption of school activities/environment, including school bus.

406. Extortion or attempting to extort through threat of force.

407. Inappropriate physical contact including, but not limited to, pushing or shoving.

408. Possession of fireworks, live ammunition or other incendiary devices (This includes stink/ smoke bombs and vials of noxious gases/liquids).

409. Unauthorized or inappropriate use of school equipment including, but not limited to, computers.

410. Using a paging device (i.e. pager, beeper, cell or mobile telephone) during school hours. All devices must be turned off and not visible during school hours.

 (see next page)

411. Excessive tardiness/early dismissals.

412. Missing Afterschool detention.

413. Hazing (see hazing policy JICFA).

414. Possession, sale or distribution of unauthorized materials at school.

415. Harassment.

416. Violation of parking and driving regulations.

417. Violation of cafeteria rules.

418. Violation of health room rules. All medication (over the counter or prescription) brought to school by a student must be in the original container, labeled appropriately and administered by the school nurse. Exceptions under a physician's order are managed by the school nurse.

419. Failure to sign in/sign out from school in the office when required.

420. Being in an unauthorized area/inappropriate use of facilities.

421. Inappropriate display of affection between students.

422. Unauthorized use of locker.

423. Cheating (see Honor Code).

424. Possession of radios, tape players, electronic entertainment devices, MP3, I-Pods and walkmans (not related to instruction) on school grounds during school hours.

425. Possession/Use of annoyances at school such as laser lights, water pistols, water balloons, whistles, etc.

426. Possession/Use of skateboards/rollerblades/skates/scooters. Skating is not allowed during school hours or in any prohibited area, during an afterschool activity or in the immediate proximity of parked vehicles. Skateboarding is not allowed on any school campus at any time.

427. Unauthorized card playing.

428. Throwing rocks or other objects.

429. Littering school grounds.

430. Dress code violations.

431. Violation of safety rules. This includes propelling objects i.e. rocks, spitballs or food items at others, science lab rule violations, etc.

432. Profanity/Obscene gesture directed toward another student or directed towards no one in particular.

433. Possession of a lighter or matches.

 (see next page)

434. Failure to obey a staff member.

435. Disrespect to others, i.e. verbal ridicule, pulling wedgies, ankling/zipping, etc. (Ankling/ Zipping is defined as pulling down the pants of another).

436. Wearing items or clothing that could pose a safety threat to one's self or others (heavy chains, not made as jewelry, studded bracelets/collars, nose/lip to ear chains, etc.).

437. Failure to attend/complete Saturday detention or In-school suspension.

438. Aiding and/or abetting another student(s) who is committing any rules violation.

439. * Violation of a behavior contract (see third bulleted item under "consequences").

440. Violation of District-Level behavior contract.

441. ** Vandalism or theft of school or personal property where value is $50.00 or less (this includes cafeteria items).

442. Planning or creating a situation that may lead to a crime or rule violation.

443. Participation in gangs/gang-related activity (refer to policy JICF).

444. Any behavior or act that interferes with the safe operation of a school bus.

Consequences for students who Commit Category 4 Offenses other than participation in gangs/gang-related activity will be as follows.

- Any offense will result in a behavior management intervention deemed appropriate by the school such as a conference, revocation of driving and parking privileges, counseling, parent conferences, detention hall, Saturday detention, work detail, in-school suspension, Twilight School out-of-school suspension or a recommendation for expulsion.
- Any student suspended three times for a Category 4 Offense must be placed on a behavior contract by the administration.
- A range of consequences from immediate counseling to indefinite suspension from riding the vehicle will be imposed on students by the office of transportation when an offense occurs on a school bus or other school vehicle. Students who are suspended out-of-school immediately forfeit the opportunity to ride school buses or other school vehicles for the duration of the suspension.

Consequences for students who commit the offense of participation in gangs/gang-related activity will be as follows.

- First offense - Parent/Legal guardian/student/administration conference.
- Second offense – Three (3) days out-of school suspension and the student may be recommended for expulsion (Elementary School only).
- Second offense – Five (5) days out-of school suspension and the student may be recommended for expulsion (Middle School only).

