



**AGENDA
BOARD OF TRUSTEES
IRMO MIDDLE SCHOOL'S CAFETERIA
FEBRUARY 27, 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 – Buddy Price
5. Pledge of Allegiance – Robert Gantt
6. School Board Spotlight
7. Approve the agenda
8. Superintendent's report (**1 hour**)
 - a. Superintendent
 - b. Financial Services
 1. Update on cost of legal appeals at Chapin High School (Exhibit B)
 2. Monthly financials (Exhibit C)
 3. 8% Capital Projects (Exhibit D)
 4. Bond Referendum Expenditure Summary report (Exhibit E)
 - c. New Design and Construction
 1. Irmo High School's Phase 2 Plan (Exhibit F)
9. Public participation*

ACTION AGENDA (45 minutes)

10. Items considered in executive session
11. Proposed 2012-2013 and 2013-2014 district calendars (Exhibit G)
12. Second reading of revisions to board policy JFAA/JFAB-R: "Admission of Resident/Non-Resident Students" (Exhibit H)
13. 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”

14. First reading of proposed revisions to board policy JICDA-R “Code of Conduct” (Exhibit J)
15. Proposed board meeting schedule for 2012-2013 (Exhibit K)

DISCUSSION AGENDA

16. Memorandum of Agreement regarding dependents of military personnel (Exhibit L)
17. Resolution to approve financing for purchase of activity buses (Exhibit M)
18. Resolution of support of public schools
19. Adjourn at **9:30 p.m.**

FOR YOUR INFORMATION


20. The next regular scheduled board meeting will be March 12, 2012 at Leaphart Elementary School.

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



February 22, 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 \$12.4 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 \$611,654. In addition, the District has been billed \$340,252 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 1343.5 hours or \$74,199.
- To date, fees for Tidewater Environmental Services total \$37,809.

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

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

With these additional costs, and the expectation of further costs, it is almost certain that one or more of the projects remaining to be funded will be affected.

JANUARY 2012 REVENUE

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

	FY 2011-2012 Original Budget	Current Month	Year to Date Revenue	Remaining Balance
Revenue From Local Sources:				
11100 Tax Levies	\$ 40,349,649.00	\$ 17,223,890.35	\$ 27,090,627.75	\$ 13,259,021.25
11120 Vehicle Taxes	\$ 7,819,315.00	\$ 419,132.43	\$ 4,426,153.48	\$ 3,393,161.52
11130 Current Tax Penalties	\$ 310,000.00	\$ 6,569.10	\$ 185,848.01	\$ 124,151.99
11400 Delinquent Taxes & Penalties	\$ 1,400,000.00	\$ 9,128.43	\$ 1,109,437.25	\$ 290,562.75
12800 Revenue in Lieu of Taxes	\$ 416,169.00	\$ -	\$ -	\$ 416,169.00
13100 Regular School Day Patron	\$ -			\$ -
15100 Interest on Investments	\$ 100,000.00	\$ 8,935.33	\$ 102,479.79	\$ (2,479.79)
17400 Student Fees	\$ 50,000.00	\$ 1,509.00	\$ 80,708.77	\$ (30,708.77)
19100 Rentals	\$ 50,000.00	\$ 4,550.00	\$ 28,602.90	\$ 21,397.10
19930 Insurance Settlements	\$ -			\$ -
19500 Refund of Prior Year Expenditures	\$ 5,000.00	\$ -	\$ 6,427.22	\$ (1,427.22)
19990 Other Local Revenue	\$ 10,000.00	\$ (258,044.79)	\$ 21,740.91	\$ (11,740.91)
Total Local Revenue	\$ 50,510,133.00	\$ 17,415,669.85	\$ 33,052,026.08	\$ 17,458,106.92
Revenue From State Sources:				
31290 Consolidated Funds	\$ -			\$ -
31600 School Bus Driver Salaries	\$ 537,739.00	\$ 57,445.90	\$ 314,005.60	\$ 223,733.40
31800 Fringe Benefits Contributions	\$ 12,504,822.00	\$ 1,111,820.72	\$ 7,387,117.39	\$ 5,117,704.61
31810 Retiree Insurance	\$ 2,700,578.00	\$ 317,244.06	\$ 1,665,875.73	\$ 1,034,702.27
33000 Education Finance Act	\$ 29,037,292.00	\$ 2,355,525.08	\$ 16,925,550.39	\$ 12,111,741.61
38100 Act 388 - One Cent Prop. Tax Relief	\$ 27,996,015.00	\$ 5,599,203.00	\$ 11,198,406.00	\$ 16,797,609.00
38100 Reimbursement For Prop. Tax Relief	\$ 10,580,071.00	\$ -	\$ 9,522,063.94	\$ 1,058,007.06
38200 Homestead Exemption	\$ 1,758,200.00	\$ -	\$ -	\$ 1,758,200.00
38300 Merchant's Inventory Tax	\$ 213,955.00	\$ 49,220.20	\$ 156,197.76	\$ 57,757.24
38400 Manufacturer's Depreciation Reimbursement	\$ 303,663.00	\$ -	\$ -	\$ 303,663.00
38900 Motor Carrier Revenue	\$ 125,000.00	\$ 7,361.85	\$ 94,240.92	\$ 30,759.08
39900 Other State Revenue	\$ 67,944.00	\$ -	\$ 43,586.99	\$ 24,357.01
Total State Revenue	\$ 85,825,279.00	\$ 9,497,820.81	\$ 47,307,044.72	\$ 38,518,234.28
Transfer From Other Funds				
52800 Indirect Costs Transfer	\$ 600,000.00	\$ 1,271.42	\$ 52,585.16	\$ 547,414.84
52300 Transfer from EIA	\$ 2,452,880.00	\$ -	\$ 196,938.39	\$ 2,255,941.61
Total Transfers	\$ 3,052,880.00	\$ 1,271.42	\$ 249,523.55	\$ 2,803,356.45
Federal Stimulus Funds	\$ -			
19999 Operational Balance	\$ 2,935,628.00	\$ -	\$ -	\$ 2,935,628.00
Total	\$ 142,323,920.00	\$ 26,914,762.08	\$ 80,608,594.35	\$ 61,715,325.65

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

REVENUE BUDGET REPORT BY ACCOUNT

CURRENT PERIOD: 01/01/2012 TO 01/31/2012

ACCOUNT	BUDGETED REVENUE	CURRENT REVENUE	YEAR TO DATE REVENUE	REMAINING BALANCE	PCT
100-001-110-0000-00 LEVIES - CUR. OPERATION	27,841,258.00	17,223,684.48	26,422,205.77	1,419,052.23	5
100-001-110-0001-00 LEX. CO. VEHICLE TAXES	4,066,044.00	419,132.43	2,698,703.93	1,367,340.07	34
100-001-110-0002-00 STATE SALES & USE TAX C	0.00	205.87	907.64	-907.64	0
100-001-110-0003-00 RICHL. CO. CURRENT TAXE	12,508,391.00	0.00	667,514.34	11,840,876.66	95
100-001-110-0005-00 LEX. CO. DELINQUENT TA	784,000.00	9,128.43	869,341.29	-85,341.29	-11
100-001-110-0006-00 RICHL. CO. DELINQUENT T	616,000.00	0.00	240,095.96	375,904.04	61
100-001-110-0007-00 RICHL. CO. VEHICLE TAXES	3,753,271.00	0.00	1,727,449.55	2,025,821.45	54
100-001-140-0000-00 PENALTIES/INTEREST - LE	179,800.00	6,569.10	135,702.33	44,097.67	25
100-001-140-0001-00 PENALTIES/INTEREST - RI	130,200.00	0.00	50,145.68	80,054.32	61
100-001-280-0000-00 FEE IN LIEU OF TAXES - LE	416,169.00	0.00	0.00	416,169.00	100
100-001-310-1000-00 INSTRUCTIONAL FEES - T	0.00	1,470.70	4,074.49	-4,074.49	0
100-001-350-0003-00 SUMMER SCHOOL TUITIO	0.00	0.00	985.00	-985.00	0
100-001-510-0000-00 INTEREST ON INVESTMEN	100,000.00	8,935.33	102,479.79	-2,479.79	-2
100-001-740-0000-00 REVENUE - STUDENT FEES	50,000.00	38.30	75,649.28	-25,649.28	-51
100-001-910-0000-00 RENTALS OF PROPERTIES	50,000.00	0.00	0.00	50,000.00	100
100-001-950-0000-00 REFUND ON PRIOR YEAR'S	5,000.00	0.00	3,957.90	1,042.10	21
100-001-950-0001-00 REFUND OF PRIOR YEAR -	0.00	0.00	2,469.32	-2,469.32	0
100-001-990-0000-00 MISC. LOCAL REVENUE	10,000.00	-258,044.79	21,118.91	-11,118.91	-111
100-001-990-0008-00 MISC REVENUE-FACILITIE	0.00	4,550.00	28,602.90	-28,602.90	0
100-001-999-0000-00 ALLOC. OF BEGIN. FUND E	2,935,628.00	0.00	0.00	2,935,628.00	100
100-003-160-0000-00 BUS DRIVERS SALARY	537,739.00	57,445.90	255,634.26	282,104.74	52
100-003-162-0000-00 BUS DRIVERS WORKERS C	0.00	0.00	58,371.34	-58,371.34	0
100-003-180-0000-00 FRINGE BENEFITS - EMPLC	12,504,822.00	1,111,820.72	7,387,117.39	5,117,704.61	41
100-003-181-0000-00 RETIREE FRINGE - EMPLO	2,700,578.00	317,244.06	1,665,875.73	1,034,702.27	38
100-003-310-0000-00 EFA REVENUE TOTALS	29,037,292.00	0.00	0.00	29,037,292.00	100
100-003-311-0000-00 EFA REVENUE - KINDERG	0.00	157,596.88	1,017,215.07	-1,017,215.07	0
100-003-312-0000-00 EFA REVENUE - PRIMARY	0.00	429,791.88	2,957,142.24	-2,957,142.24	0
100-003-313-0000-00 EFA REVENUE - ELEMENT	0.00	669,686.94	4,672,688.89	-4,672,688.89	0
100-003-314-0000-00 EFA REVENUE - SECONDA	0.00	167,102.48	1,524,362.40	-1,524,362.40	0
100-003-315-0000-00 EFA REVENUE - T.M.H.	0.00	8,908.25	62,834.67	-62,834.67	0
100-003-316-0000-00 EFA REVENUE - SPEECH	0.00	160,554.02	1,505,599.09	-1,505,599.09	0
100-003-317-0000-00 EFA REVENUE - HOMEBOU	0.00	1,521.00	66,290.52	-66,290.52	0
100-003-321-0000-00 EFA REVENUE - EMOTION	0.00	14,879.99	155,172.29	-155,172.29	0
100-003-322-0000-00 EFA REVENUE - E.M.H.	0.00	7,463.58	68,763.00	-68,763.00	0
100-003-323-0000-00 EFA REVENUE - L.D.	0.00	166,245.87	1,078,251.63	-1,078,251.63	0
100-003-324-0000-00 EFA REVENUE - HEARING	0.00	5,387.73	55,169.25	-55,169.25	0
100-003-325-0000-00 EFA REVENUE - VISUALLY	0.00	4,449.38	33,116.42	-33,116.42	0
100-003-326-0000-00 EFA REVENUE - ORTHOPE	0.00	6,413.27	33,938.51	-33,938.51	0
100-003-327-0000-00 EFA REVENUE - VOCATION	0.00	534,903.99	3,423,717.81	-3,423,717.81	0

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

REVENUE BUDGET REPORT BY ACCOUNT

CURRENT PERIOD: 01/01/2012 TO 01/31/2012

ACCOUNT	BUDGETED REVENUE	CURRENT REVENUE	YEAR TO DATE REVENUE	REMAINING BALANCE	PCT
100-003-331-0000-00 EFA REVENUE - AUTISM	0.00	20,619.82	271,288.60	-271,288.60	0
100-003-810-0000-00 PROPERTY TAX RELIEF RI	6,611,007.00	0.00	5,949,906.73	661,100.27	10
100-003-810-0001-00 PROPERTY TAX RELIEF RI	3,969,064.00	0.00	3,572,157.21	396,906.79	10
100-003-820-0000-00 HOMESTEAD EXEMPTION	1,230,740.00	0.00	0.00	1,230,740.00	100
100-003-820-0001-00 HOMESTEAD EXEMPTION	527,460.00	0.00	0.00	527,460.00	100
100-003-825-0000-00 TIER III PROPERTY TAX RI	27,996,015.00	5,599,203.00	11,198,406.00	16,797,609.00	60
100-003-830-0000-00 MERCHANTS INV TAX REI	196,881.00	49,220.20	147,660.60	49,220.40	25
100-003-830-0001-00 MERCHANT INV TAX RELI	17,074.00	0.00	8,537.16	8,536.84	50
100-003-840-0000-00 MANUFACTURERS DEPR R	300,626.00	0.00	0.00	300,626.00	100
100-003-840-0001-00 MANUFACTURERS DEPR R	3,037.00	0.00	0.00	3,037.00	100
100-003-890-0000-00 MOTOR CARRIER VEH TA	87,500.00	7,361.85	69,034.16	18,465.84	21
100-003-890-0001-00 MOTOR CARRIER VEH TA	37,500.00	0.00	25,206.76	12,293.24	33
100-003-990-0000-00 OTHER STATE REVENUE	67,944.00	0.00	0.00	67,944.00	100
100-003-992-0000-00 STATE FOREST COMMISSI	0.00	0.00	43,586.99	-43,586.99	0
100-005-230-0000-00 TRANSFER FROM EIA FUN	2,452,880.00	0.00	196,938.39	2,255,941.61	92
100-005-280-0000-00 TRANS FROM OTHER FUN	600,000.00	1,271.42	52,585.16	547,414.84	91
100-005-300-0001-00 SALE OF FIXED ASSET	0.00	0.00	622.00	-622.00	0
	142,323,920.00	26,914,762.08	80,608,594.35	61,715,325.65	43

JANUARY 2012 EXPENDITURES

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE BUDGET REPORT BY FUND

CURRENT PERIOD: 01/01/2012 TO 01/31/2012

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
GENERAL FUND						
KINDERGARTEN PROGRAMS-K5						
1 Salaries & Bonuses	4,365,581.18	351,910.45	1,937,695.19	0.00	2,427,885.99	56
2 Fringe Benefits	1,561,213.81	120,968.75	684,550.83	0.00	876,662.98	56
3 Contracted Services	750.00	118.52	190.52	0.00	559.48	75
4 Supplies & Materials, etc	55,670.00	1,492.07	32,821.15	432.40	22,416.45	40
111 KINDERGARTEN PROGRAMS-K5	5,983,214.99	474,489.79	2,655,257.69	432.40	3,327,524.90	56
PRIMARY PROGRAMS(1-3)						
1 Salaries & Bonuses	11,540,029.92	985,601.65	5,426,077.00	0.00	6,113,952.92	53
2 Fringe Benefits	4,488,057.56	314,177.52	1,754,572.05	0.00	2,733,485.51	61
3 Contracted Services	4,160.00	541.03	2,201.03	0.00	1,958.97	47
4 Supplies & Materials, etc	188,258.50	11,907.76	119,585.23	2,523.52	66,149.75	35
112 PRIMARY PROGRAMS(1-3)	16,220,505.98	1,312,227.96	7,302,435.31	2,523.52	8,915,547.15	55
ELEMENTARY PROGRAMS(4-8)						
1 Salaries & Bonuses	19,295,180.83	1,603,369.04	8,771,272.80	0.00	10,523,908.03	55
2 Fringe Benefits	6,420,527.32	506,566.23	2,851,306.59	0.00	3,569,220.73	56
3 Contracted Services	6,750.00	235.18	59,832.12	0.00	-53,082.12	-786
4 Supplies & Materials, etc	326,085.50	22,535.34	212,283.53	14,447.03	99,354.94	30
113 ELEMENTARY PROGRAMS(4-8)	26,048,543.65	2,132,705.79	11,894,695.04	14,447.03	14,139,401.58	54
HIGH SCHOOL PROGRAM(9-12)						
1 Salaries & Bonuses	13,798,284.89	1,156,395.45	6,430,841.25	0.00	7,367,443.64	53
2 Fringe Benefits	4,421,600.91	354,680.81	2,013,136.23	0.00	2,408,464.68	54
3 Contracted Services	137,450.00	10,132.26	68,411.68	50,800.00	18,238.32	13
4 Supplies & Materials, etc	414,076.64	44,484.92	292,078.30	24,484.56	97,513.78	24
6 Insurance, Principal, etc	6,065.00	5,000.00	5,000.00	0.00	1,065.00	18
114 HIGH SCHOOL PROGRAM(9-12)	18,777,477.44	1,570,693.44	8,809,467.46	75,284.56	9,892,725.42	53
CATE-VOCATIONAL PROGRAMS						
1 Salaries & Bonuses	2,166,993.02	162,793.35	926,214.03	0.00	1,240,778.99	57
2 Fringe Benefits	702,079.37	51,421.77	294,454.25	0.00	407,625.12	58
3 Contracted Services	787.00	0.00	385.56	0.00	401.44	51
4 Supplies & Materials, etc	35,304.00	795.59	14,391.87	5,988.98	14,923.15	42
115 CATE-VOCATIONAL PROGRAMS	2,905,163.39	215,010.71	1,235,445.71	5,988.98	1,663,728.70	57
EDUCABLE MENTALY HANDICAP						
1 Salaries & Bonuses	534,808.40	46,593.81	258,873.69	0.00	275,934.71	52