 (see next page)

- Second offense – Eight (8) days out-of school suspension and the student may be recommended for expulsion (High School only).

- Recommendation for expulsion.

  * A series of repeated infractions will result in a recommendation for expulsion.

  Note: In determining whether a student has violated the discipline code, the principal or his/her designee will consider all the facts and circumstances of the particular incident.

  Note: Also, students who inappropriately use video cameras, video phones or other recording devices are subject to violation of the Privacy Act and can be assigned school and bus consequences.

Rules for riding the bus

- No glass containers on the bus.
- No spitting, eating or drinking on the bus.
- No profanity, verbal abuse, harassment, teasing, obscene or sexual gestures.
- No standing while the bus is in motion.
- No hanging any part(s) of one's anatomy out a window.
- No throwing or shooting any type of objects.
- No play fighting or horse playing.
- Do not ride any bus that the rider is not assigned to.
- Do not ride any bus during a suspension of bus privileges.
- Do not vandalize the bus or ignite any flammable object.
- Do not hold onto the bus from the outside.
- Do not make excessive noise or other disruptive behavior.
- Keep feet, body and bags out of the aisle.
- Do not block the aisle with band instruments or bookbags.
- Students must obey the directions of the driver.
- Do not exhibit behavior that disturbs the students or driver.
- Talk quietly, but avoid loud, boisterous behavior, including singing, clapping, stomping or yelling.
- No spraying of cologne, deodorant, body spray or any other type chemicals or aerosols, pump spray or lotion while on the bus.

 (see next page)

- Never tamper with the emergency exits or any other part of the bus equipment, including fire extinguishers and first aid equipment unless there are reasonable grounds to believe that an actual emergency situation exits.

- Board and exit the bus at their designated stop or school.

- Be at the bus stop five minutes prior to scheduled pick-up time.

Offenses committed on the bus or in a school vehicle

Consequences for students who commit a Category 1 Offense on the bus or in a school vehicle will be as follows.

- First offense - (K-grade 3) - 15-day to indefinite suspension.
  (Grades 4-5) - 30-day to indefinite suspension.
  (Grades 6-12) - Suspended pending expulsion hearing determination.

- Second offense - (K-grade 3) - 30-day to indefinite suspension.
  (Grades 4-12) - Suspended pending expulsion hearing determination.

- Third offense - (K-Grade 12) - Suspended pending expulsion hearing determination.

Consequences for students who commit a Category 2 Offense on the bus or in a school vehicle will be as follows.

- First offense - (K-grade 3) - 10-day to indefinite suspension.
  (Grades 4-5) - 15-day to indefinite suspension.
  (Grades 6-12) - 30-day to indefinite suspension.

- Second offense - (K-grade 3) - 15-day to indefinite suspension.
  (Grades 4-12) - Suspended pending expulsion hearing determination.

- Third offense - (K-grade 12) - Suspended pending expulsion hearing determination.

Consequences for students who commit a Category 3 Offense on the bus or in a school vehicle will be as follows.

Simple assault, tobacco possession/smoking or planning and/or organizing and/or instigating and/or participating in an activity that causes substantial disruption to the educational program.

- First offense - (K-grade 5) - Five-day to indefinite suspension.
  (Grades 6-12) - 15-day suspension.

- Second offense - (K-grade 5) - Five-day to indefinite suspension.
  (Grades 6-12) - 45-day suspension.

- Third offense - (K-grade 5) - Five-day to indefinite suspension.
  (Grades 6-12) - Suspended pending expulsion hearing determination.

 (see next page)

For offenses other than simple assault, tobacco possession/smoking or planning and/or organizing and/or instigating and/or participating in an activity that causes substantial disruption to the educational program.

- First offense - (K-grade 5) - Five-day to indefinite suspension.
  (Grades 6-12) - Five-day suspension.

- Second offense - (K-grade 5) - Five-day to indefinite suspension.
  (Grades 6-12) - 15-day suspension.