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE BUDGET REPORT BY FUND

CURRENT PERIOD: 01/01/2012 TO 01/31/2012

<u>ACCOUNT</u>	<u>BUDGETED EXPENDITURE</u>	<u>CURRENT EXPENDITURE</u>	<u>YEAR TO DATE EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>	<u>PCT</u>
2 Fringe Benefits	178,184.04	15,006.95	85,020.80	0.00	93,163.24	52
4 Supplies & Materials, etc	1,550.00	0.00	599.03	0.00	950.97	61
121 EDUCABLE MENTALLY HANDICAP	714,542.44	61,600.76	344,493.52	0.00	370,048.92	52
TRAINABLE MENTALLY HANDIC						
1 Salaries & Bonuses	567,917.10	52,717.97	287,572.70	0.00	280,344.40	49
2 Fringe Benefits	212,915.30	18,091.54	102,236.51	0.00	110,678.79	52
4 Supplies & Materials, etc	1,300.00	62.53	400.51	333.70	565.79	44
122 TRAINABLE MENTALLY HANDIC	782,132.40	70,872.04	390,209.72	333.70	391,588.98	50
ORTHOPEDICALLY HANDICAP						
1 Salaries & Bonuses	283,232.05	11,859.25	65,925.18	0.00	217,306.87	77
2 Fringe Benefits	89,323.47	3,891.08	21,976.37	0.00	67,347.10	75
4 Supplies & Materials, etc	428.00	0.00	0.00	0.00	428.00	100
123 ORTHOPEDICALLY HANDICAP	372,983.52	15,750.33	87,901.55	0.00	285,081.97	76
VISUALLY HANDICAPPED						
1 Salaries & Bonuses	127,887.50	9,573.88	52,656.34	0.00	75,231.16	59
2 Fringe Benefits	38,561.34	2,834.40	15,232.07	0.00	23,329.27	60
4 Supplies & Materials, etc	605.00	0.00	332.83	0.00	272.17	45
124 VISUALLY HANDICAPPED	167,053.84	12,408.28	68,221.24	0.00	98,832.60	59
HEARING HANDICAPPED						
1 Salaries & Bonuses	177,637.00	11,160.96	61,385.28	0.00	116,251.72	65
2 Fringe Benefits	58,789.97	4,043.92	22,648.49	0.00	36,141.48	61
4 Supplies & Materials, etc	355.00	0.00	32.07	0.00	322.93	91
125 HEARING HANDICAPPED	236,781.97	15,204.88	84,065.84	0.00	152,716.13	64
SPEECH HANDICAPPED						
1 Salaries & Bonuses	1,098,324.40	88,095.16	487,270.03	0.00	611,054.37	56
2 Fringe Benefits	350,286.93	27,853.21	156,439.66	0.00	193,847.27	55
3 Contracted Services	75,000.00	6,300.00	32,236.50	0.00	42,763.50	57
4 Supplies & Materials, etc	6,703.00	460.28	2,115.25	328.25	4,259.50	64
126 SPEECH HANDICAPPED	1,530,314.33	122,708.65	678,061.44	328.25	851,924.64	56
LEARNING DISABILITIES						
1 Salaries & Bonuses	3,742,693.70	316,615.57	1,727,626.07	0.00	2,015,067.63	54
2 Fringe Benefits	1,216,171.53	98,858.63	548,891.65	0.00	667,279.88	55
3 Contracted Services	786.00	0.00	786.00	0.00	0.00	0
4 Supplies & Materials, etc	18,729.11	2,354.45	15,017.42	361.22	3,350.47	18

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127 LEARNING DISABILITIES	4,978,380.34	417,828.65	2,292,321.14	361.22	2,685,697.98	54
EMOTIONALLY HANDICAPPED						
1 Salaries & Bonuses	774,494.80	70,165.95	384,296.17	0.00	390,198.63	50
2 Fringe Benefits	285,474.63	25,327.93	138,621.76	0.00	146,852.87	51
4 Supplies & Materials, etc	2,750.00	156.82	986.34	286.55	1,477.11	54
128 EMOTIONALLY HANDICAPPED	1,062,719.43	95,650.70	523,904.27	286.55	538,528.61	51
CEISEARLY INTERVENING SVC						
1 Salaries & Bonuses	279,859.14	23,201.52	123,861.42	0.00	155,997.72	56
2 Fringe Benefits	95,980.82	7,450.84	40,755.06	0.00	55,225.76	58
129 CEISEARLY INTERVENING SVC	375,839.96	30,652.36	164,616.48	0.00	211,223.48	56
PRE-SCHL HAND SPEECH 3-4						
4 Supplies & Materials, etc	300.00	16.67	94.39	0.00	205.61	69
135 PRE-SCHL HAND SPEECH 3-4	300.00	16.67	94.39	0.00	205.61	69
PRESCH HAND ITINERANT 3-4						
1 Salaries & Bonuses	10,778.40	913.06	5,021.82	0.00	5,756.58	53
2 Fringe Benefits	3,765.16	291.79	1,640.64	0.00	2,124.52	56
136 PRESCH HAND ITINERANT 3-4	14,543.56	1,204.85	6,662.46	0.00	7,881.10	54
PRE-SCHL HAND SELF-CONT 3						
1 Salaries & Bonuses	834,065.11	72,152.03	397,542.93	0.00	436,522.18	52
2 Fringe Benefits	316,108.17	25,125.27	144,095.68	0.00	172,012.49	54
4 Supplies & Materials, etc	400.00	0.00	146.67	0.00	253.33	63
137 PRE-SCHL HAND SELF-CONT 3	1,150,573.28	97,277.30	541,785.28	0.00	608,788.00	53
PRE-SCHL HAND HOMEBASED 3						
1 Salaries & Bonuses	7,949.10	677.28	3,725.03	0.00	4,224.07	53
2 Fringe Benefits	2,712.52	217.28	1,220.00	0.00	1,492.52	55
4 Supplies & Materials, etc	400.00	0.00	115.04	0.00	284.96	71
138 PRE-SCHL HAND HOMEBASED 3	11,061.62	894.56	5,060.07	0.00	6,001.55	54
FOUR YEAR OLD EARLY CHILD						
1 Salaries & Bonuses	546,157.25	45,667.61	251,000.80	0.00	295,156.45	54
2 Fringe Benefits	194,360.57	15,709.11	88,479.71	0.00	105,880.86	54
3 Contracted Services	1,195.00	0.00	82.25	0.00	1,112.75	93
4 Supplies & Materials, etc	100.00	0.00	0.00	0.00	100.00	100
139 FOUR YEAR OLD EARLY CHILD	741,812.82	61,376.72	339,562.76	0.00	402,250.06	54
GIFTED & TALENTED ACADEM						

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1 Salaries & Bonuses	358,561.58	39,382.56	215,716.27	0.00	142,845.31	40
2 Fringe Benefits	121,247.83	13,498.39	74,986.78	0.00	46,261.05	38
141 GIFTED & TALENTED ACADEM ADVANCED PLACEMENT	479,809.41	52,880.95	290,703.05	0.00	189,106.36	39
1 Salaries & Bonuses	666,857.47	52,507.02	287,973.61	0.00	378,883.86	57
2 Fringe Benefits	202,702.79	16,149.93	90,206.10	0.00	112,496.69	55
143 ADVANCED PLACEMENT	869,560.26	68,656.95	378,179.71	0.00	491,380.55	57
HOMEBOUND						
1 Salaries & Bonuses	123,503.00	15,689.17	54,639.17	0.00	68,863.83	56
2 Fringe Benefits	13,795.54	3,267.35	11,455.53	0.00	2,340.01	17
3 Contracted Services	11,800.00	1,000.00	3,325.00	0.00	8,475.00	72
145 HOMEBOUND	149,098.54	19,956.52	69,419.70	0.00	79,678.84	53
GIFTED & TALENTED ARTISTC						
1 Salaries & Bonuses	3,369.24	1,511.76	2,239.68	0.00	1,129.56	34
2 Fringe Benefits	813.27	339.24	528.53	0.00	284.74	35
148 GIFTED & TALENTED ARTISTC	4,182.51	1,851.00	2,768.21	0.00	1,414.30	34
PPPSC-OTHER SPEC PROG						
1 Salaries & Bonuses	1,038,452.74	70,280.74	289,365.47	0.00	749,087.27	72
2 Fringe Benefits	272,544.80	19,605.21	87,320.84	0.00	185,223.96	68
149 PPPSC-OTHER SPEC PROG	1,310,997.54	89,885.95	376,686.31	0.00	934,311.23	71
AUTISM						
1 Salaries & Bonuses	834,307.08	74,064.17	415,201.75	0.00	419,105.33	50
2 Fringe Benefits	318,796.32	26,752.38	152,573.22	0.00	166,223.10	52
4 Supplies & Materials, etc	2,776.00	0.00	1,439.16	0.00	1,336.84	48
161 AUTISM	1,155,879.40	100,816.55	569,214.13	0.00	586,665.27	51
HIGH SCH SUMMER SCH 9-12						
1 Salaries & Bonuses	30,000.00	0.00	375.00	0.00	29,625.00	99
2 Fringe Benefits	0.00	0.00	82.23	0.00	-82.23	0
173 HIGH SCH SUMMER SCH 9-12	30,000.00	0.00	457.23	0.00	29,542.77	98
ADULT ED BASIC EDUC PROG						
1 Salaries & Bonuses	167,624.00	12,568.68	82,535.37	0.00	85,088.63	51
2 Fringe Benefits	54,336.44	4,209.39	26,887.64	0.00	27,448.80	51
3 Contracted Services	2,100.00	37.10	977.61	0.00	1,122.39	53
181 ADULT ED BASIC EDUC PROG	224,060.44	16,815.17	110,400.62	0.00	113,659.82	51

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ADULT ED SECONDARY EDUC						
3 Contracted Services	500.00	0.00	70.00	0.00	430.00	86
4 Supplies & Materials, etc	10,660.00	3,491.48	8,013.83	283.55	2,362.62	22
182 ADULT ED SECONDARY EDUC	11,160.00	3,491.48	8,083.83	283.55	2,792.62	25
PUPIL ACTIVITY-INSTRUCTL						
1 Salaries & Bonuses	399,935.64	30,790.68	178,847.74	0.00	221,087.90	55
2 Fringe Benefits	87,925.46	6,839.00	39,132.35	0.00	48,793.11	55
6 Insurance, Principal, etc	28,373.00	8,771.25	11,850.46	947.12	15,575.42	55
190 PUPIL ACTIVITY-INSTRUCTL	516,234.10	46,400.93	229,830.55	947.12	285,456.43	55
ATTENDANCE & SOCIAL WORK						
1 Salaries & Bonuses	885,568.20	68,101.86	404,731.22	0.00	480,836.98	54
2 Fringe Benefits	333,271.78	25,385.77	150,875.06	0.00	182,396.72	55
3 Contracted Services	13,000.00	669.25	1,849.25	0.00	11,150.75	86
4 Supplies & Materials, etc	8,249.00	31.82	1,058.60	246.50	6,943.90	84
211 ATTENDANCE & SOCIAL WORK	1,240,088.98	94,188.70	558,514.13	246.50	681,328.35	55
GUIDANCE SVCS						
1 Salaries & Bonuses	2,876,100.41	240,365.20	1,442,561.43	0.00	1,433,538.98	50
2 Fringe Benefits	900,692.01	73,382.07	444,909.64	0.00	455,782.37	51
3 Contracted Services	7,071.90	0.00	404.00	0.00	6,667.90	94
4 Supplies & Materials, etc	19,642.10	448.20	5,957.74	588.27	13,096.09	67
212 GUIDANCE SVCS	3,803,506.42	314,195.47	1,893,832.81	588.27	1,909,085.34	50
HEALTH SVCS						
1 Salaries & Bonuses	1,306,194.36	98,185.78	546,798.09	0.00	759,396.27	58
2 Fringe Benefits	358,871.28	29,866.67	166,613.78	0.00	192,257.50	54
3 Contracted Services	482.00	0.00	207.00	150.00	125.00	26
4 Supplies & Materials, etc	22,443.19	2,575.72	9,312.81	71.94	13,058.44	58
213 HEALTH SVCS	1,687,990.83	130,628.17	722,931.68	221.94	964,837.21	57
PSYCHOLOGICAL SVCS						
1 Salaries & Bonuses	1,056,026.20	75,736.88	457,514.22	0.00	598,511.98	57
2 Fringe Benefits	290,495.90	21,629.07	129,642.05	0.00	160,853.85	55
3 Contracted Services	6,000.00	225.95	1,145.86	0.00	4,854.14	81
4 Supplies & Materials, etc	6,562.00	0.00	6,423.80	0.00	138.20	2
214 PSYCHOLOGICAL SVCS	1,359,084.10	97,591.90	594,725.93	0.00	764,358.17	56
CAREER SPEC. SERVICES						

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1 Salaries & Bonuses	110,101.01	7,701.44	39,800.00	0.00	70,301.01	64
2 Fringe Benefits	45,274.24	2,749.97	14,846.25	0.00	30,427.99	67
4 Supplies & Materials, etc	1,050.00	0.00	0.00	0.00	1,050.00	100
217 CAREER SPEC. SERVICES	156,425.25	10,451.41	54,646.25	0.00	101,779.00	65
IMPROV INSTRUCT-CURR DEV						
1 Salaries & Bonuses	3,512,186.26	268,898.15	1,777,606.74	0.00	1,734,579.52	49
2 Fringe Benefits	919,871.89	76,350.77	500,824.44	0.00	419,047.45	46
3 Contracted Services	458,590.00	1,407.11	199,506.48	7,971.70	251,111.82	55
4 Supplies & Materials, etc	206,777.00	18,560.50	100,497.26	36,177.51	70,102.23	34
6 Insurance, Principal, etc	1,650.00	0.00	671.44	0.00	978.56	59
221 IMPROV INSTRUCT-CURR DEV	5,099,075.15	365,216.53	2,579,106.36	44,149.21	2,475,819.58	49
LIBRARY & MEDIA SERVICES						
1 Salaries & Bonuses	1,894,826.00	159,040.85	861,606.59	0.00	1,033,219.41	55
2 Fringe Benefits	638,251.52	51,907.52	286,726.78	0.00	351,524.74	55
3 Contracted Services	800.00	0.00	100.00	0.00	700.00	88
4 Supplies & Materials, etc	318,695.45	19,924.61	128,275.76	35,805.37	154,614.32	49
222 LIBRARY & MEDIA SERVICES	2,852,572.97	230,872.98	1,276,709.13	35,805.37	1,540,058.47	54
SUPERVISION OF SPECI PROG						
1 Salaries & Bonuses	498,063.25	34,185.70	224,714.66	0.00	273,348.59	55
2 Fringe Benefits	126,928.55	9,039.59	59,370.98	0.00	67,557.57	53
3 Contracted Services	1,325.00	0.00	23.30	0.00	1,301.70	98
4 Supplies & Materials, etc	4,550.00	362.55	807.29	128.82	3,613.89	79
223 SUPERVISION OF SPECI PROG	630,866.80	43,587.84	284,916.23	128.82	345,821.75	55
IMPROV INSTRUCT-INSERV TR						
1 Salaries & Bonuses	6,450.00	1,336.31	5,636.31	0.00	813.69	13
2 Fringe Benefits	21.61	294.77	1,247.26	0.00	-1,225.65	####
3 Contracted Services	65,954.00	2,987.49	44,293.86	680.00	20,980.14	32
4 Supplies & Materials, etc	3,682.00	24.31	1,290.32	150.00	2,241.68	61
224 IMPROV INSTRUCT-INSERV TR	76,107.61	4,642.88	52,467.75	830.00	22,809.86	30
BOARD OF EDUCATION						
1 Salaries & Bonuses	28,750.00	1,875.00	13,125.00	0.00	15,625.00	54
2 Fringe Benefits	4,026.76	285.84	2,001.09	0.00	2,025.67	50
3 Contracted Services	314,275.00	8,078.69	123,137.70	0.00	191,137.30	61
6 Insurance, Principal, etc	206,680.00	0.00	245,666.00	0.00	-38,986.00	-19

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231 BOARD OF EDUCATION	553,731.76	10,239.53	383,929.79	0.00	169,801.97	31
OFFICE OF SUPERINTENDENT						
1 Salaries & Bonuses	260,386.00	22,193.84	155,437.51	0.00	104,948.49	40
2 Fringe Benefits	78,197.39	5,674.63	32,572.94	0.00	45,624.45	58
3 Contracted Services	12,000.00	0.00	3,147.98	0.00	8,852.02	74
4 Supplies & Materials, etc	10,470.00	104.59	3,461.76	0.00	7,008.24	67
6 Insurance, Principal, etc	6,100.00	666.00	1,631.50	0.00	4,468.50	73
232 OFFICE OF SUPERINTENDENT	367,153.39	28,639.06	196,251.69	0.00	170,901.70	47
SCHOOL ADMINISTRATION						
1 Salaries & Bonuses	7,046,337.16	601,141.52	3,935,106.20	0.00	3,111,230.96	44
2 Fringe Benefits	2,224,364.99	181,343.88	1,179,722.61	0.00	1,044,642.38	47
3 Contracted Services	184,358.00	17,294.92	83,867.90	16,368.04	84,122.06	46
4 Supplies & Materials, etc	196,412.50	10,293.77	107,744.41	7,308.28	81,359.81	41
5 Equip. & Improvements	5,753.00	0.00	3,533.64	0.00	2,219.36	39
6 Insurance, Principal, etc	48,327.50	3,268.26	27,001.26	793.90	20,532.34	42
233 SCHOOL ADMINISTRATION	9,705,553.15	813,342.35	5,336,976.02	24,470.22	4,344,106.91	45
STU TRANS FED/DIST MANDAT						
1 Salaries & Bonuses	1,660.00	200.97	889.91	0.00	770.09	46
2 Fringe Benefits	335.00	40.28	190.82	0.00	144.18	43
3 Contracted Services	2,200.00	0.00	0.00	0.00	2,200.00	100
251 STU TRANS FED/DIST MANDAT	4,195.00	241.25	1,080.73	0.00	3,114.27	74
FISCAL SERVICES						
1 Salaries & Bonuses	793,834.00	66,228.00	463,596.00	0.00	330,238.00	42
2 Fringe Benefits	265,576.79	20,898.19	142,029.65	0.00	123,547.14	47
3 Contracted Services	55,000.00	2,583.78	13,292.87	657.31	41,049.82	75
4 Supplies & Materials, etc	65,250.00	289.87	23,030.40	673.54	41,546.06	64
5 Equip. & Improvements	6,250.00	0.00	0.00	0.00	6,250.00	100
6 Insurance, Principal, etc	4,500.00	1,350.00	3,526.50	0.00	973.50	22
252 FISCAL SERVICES	1,190,410.79	91,349.84	645,475.42	1,330.85	543,604.52	46
OPER & MAINT OF PLANT						
1 Salaries & Bonuses	5,647,862.70	479,448.17	3,347,680.48	0.00	2,300,182.22	41
2 Fringe Benefits	2,301,934.91	176,963.97	1,225,459.30	0.00	1,076,475.61	47
3 Contracted Services	2,906,185.64	230,876.88	1,736,713.12	482,154.53	687,317.99	24
4 Supplies & Materials, etc	4,041,816.01	332,165.69	1,728,040.31	47,543.62	2,266,232.08	56