- Third offense - (K-grade 5) - Five-day to indefinite suspension.
  (Grades 6-12) - 30-day suspension.

- Fourth offense - (K-grade 5) - Five-day to indefinite suspension.
  (Grades 6-12) - 45-day suspension.

- Fifth offense - (K-grade 5) - Five-day to indefinite suspension.
  (Grades 6-12) - Suspension pending expulsion hearing determination.

Consequences for students who commit a Category 4 Offense on the bus or in a school vehicle will be as follows.

- Any offense - (K-grade 12) - A range of consequences from immediate counseling to indefinite suspension.

Technology offenses

With the increasing use of technology in the school curriculum, the appropriate use of the computer and other equipment, systems and data is vital.

Note: See individual categories for specific offenses and consequences.

Discipline of students with disabilities

Suspension and expulsion of students with disabilities under the Individuals with Disabilities Education Improvement Act (IDEA 04) or Section 504 of the Rehabilitation Act will be handled in accordance with the district's procedures to ensure compliance with those regulations.

For students whose behavioral violations are determined by the IEP/IAP committee to be directly related to the student's disability, any suspension or combination of suspensions which exceed 10 days is considered a change in placement and may not occur.

In such cases, the IEP/IAP committee will determine appropriate behavioral interventions and/or consider the appropriateness of the student's educational placement and need for a change in placement.

Administrators dealing with suspension offenses by students with disabilities will consult the office of special services regarding the suspension of students with disabilities.

Expulsion from school

Expulsions will be recommended only by the principal/director of the school to which the student is assigned. Procedures to be followed regarding expulsions are specified in board policy JKE (Expulsion of Students). Expelled students may not attend any event in which a district school is participating nor be on any district property during the period of expulsion. Any expelled student who is on district property after school hours for church services, recreational league sports or if it is court ordered (monitored) community service hours must have the prior written permission of the superintendent or his/her designee.

Transfer in lieu of expulsion

Any student transferred to the Alternative Academy for Success in lieu of expulsion may not attend any school-sponsored event or be on any district property during the period of his/her transfer. All transferred students will sign a behavior contract prior to enrolling at the Alternative Academy for Success. The district hearing officer will hear all appeals for dismissal from the Alternative Academy for Success.

Dismissal of expelled/transferred (in lieu of) students from the alternative academy

The director of the alternative academy will have the authority to dismiss any expelled/transferred student from the alternative academy based upon the student's behavior violations while enrolled at the school. The dismissal may be appealed to the district hearing officer and will be reported to the superintendent. Each expelled student accepted at the alternative academy will be placed on a behavior contract.

School board policies

JICF (Secret Societies/Gang Activity) - If the district determines that a student has initiated or participated in a gang or a secret society as defined in this policy, that student will be disciplined in a manner which may include, but will not be limited to, detention, removal from extracurricular activities, suspension and/or expulsion and referral to law enforcement, dependent upon the circumstances of the particular offense. The district also reserves the right to prohibit any student from wearing/displaying any article of clothing or accessory which the district has determined to be a gang indicator.

JICFA (Hazing) - For purposes of this policy, state law defines hazing as "the wrongful striking, laying open hand upon, threatening with violence or offering to do bodily harm by a superior student to a subordinate student with intent to punish or injure the subordinate student, or other unauthorized treatment by the superior student of a subordinate student of a tyrannical, abusive, shameful, insulting or humiliating nature."

JICG (Tobacco Use by Students) - Students will not be permitted to use, possess or transfer tobacco products or tobacco paraphernalia while on school grounds; in the school buildings; on buses; or during any other time that the student is under the direct administrative jurisdiction of the school whether on or off the school grounds. All district buildings and buses are officially designated as "tobacco-free." This particular stipulation applies to **any** individual - student, faculty/ staff member, administrator, visitor or patron.

JKB (Detention of Students) - School administrators or teachers may assign detention after school hours to students with undesirable patterns of attendance, conduct or academic performance. Staff members will assure that students have one day's notice before the assigned detention period so that parents/legal guardians may be informed and may provide for transportation.