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6 Insurance, Principal, etc	35,310.00	16.08	9,674.20	0.00	25,635.80	73
254 OPER & MAINT OF PLANT	14,933,109.26	1,219,470.79	8,047,567.41	529,698.15	6,355,843.70	43
PUPIL TRANSP STATE MANDAT						
1 Salaries & Bonuses	3,028,311.31	230,172.28	1,401,234.53	0.00	1,627,076.78	54
2 Fringe Benefits	875,758.79	58,698.20	360,564.51	0.00	515,194.28	59
3 Contracted Services	212,950.00	5,685.45	55,931.24	16,738.00	140,280.76	66
4 Supplies & Materials, etc	69,235.00	4,445.08	33,218.54	8,824.97	27,191.49	39
6 Insurance, Principal, etc	450.00	80.00	392.00	0.00	58.00	13
255 PUPIL TRANSP STATE MANDAT	4,186,705.10	299,081.01	1,851,340.82	25,562.97	2,309,801.31	55
INTERNAL SERVICES						
1 Salaries & Bonuses	360,698.26	30,052.12	213,591.43	0.00	147,106.83	41
2 Fringe Benefits	115,000.33	9,607.51	66,075.16	0.00	48,925.17	43
3 Contracted Services	665,540.00	61,002.77	324,604.75	105,468.38	235,466.87	35
4 Supplies & Materials, etc	46,030.00	-3,894.08	-14,738.41	169.73	60,598.68	132
257 INTERNAL SERVICES	1,187,268.59	96,768.32	589,532.93	105,638.11	492,097.55	41
SCHOOL SECURITY						
1 Salaries & Bonuses	69,523.00	5,793.58	40,555.06	0.00	28,967.94	42
2 Fringe Benefits	21,909.16	1,846.10	12,680.14	0.00	9,229.02	42
3 Contracted Services	502,407.00	208,909.50	231,319.45	30,149.90	240,937.65	48
258 SCHOOL SECURITY	593,839.16	216,549.18	284,554.65	30,149.90	279,134.61	47
INFORMATION SERVICES						
1 Salaries & Bonuses	211,724.00	18,088.66	126,701.25	0.00	85,022.75	40
2 Fringe Benefits	57,699.60	4,801.77	32,998.06	0.00	24,701.54	43
3 Contracted Services	60,560.29	237.32	6,007.86	3,800.00	50,752.43	84
4 Supplies & Materials, etc	32,898.71	1,985.42	15,677.85	2,810.87	14,409.99	44
6 Insurance, Principal, etc	13,835.00	841.46	3,369.04	0.00	10,465.96	76
263 INFORMATION SERVICES	376,717.60	25,954.63	184,754.06	6,610.87	185,352.67	49
STAFF SERVICES						
1 Salaries & Bonuses	448,916.04	44,387.09	290,536.46	0.00	158,379.58	35
2 Fringe Benefits	133,492.60	11,934.05	166,872.33	0.00	-33,379.73	-25
3 Contracted Services	65,750.00	10,378.00	25,068.71	13,690.00	26,991.29	41
4 Supplies & Materials, etc	63,824.00	329.06	38,733.05	148.31	24,942.64	39
6 Insurance, Principal, etc	825.00	0.00	420.00	0.00	405.00	49
264 STAFF SERVICES	712,807.64	67,028.20	521,630.55	13,838.31	177,338.78	25

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TECH/DATA PROCESSING SVCS						
1 Salaries & Bonuses	1,369,361.37	90,224.78	593,212.70	0.00	776,148.67	57
2 Fringe Benefits	415,684.24	28,010.75	183,117.36	0.00	232,566.88	56
3 Contracted Services	157,489.82	2,040.29	112,744.23	4,566.33	40,179.26	26
4 Supplies & Materials, etc	12,300.00	1,500.00	2,909.82	0.00	9,390.18	76
266 TECH/DATA PROCESSING SVCS	1,954,835.43	121,775.82	891,984.11	4,566.33	1,058,284.99	54
PUPIL SERVICE ACTIVITIES						
1 Salaries & Bonuses	1,223,701.89	104,559.92	703,922.34	0.00	519,779.55	42
2 Fringe Benefits	317,257.29	25,750.94	168,734.28	0.00	148,523.01	47
3 Contracted Services	18,200.00	9,800.78	9,890.78	0.00	8,309.22	46
6 Insurance, Principal, etc	0.00	57,400.00	57,400.00	0.00	-57,400.00	0
271 PUPIL SERVICE ACTIVITIES	1,559,159.18	197,511.64	939,947.40	0.00	619,211.78	40
OTHER COMMUNITY SVCS						
3 Contracted Services	30,960.00	1,440.00	5,040.00	0.00	25,920.00	84
4 Supplies & Materials, etc	6,800.00	0.00	0.00	0.00	6,800.00	100
390 OTHER COMMUNITY SVCS	37,760.00	1,440.00	5,040.00	0.00	32,720.00	87
PYMT STATE DEPT OF EDUC						
7 Transfers & Payments	25,000.00	0.00	0.00	0.00	25,000.00	100
411 PYMT STATE DEPT OF EDUC	25,000.00	0.00	0.00	0.00	25,000.00	100
PYMT OTHER GOVERNMT UNITS						
7 Transfers & Payments	152,200.00	1,944.94	35,384.39	0.00	116,815.61	77
412 PYMT OTHER GOVERNMT UNITS	152,200.00	1,944.94	35,384.39	0.00	116,815.61	77
PYMT NONPROFIT 1ST STEPS						
7 Transfers & Payments	3,200.00	0.00	0.00	0.00	3,200.00	100
415 PYMT NONPROFIT 1ST STEPS	3,200.00	0.00	0.00	0.00	3,200.00	100
TSF GEN FUND EXCLUDE IC						
7 Transfers & Payments	40,215.00	0.00	0.00	0.00	40,215.00	100
420 TSF GEN FUND EXCLUDE IC	40,215.00	0.00	0.00	0.00	40,215.00	100
TRANSF TO SPEC REV FUND						
7 Transfers & Payments	134,531.00	0.00	0.00	0.00	134,531.00	100
421 TRANSF TO SPEC REV FUND	134,531.00	0.00	0.00	0.00	134,531.00	100
TRANSF TO FOOD SERV FUND						
7 Transfers & Payments	521,745.00	0.00	0.00	0.00	521,745.00	100
425 TRANSF TO FOOD SERV FUND	521,745.00	0.00	0.00	0.00	521,745.00	100

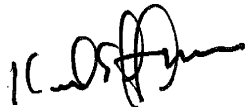
SCHOOL DIST 5 LEXINGTON/RICHLAND CO**EXPENDITURE BUDGET REPORT BY FUND****CURRENT PERIOD: 01/01/2012 TO 01/31/2012**

<u>ACCOUNT</u>	<u>BUDGETED</u> <u>EXPENDITURE</u>	<u>CURRENT</u> <u>EXPENDITURE</u>	<u>YEAR TO DATE</u> <u>EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PCT</u>
TRANSF TOPUPIL ACTIV FUND						
7 Transfers & Payments	353,138.00	0.00	0.00	0.00	353,138.00	100
426 TRANSF TOPUPIL ACTIV FUND	<u>353,138.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>353,138.00</u>	<u>100</u>
100 GENERAL FUND	<u>142,323,920.32</u>	<u>11,592,041.00</u>	<u>67,393,298.74</u>	<u>925,052.70</u>	<u>74,005,568.88</u>	<u>52</u>
	<u>142,323,920.32</u>	<u>11,592,041.00</u>	<u>67,393,298.74</u>	<u>925,052.70</u>	<u>74,005,568.88</u>	<u>52</u>



February 21, 2012

TO: Stephen Hefner, Ed.D.
Superintendent

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

RE: FY 2011-2012 Capital Budget Report

Attached is the FY 2011-2012 Capital Budget Report through January 31, 2012.

District Location List

65	Alternative Academy
24	Ballentine Elementary
15	Chapin Elementary
20	Chapin High
21	Chapin Middle
45	Crossroads Middle
25	Dutch Fork Elementary
27	Dutch Fork High School
28	Dutch Fork Middle
29	Harbison West Elementary
23	HE Corley Elementary
35	Irmo Elementary
40	Irmo High
46	Irmo Middle
17	Lake Murray Elementary
50	Leaphart Elementary
52	Nursery Road Elementary
30	Oak Pointe Elementary
26	River Springs Elementary
55	Seven Oaks Elementary
31	New Elementary School
32	New Middle School
33	New High School

FY 2011-2012 Capital Budget	
Exterior Construction	
582-253-323-2000-23	Paint exterior.
582-253-520-2000-09	Miscellaneous roofing repairs, IMS, CHS, etc.
582-253-520-2000-25	Replace roof.
582-253-520-2000-28	Replace steps/landings, relocatable classrooms.
582-253-520-2000-29	Replace storefront entrances/windows.
582-253-520-2000-29	Paint roof mansard.
582-253-520-2000-52	Replace storefront entrances/windows.
Interior Construction	
582-253-395-2001-45	Design services, renovate locker rooms.
582-253-520-2001-11	Modify offices at IHS band lot; re-work waterlines at DFMS transportation maintenance facility.
582-253-520-2001-15	Renovate kitchen.
582-253-520-2001-17	Construct secure entrance for school.
582-253-520-2001-17	Install sounds panels for cafeteria.
582-253-520-2001-21	Construct secure entrance for school.
582-253-520-2001-21	Replace lock hardware/re-key bldg.
582-253-520-2001-24	Construct secure entrance for school.
582-253-520-2001-26	Construct secure entrance for school.
582-253-520-2001-27	Install security gates for cafeteria serving lines.
582-253-520-2001-27	Upgrade theater/auditorium.
582-253-520-2001-28	Repair/upgrade ceiling insulation, gym.
582-253-520-2001-29	Modify serving line area.
582-253-520-2001-40	Renovate journalism lab/special needs.
582-253-520-2001-46	Renovate restrooms.
582-253-520-2001-52	Replace ceiling system in kitchen suite.
Painting	
582-253-323-2003-17	Paint interior.
582-253-323-2003-21	Paint interior.
582-253-323-2003-26	Paint interior.
582-253-323-2003-27	Paint interior, commons area/stadium.
582-253-323-2003-45	Paint interior.
582-253-323-2003-46	Paint interior, science building.
Flooring	
582-253-323-2004-09	Refurbish gymnasium floors.
582-253-520-2004-23	Replace carpet.
582-253-520-2004-25	Replace flooring, cafeteria.
582-253-520-2004-28	Replace carpet.
582-253-520-2004-46	Replace flooring, media center/office areas; miscellaneous classrooms.
Service Systems	
582-253-520-2005-09	Add exterior lighting at BES, DFES, HECES, NRES, RSES.
582-253-540-2005-21	Replace HVAC.
582-253-540-2005-25	Replace HVAC systems; replace lighting systems in mini-theater.
582-253-520-2005-27	Repair/upgrade fire alarm systems.
582-253-540-2005-27	Replace HVAC.
582-253-540-2005-40	Install ventilation system, art rm.; install dryer for compressed air, auto body.
582-253-540-2005-45	Replace HVAC, B100.
582-253-540-2005-46	Replace HVAC.
582-253-540-2005-46	Replace elevator, main building.
Sitework	
582-253-323-2006-09	Repair playground equipment.
582-253-530-2006-09	Pavement replacement/repair/stripping.
582-253-530-2006-09	Install synthetic fall surfaces, playgrounds.
582-253-530-2006-09	Landscaping repair, replacement; irrigation.
582-253-530-2006-17	Refurbish school grounds/playground; replace fencing.
582-253-530-2006-20	Renovate stadium for H/C access.

582-253-530-2006-21	Install fencing for 6th grade relocatable classrooms.
582-253-530-2006-21	Replace awning, rear of facility.
582-253-530-2006-23	Extend covered walkway/sidewalk for car rider line; install concrete for playground; repair existing
582-253-530-2006-25	Replace fencing, school perimeter; install irrigation; relocate marquee.
582-253-520-2006-27	Replace band tower.
582-253-530-2006-27	Install storage canopy, band storage area.
582-253-530-2006-29	Inst. Fence to enclose kindergarten/preschool playground.
582-253-530-2006-40	Replace bleachers, BB field; add concrete walk.
582-253-530-2006-45	Extend covered walkway for car rider pick-up area.
582-253-530-2006-45	Resurface tennis courts/replace fencing; resurface track.
582-253-530-2006-45	Replace foundation plantings and irrigation system; correct drainage problems.
582-253-530-2006-46	Repair drainage, car rider area.
582-253-530-2006-52	Landscape front grassed area that used to be playground; replace front areas landscaping.
Misc. Capital	
582-253-520-2007-09	Misc. capital projects/future planning.
Computer Rotation	
582-253-445-3000-09	Computer rotation for District Office and Special Services
582-253-445-3000-15	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-17	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-21	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-23	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-24	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-25	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-26	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-27	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-28	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-29	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-30	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-40	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-45	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-46	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-52	Computer rotation for Instruction, Admin and Media Center
582-253-445-3000-65	Computer rotation for Instruction, Admin and Media Center
Capital Technology	
582-253-445-3001-15	Capital - Technology Equipment
582-253-445-3001-17	Capital - Technology Equipment
582-253-445-3001-21	Capital - Technology Equipment
582-253-445-3001-23	Capital - Technology Equipment
582-253-445-3001-24	Capital - Technology Equipment
582-253-445-3001-25	Capital - Technology Equipment
582-253-445-3001-26	Capital - Technology Equipment
582-253-445-3001-27	Capital - Technology Equipment
582-253-445-3001-28	Capital - Technology Equipment
582-253-445-3001-29	Capital - Technology Equipment
582-253-445-3001-30	Capital - Technology Equipment
582-253-445-3001-35	Capital - Technology Equipment
582-253-445-3001-40	Capital - Technology Equipment
582-253-445-3001-45	Capital - Technology Equipment
582-253-445-3001-46	Capital - Technology Equipment
582-253-445-3001-52	Capital - Technology Equipment
582-253-445-3001-65	Capital - Technology Equipment
582-253-545-3001-52	Capital - Technology Equipment
Media Retrieval System	
582-253-545-3002-21	Media Retrieval System
582-253-545-3002-24	Media Retrieval System
582-253-545-3002-28	Media Retrieval System
582-253-545-3002-40	Media Retrieval System

582-253-545-3002-45	Media Retrieval System
582-253-545-3002-46	Media Retrieval System
Other Technology Project	
582-253-445-3003-09	District Wide Cabling and Electronics
582-253-445-3004-09	Miscellaneous Equipment for Systems Upgrades
582-253-445-3005-09	Network Operating Systems Software
582-253-445-3006-09	District Software Renewals - Follett Library, Internet Filtering
582-253-445-3007-09	Security Cameras / Computer Drops for IHS Bus Lot
582-253-545-3008-09	Wireless Overlays (High Schools)and District Wide Portal
Capital Equipment	
582-253-410-4000-17	Capital Equipment
582-253-410-4000-21	Capital Equipment
582-253-410-4000-23	Capital Equipment
582-253-410-4000-24	Capital Equipment
582-253-410-4000-25	Capital Equipment
582-253-410-4000-26	Capital Equipment
582-253-410-4000-27	Capital Equipment
582-253-410-4000-28	Capital Equipment
582-253-410-4000-29	Capital Equipment
582-253-410-4000-30	Capital Equipment
582-253-410-4000-40	Capital Equipment
582-253-410-4000-45	Capital Equipment
582-253-410-4000-46	Capital Equipment
582-253-410-4000-52	Capital Equipment
582-253-410-4000-65	Capital Equipment
Media Center Books	
582-253-430-4001-17	Media Center Books
582-253-430-4001-21	Media Center Books
582-253-430-4001-23	Media Center Books
582-253-430-4001-24	Media Center Books
582-253-430-4001-25	Media Center Books
582-253-430-4001-26	Media Center Books
582-253-430-4001-29	Media Center Books
582-253-430-4001-45	Media Center Books
582-253-430-4001-46	Media Center Books
582-253-430-4001-52	Media Center Books
582-253-430-4001-65	Media Center Books
Capital Equipment	
582-253-540-4002-09	Capitalized Equipment
582-253-540-4002-20	Capitalized Equipment
582-253-540-4002-21	Capitalized Equipment
582-253-540-4002-23	Capitalized Equipment
582-253-540-4002-24	Capitalized Equipment
582-253-540-4002-26	Capitalized Equipment
582-253-540-4002-27	Capitalized Equipment
582-253-540-4002-28	Capitalized Equipment
582-253-540-4002-35	Capitalized Equipment
582-253-540-4002-40	Capitalized Equipment
582-253-540-4002-45	Capitalized Equipment
582-253-540-4002-46	Capitalized Equipment
582-253-540-4002-65	Capitalized Equipment
Vehicle	
582-253-550-4003-09	Service Trucks (2)
Transportation	
582-253-410-4004-09	Training and Bus Security equipment

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
BUDGET REPORT BY FUND

FY 2011-2012

CURRENT PERIOD: 01/01/2012 TO 01/31/2012

IDEAL REMAINING PERCENT: 41 %

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
CAP PROJ 2011-12						
582-253-323-2000-23 FY 11-12 CAP. EXTERIOR	15,000.00	0.00	11,683.00	3,317.00	0.00	0
582-253-520-2000-09 FY 11-12 CAP. EXTERIOR	135,900.00	8,296.25	8,296.25	87,194.35	40,409.40	30
582-253-520-2000-25 FY 11-12 CAP. EXTERIOR	264,921.19	0.00	197,916.81	9,625.57	57,378.81	22
582-253-520-2000-28 FY 11-12 CAP. EXTERIOR	17,050.00	0.00	10,490.00	6,475.90	84.10	0
582-253-520-2000-29 FY 11-12 CAP. EXTERIOR	272,036.28	3,544.80	252,408.87	1,000.00	18,627.41	7
582-253-520-2000-52 FY 11-12 CAP. EXTERIOR	240,439.50	0.00	216,775.38	1,000.00	22,664.12	9
2000	945,346.97	11,841.05	697,570.31	108,612.82	139,163.84	15
582-253-395-2001-45 FY 11-12 CAP. INTERIOR	25,000.00	0.00	0.00	0.00	25,000.00	100
582-253-520-2001-11 FY 11-12 CAP. INTERIOR	17,950.00	0.00	15,520.00	450.00	1,980.00	11
582-253-520-2001-15 FY 11-12 CAP. INTERIOR	913,100.00	0.00	760,965.10	3,000.00	149,134.90	16
582-253-520-2001-17 FY 11-12 CAP. INTERIOR	98,879.40	2,123.70	110,587.24	13,650.60	-25,358.44	-26
582-253-520-2001-21 FY 11-12 CAP. INTERIOR	193,799.84	0.00	143,276.48	8,403.05	42,120.31	22
582-253-520-2001-24 FY 11-12 CAP. INTERIOR	81,809.64	0.00	69,801.29	11,180.14	828.21	1
582-253-520-2001-26 FY 11-12 CAP. INTERIOR	101,591.00	0.00	95,205.54	500.00	5,885.46	6
582-253-520-2001-27 FY 11-12 CAP. INTERIOR	156,881.00	0.00	107,107.00	4,938.00	44,836.00	29
582-253-520-2001-28 FY 11-12 CAP. INTERIOR	73,625.00	0.00	72,309.00	2,116.00	-800.00	-1
582-253-520-2001-29 FY 11-12 CAP. INTERIOR	63,950.00	0.00	57,050.26	450.00	6,449.74	10
582-253-520-2001-40 FY 11-12 CAP. INTERIOR	88,100.00	0.00	53,117.48	33,891.34	1,091.18	1
582-253-520-2001-46 FY 11-12 CAP. INTERIOR	78,590.00	0.00	63,372.00	1,350.00	13,868.00	18
582-253-520-2001-52 FY 11-12 CAP. INTERIOR	59,450.00	0.00	54,549.20	450.00	4,450.80	7
2001	1,952,725.88	2,123.70	1,602,860.59	80,379.13	269,486.16	14
582-253-323-2003-17 FY 11-12 CAP. PAINTING	99,250.00	0.00	15,050.00	11,900.00	72,300.00	73
582-253-323-2003-21 FY 11-12 CAP. PAINTING	76,900.00	0.00	41,311.00	13,850.00	21,739.00	28
582-253-323-2003-26 FY 11-12 CAP. PAINTING	47,055.00	0.00	13,345.00	10,000.00	23,710.00	50
582-253-323-2003-27 FY 11-12 CAP. PAINTING	118,450.00	0.00	30,752.00	0.00	87,698.00	74
582-253-323-2003-45 FY 11-12 CAP. PAINTING	71,500.00	0.00	24,750.00	46,750.00	0.00	0
582-253-323-2003-46 FY 11-12 CAP. PAINTING	27,200.00	0.00	22,925.00	0.00	4,275.00	16
2003	440,355.00	0.00	148,133.00	82,500.00	209,722.00	48
582-253-323-2004-09 FY 11-12 CAP. FLOORING	67,500.00	0.00	3,600.00	0.00	63,900.00	95
582-253-520-2004-23 FY 11-12 CAP. FLOORING	270,100.00	0.00	221,026.00	0.00	49,074.00	18
582-253-520-2004-25 FY 11-12 CAP. FLOORING	50,100.00	0.00	40,159.50	0.00	9,940.50	20
582-253-520-2004-28 FY 11-12 CAP. FLOORING	96,500.00	24,605.20	77,939.62	0.00	18,560.38	19
582-253-520-2004-46 FY 11-12 CAP. FLOORING	204,300.00	72,642.23	94,686.15	90,331.80	19,282.05	9
2004	688,500.00	97,247.43	437,411.27	90,331.80	160,756.93	23
582-253-520-2005-09 FY 11-12 CAP. SERVICE S	161,875.00	0.00	0.00	1,125.00	160,750.00	99