PAGE 23 - JICDA-R - CODE OF CONDUCT

JKD (Suspension of Students) - When suspension of a student is contemplated, the administrator will have a conference with the student. At this conference, the administrator will notify the student of the charges against him/her and if he/she denies them, will explain the evidence the authorities have and offer the student an opportunity to present his/her side of the story. Suspension from school will be construed to prohibit a student from attending any day or night school functions or riding a school bus and from entering the school or school grounds, except for a prearranged conference with an administrator. Notice of the suspension will be sent home with the student, parent/legal guardian will be called and a letter will be mailed to the home address on file with the school.

JKE (Expulsion of Students) - Expulsion means that the student cannot attend school or be on the school grounds of any school in the district, cannot attend any program at any school in the daytime or at night and cannot ride a school bus. Expelled students cannot attend or participate in any school-sponsored event. An expelled student who is approved by the board of trustees may apply for acceptance into the alternative academy.

JICH (Drug and Alcohol Use by Students) - Possession, sale, distribution, use, in any amount, of alcohol, marijuana, hallucinogenic drugs or any other controlled substance is prohibited. No student will market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings of a controlled substance.

Sections from the South Carolina Code of Laws relative to the discipline policy

59-63-1110. Any person entering the premises of any school in this state will be deemed to have consented to a reasonable search of his/her person and effects.

59-63-1120. School administrators may conduct reasonable searches on school property of lockers, desks, vehicles and personal belongings with or without probable cause.

16-7-160. Illegal use of stink bombs or other devices containing foul or offensive odors. This is a misdemeanor and, if convicted, may be fined for no more than $3,000 or sentenced up to three years. This becomes a felony if it causes bodily harm.

16-7-170. Entering a public school for the purpose of destroying records or, in fact, destroying or damaging records is a misdemeanor and, if convicted, an individual will be fined no more than $5,000 or imprisoned not more than three years.

16-11-550. Threatening to kill, injure or intimidate an individual or damage or destroy property by means of explosive or incendiary aids; agrees with; or conspires with will be guilty of a felony. If convicted, an individual may be jailed from one to 15 years.

16-23-430. Carrying weapons or other objects which may be used to inflict bodily injury while on school property. This is a felony and, if convicted, an individual may be fined $1,000 or jailed up to five years or both.

59-63-235. A one-year (365 days) expulsion for a student who is determined to have brought a firearm to a school or any setting under jurisdiction of a local board of trustees.

16-23-420. Carrying or displaying firearms in a public building or adjacent areas is a felony and, if convicted, an individual must be fined up to $5,000 or imprisoned up to five years or both.

16-17-420. Disturbing school is a misdemeanor and, if convicted, an individual will pay a fine of $100 to $1,000 or imprisoned for 30 to 90 days. Fighting is included within the prohibition of this law. Use of foul or offensive language toward a principal, teacher or police officer can constitute a crime.

Authority of the hearing officer

- ** Uphold or alter the decision of a principal to suspend a student.
- ** Reduce the number of days of an out-of-school suspension imposed by the school's administration.
- Determine the dates that an out-of-school suspension will be served.
- Expel a student from school and all activities associated with schools in the district.
- In lieu of expulsion, transfer students from their home school to the Alternative Academy for Success for a definite period.
- Return students to their regular school after an expulsion hearing.
- Decide the placement of a student entering or returning to the district via DJJ, imprisonment/ confinement or mandatory stay in a medical facility for behavioral issues.

*** Denotes only applicable in situations where out-of-school suspension is eight days or more or if the principal is directly involved.*

Issued 8/15/93; Revised 9/12/94, 7/27/95, 7/8/96, 6/2/97, 7/13/98, 6/28/99, 6/26/00, 6/25/01, 7/8/02, 5/19/03, 5/19/03, 7/19/04, 5/9/05, 5/22/06, 6/25/07, 7/28/08, 7/13/09, 5/10/10, 5/23/11