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
BUDGET REPORT BY FUND

FY 2011-2012

CURRENT PERIOD: 01/01/2012 TO 01/31/2012

IDEAL REMAINING PERCENT: 41 %

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
582-253-520-2005-27 FY 11-12 CAP. SERVICE S	538,893.75	0.00	158,032.14	203,086.61	177,775.00	33
582-253-540-2005-21 FY 11-12 CAP. SERVICE S	284,500.00	0.00	0.00	0.00	284,500.00	100
582-253-540-2005-25 FY 11-12 CAP. SERVICE S	398,424.17	0.00	286,053.32	28,494.30	83,876.55	21
582-253-540-2005-27 FY 11-12 CAP. SERVICE S	597,147.96	52,044.00	491,651.00	2,000.00	103,496.96	17
582-253-540-2005-40 FY 11-12 CAP. SERVICE S	18,550.00	0.00	5,316.02	450.00	12,783.98	69
582-253-540-2005-45 FY 11-12 CAP. SERVICE S	94,500.00	0.00	77,526.00	2,000.00	14,974.00	16
582-253-540-2005-46 FY 11-12 CAP. SERVICE S	896,963.83	600.00	692,172.42	4,525.00	200,266.41	22
2005	2,990,854.71	52,644.00	1,710,750.90	241,680.91	1,038,422.90	35
582-253-323-2006-09 FY 11-12 CAP. SITEWORK	75,000.00	120.00	3,613.64	0.00	71,386.36	95
582-253-520-2006-27 FY 11-12 CAP. SITEWORK	85,032.00	0.00	5,778.34	-1,454.34	80,708.00	95
582-253-530-2006-09 FY 11-12 CAP. SITEWORK	1,216,081.68	71,749.15	939,235.70	173,347.59	103,498.39	9
582-253-530-2006-15 FY 11-12 CAP. SITEWORK	100,000.00	0.00	43,780.97	0.00	56,219.03	56
582-253-530-2006-17 FY 11-12 CAP. SITEWORK	75,500.00	0.00	8,667.00	7,256.00	59,577.00	79
582-253-530-2006-20 FY 11-12 CAP. SITEWORK	41,950.00	477.51	2,697.51	38,023.49	1,229.00	3
582-253-530-2006-21 FY 11-12 CAP. SITEWORK	329,150.00	828.40	14,082.40	279,225.10	35,842.50	11
582-253-530-2006-23 FY 11-12 CAP. SITEWORK	206,400.00	339.40	90,945.74	91,577.10	23,877.16	12
582-253-530-2006-25 FY 11-12 CAP. SITEWORK	27,553.54	0.00	3,468.00	0.00	24,085.54	87
582-253-530-2006-27 FY 11-12 CAP. SITEWORK	35,550.00	66.00	1,141.48	30,590.52	3,818.00	11
582-253-530-2006-29 FY 11-12 CAP. SITEWORK	24,100.00	0.00	0.00	0.00	24,100.00	100
582-253-530-2006-40 FY 11-12 CAP. SITEWORK	152,328.80	0.00	1,928.34	900.00	149,500.46	98
582-253-530-2006-45 FY 11-12 CAP. SITEWORK	210,862.56	247.50	31,740.23	127,908.76	51,213.57	24
582-253-530-2006-46 FY 11-12 CAP. SITEWORK	55,490.00	0.00	4,888.34	18,391.66	32,210.00	58
582-253-530-2006-52 FY 11-12 CAP. SITEWORK	198,440.00	60,805.36	65,889.00	124,600.00	7,951.00	4
2006	2,833,438.58	134,633.32	1,217,856.69	890,365.88	725,216.01	26
582-253-520-2007-09 FY 11-12 CAP. MISC PROJ	244,648.38	12,569.98	93,485.03	93,746.76	57,416.59	23
2007	244,648.38	12,569.98	93,485.03	93,746.76	57,416.59	23
582-253-395-2104-00 BOND ISSUE COSTS- 17.5	0.00	0.00	108,250.00	0.00	-108,250.00	0
2104	0.00	0.00	108,250.00	0.00	-108,250.00	0
582-253-445-3000-09 FY 11-12 COMP. ROTATK	48,956.21	0.00	12,310.96	3,843.43	32,801.82	67
582-253-445-3000-15 FY 11-12 COMP. ROTATK	23,800.00	0.00	20,309.34	0.00	3,490.66	15
582-253-445-3000-17 FY 11-12 COMP. ROTATK	36,552.00	0.00	34,735.79	0.00	1,816.21	5
582-253-445-3000-21 FY 11-12 COMP. ROTATK	41,400.00	0.00	37,519.22	1,145.32	2,735.46	7
582-253-445-3000-23 FY 11-12 COMP. ROTATK	36,552.00	4,703.73	29,702.79	0.00	6,849.21	19
582-253-445-3000-24 FY 11-12 COMP. ROTATK	32,000.00	199.89	16,062.70	953.09	14,984.21	47
582-253-445-3000-25 FY 11-12 COMP. ROTATK	27,600.00	5,703.28	20,292.04	0.00	7,307.96	26
582-253-445-3000-26 FY 11-12 COMP. ROTATK	39,324.00	0.00	31,462.57	398.26	7,463.17	19
582-253-445-3000-27 FY 11-12 COMP. ROTATK	113,076.00	1,159.88	78,740.52	28,592.75	5,742.73	5

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
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FY 2011-2012

CURRENT PERIOD: 01/01/2012 TO 01/31/2012

IDEAL REMAINING PERCENT: 41 %

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
582-253-445-3000-28 FY 11-12 COMP. ROTATK	83,200.00	0.00	78,400.27	0.00	4,799.73	6
582-253-445-3000-29 FY 11-12 COMP. ROTATK	34,176.00	0.00	27,238.69	5,101.59	1,835.72	5
582-253-445-3000-30 FY 11-12 COMP. ROTATK	34,324.00	0.00	32,780.66	412.17	1,131.17	3
582-253-445-3000-40 FY 11-12 COMP. ROTATK	82,600.00	0.00	74,603.32	5,184.95	2,811.73	3
582-253-445-3000-45 FY 11-12 COMP. ROTATK	113,704.00	0.00	108,136.04	1,369.56	4,198.40	4
582-253-445-3000-46 FY 11-12 COMP. ROTATK	84,880.00	1,106.37	64,955.08	0.00	19,924.92	23
582-253-445-3000-52 FY 11-12 COMP. ROTATK	30,760.00	0.00	29,442.17	0.00	1,317.83	4
582-253-445-3000-65 FY 11-12 COMP. ROTATK	15,800.00	0.00	15,235.09	0.00	564.91	4
3000	878,704.21	12,873.15	711,927.25	47,001.12	119,775.84	14
582-253-445-3001-15 FY 11-12 CAPITAL. TECH	49,600.00	0.00	48,552.02	0.00	1,047.98	2
582-253-445-3001-17 FY 11-12 CAPITAL. TECH	53,900.00	16,321.87	46,473.40	0.00	7,426.60	14
582-253-445-3001-21 FY 11-12 CAPITAL. TECH	51,550.00	0.00	40,522.89	1,465.11	9,562.00	19
582-253-445-3001-23 FY 11-12 CAPITAL. TECH	24,950.00	0.00	24,950.00	0.00	0.00	0
582-253-445-3001-24 FY 11-12 CAPITAL. TECH	38,600.00	92.26	18,008.92	6,694.36	13,896.72	36
582-253-445-3001-25 FY 11-12 CAPITAL. TECH	28,000.00	4,000.00	19,915.69	0.00	8,084.31	29
582-253-445-3001-26 FY 11-12 CAPITAL. TECH	36,400.00	0.00	35,923.59	0.00	476.41	1
582-253-445-3001-27 FY 11-12 CAPITAL. TECH	203,950.00	186,678.91	191,977.67	0.00	11,972.33	6
582-253-445-3001-28 FY 11-12 CAPITAL. TECH	59,600.00	0.00	49,031.59	0.00	10,568.41	18
582-253-445-3001-29 FY 11-12 CAPITAL. TECH	20,600.00	0.00	20,083.65	0.00	516.35	3
582-253-445-3001-30 FY 11-12 CAPITAL. TECH	32,800.00	4,290.51	32,857.12	0.00	-57.12	0
582-253-445-3001-35 FY 11-12 CAPITAL. TECH	14,100.00	0.00	11,884.73	0.00	2,215.27	16
582-253-445-3001-40 FY 11-12 CAPITAL. TECH	139,000.00	9,000.01	138,098.94	0.00	901.06	1
582-253-445-3001-45 FY 11-12 CAPITAL. TECH	69,600.00	0.00	65,874.41	77.37	3,648.22	5
582-253-445-3001-46 FY 11-12 CAPITAL. TECH	32,480.00	0.00	32,231.13	85.61	163.26	1
582-253-445-3001-52 FY 11-12 CAPITAL. TECH	39,300.00	0.00	27,298.71	0.00	12,001.29	31
582-253-445-3001-65 FY 11-12 CAPITAL. TECH	47,900.00	0.00	44,100.86	1,346.93	2,452.21	5
3001	942,330.00	220,383.56	847,785.32	9,669.38	84,875.30	9
582-253-545-3002-21 FY 11-12 MEDIA RETREI	40,000.00	0.00	37,865.12	0.00	2,134.88	5
582-253-545-3002-24 FY 11-12 MEDIA RETREI	40,000.00	0.00	35,710.75	0.00	4,289.25	11
582-253-545-3002-27 MEDIA RETREIVAL SYS	40,000.00	1,150.00	39,427.67	0.00	572.33	1
582-253-545-3002-28 FY 11-12 MEDIA RETREI	40,000.00	0.00	37,479.39	0.00	2,520.61	6
582-253-545-3002-40 FY 11-12 MEDIA RETREI	40,000.00	0.00	38,450.11	0.00	1,549.89	4
582-253-545-3002-46 FY 11-12 MEDIA RETREI	40,000.00	0.00	36,996.52	0.00	3,003.48	8
3002	240,000.00	1,150.00	225,929.56	0.00	14,070.44	6
582-253-445-3003-09 FY 11-12 DIST. WIDE CAI	150,000.00	8,771.50	100,567.88	2,187.22	47,244.90	31
3003	150,000.00	8,771.50	100,567.88	2,187.22	47,244.90	31
582-253-445-3004-09 FY11-12 MISC. CAP. TECH	100,000.00	12,675.00	82,902.25	887.26	16,210.49	16

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
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FY 2011-2012

CURRENT PERIOD: 01/01/2012 TO 01/31/2012

IDEAL REMAINING PERCENT: 41 %

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
3004	100,000.00	12,675.00	82,902.25	887.26	16,210.49	16
582-253-445-3005-09 FY 11-12 NETWORK OPE	60,000.00	0.00	60,000.00	0.00	0.00	0
3005	60,000.00	0.00	60,000.00	0.00	0.00	0
582-253-445-3006-09 FY 11-12 DISTRICT SOFT	190,374.61	0.00	118,888.62	0.00	71,485.99	38
3006	190,374.61	0.00	118,888.62	0.00	71,485.99	38
582-253-445-3007-09 FY 11-12 CAP. TECH IHS	16,000.00	0.00	0.00	0.00	16,000.00	100
3007	16,000.00	0.00	0.00	0.00	16,000.00	100
582-253-545-3008-09 FY 11-12 WIRELESS OVE	375,000.00	17,500.00	257,861.83	131,342.50	-14,204.33	-4
3008	375,000.00	17,500.00	257,861.83	131,342.50	-14,204.33	-4
582-253-545-3009-45 FY 11-12 ID MACHINE	8,000.00	0.00	0.00	0.00	8,000.00	100
3009	8,000.00	0.00	0.00	0.00	8,000.00	100
582-253-410-4000-09 FY 11-12 CAPITAL EQUIP	47,451.62	0.00	5,965.06	9,068.14	32,418.42	68
582-253-410-4000-17 FY 11-12 CAPITAL EQUIP	10,620.00	0.00	7,405.43	0.00	3,214.57	30
582-253-410-4000-21 FY 11-12 CAPITAL EQUIP	41,890.00	0.00	32,361.41	8,899.19	629.40	2
582-253-410-4000-23 FY 11-12 CAPITAL EQUIP	3,000.00	0.00	2,999.04	0.00	0.96	0
582-253-410-4000-24 FY 11-12 CAPITAL EQUIP	4,920.00	0.00	948.02	0.00	3,971.98	81
582-253-410-4000-25 FY 11-12 CAPITAL EQUIP	1,900.00	0.00	0.00	0.00	1,900.00	100
582-253-410-4000-26 FY 11-12 CAPITAL EQUIP	8,500.00	0.00	8,442.99	0.00	57.01	1
582-253-410-4000-27 FY 11-12 CAPITAL EQUIP	67,819.89	13,057.26	17,968.56	0.00	49,851.33	74
582-253-410-4000-28 FY 11-12 CAPITAL EQUIP	24,830.00	5,007.60	10,182.80	2,396.80	12,250.40	49
582-253-410-4000-29 FY 11-12 CAPITAL EQUIP	1,500.00	0.00	578.59	0.00	921.41	61
582-253-410-4000-30 FY 11-12 CAPITAL EQUIP	2,300.00	0.00	0.00	0.00	2,300.00	100
582-253-410-4000-40 FY 11-12 CAPITAL EQUIP	46,832.38	3,875.06	32,334.84	0.00	14,497.54	31
582-253-410-4000-45 FY 11-12 CAPITAL EQUIP	21,750.00	211.86	7,585.87	0.00	14,164.13	65
582-253-410-4000-46 FY 11-12 CAPITAL EQUIP	36,720.00	5,230.16	27,761.41	7,403.01	1,555.58	4
582-253-410-4000-52 FY 11-12 CAPITAL EQUIP	2,800.00	0.00	0.00	0.00	2,800.00	100
582-253-410-4000-65 FY 11-12 CAPITAL EQUIP	300.00	0.00	0.00	0.00	300.00	100
4000	323,133.89	27,381.94	154,534.02	27,767.14	140,832.73	44
582-253-430-4001-17 FY 11-12 MEDIA CENTER	10,000.00	0.00	10,000.00	0.00	0.00	0
582-253-430-4001-21 FY 11-12 MEDIA CENTER	8,000.00	0.00	0.00	8,000.00	0.00	0
582-253-430-4001-23 FY 11-12 MEDIA CENTER	15,000.00	765.60	765.60	1,942.38	12,292.02	82
582-253-430-4001-24 FY 11-12 MEDIA CENTER	2,000.00	0.00	0.00	0.00	2,000.00	100
582-253-430-4001-25 FY 11-12 MEDIA CENTER	25,000.00	7,325.08	7,608.86	3,103.17	14,287.97	57

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
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FY 2011-2012

CURRENT PERIOD: 01/01/2012 TO 01/31/2012


IDEAL REMAINING PERCENT: 41 %

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
582-253-430-4001-26 FY 11-12 MEDIA CENTER	3,000.00	0.00	2,943.41	0.00	56.59	2
582-253-430-4001-29 FY 11-12 MEDIA CENTER	25,000.00	1,042.85	24,226.52	773.09	0.39	0
582-253-430-4001-45 FY 11-12 MEDIA CENTER	10,000.00	0.00	8,726.99	0.00	1,273.01	13
582-253-430-4001-46 FY 11-12 MEDIA CENTER	5,000.00	0.00	0.00	2,219.51	2,780.49	56
582-253-430-4001-52 FY 11-12 MEDIA CENTER	15,000.00	496.17	496.17	0.00	14,503.83	97
582-253-430-4001-65 FY 11-12 MEDIA CENTER	10,000.00	77.92	9,576.75	0.00	423.25	4
4001	128,000.00	9,707.62	64,344.30	16,038.15	47,617.55	37
582-253-540-4002-09 FY 11-12 CAPITAL EQUIP	15,000.00	0.00	0.00	0.00	15,000.00	100
582-253-540-4002-20 FY 11-12 CAPITAL EQUIP	62,094.95	192.17	56,435.12	0.00	5,659.83	9
582-253-540-4002-21 FY 11-12 CAPITAL EQUIP	15,000.00	0.00	0.00	0.00	15,000.00	100
582-253-540-4002-23 FY 11-12 CAPITAL EQUIP	15,500.00	0.00	0.00	6,831.65	8,668.35	56
582-253-540-4002-24 FY 11-12 CAPITAL EQUIP	10,660.00	3,778.17	3,778.17	0.00	6,881.83	65
582-253-540-4002-26 FY 11-12 CAPITAL EQUIP	7,000.00	0.00	0.00	6,662.91	337.09	5
582-253-540-4002-27 FY 11-12 CAPITAL EQUIP	27,000.00	0.00	0.00	15,688.35	11,311.65	42
582-253-540-4002-28 FY 11-12 CAPITAL EQUIP	45,000.00	0.00	44,968.66	0.00	31.34	0
582-253-540-4002-35 FY 11-12 CAPITAL EQUIP	6,500.00	0.00	0.00	6,442.80	57.20	1
582-253-540-4002-40 FY 11-12 CAPITAL EQUIP	18,030.00	0.00	0.00	0.00	18,030.00	100
582-253-540-4002-45 FY 11-12 CAPITAL EQUIP	14,671.44	6,500.00	14,671.44	0.00	0.00	0
582-253-540-4002-46 FY 11-12 CAPITAL EQUIP	159,230.00	0.00	150,567.64	3,370.00	5,292.36	3
582-253-540-4002-65 FY 11-12 CAPITAL EQUIP	5,500.00	0.00	3,757.75	0.00	1,742.25	32
4002	401,186.39	10,470.34	274,178.78	38,995.71	88,011.90	22
582-253-550-4003-09 FY 11-12 CAP. SERVICE T	60,000.00	0.00	0.00	51,198.00	8,802.00	15
4003	60,000.00	0.00	0.00	51,198.00	8,802.00	15
582-253-410-4004-09 FY 11-12 CAP. BUS EQUIP	56,000.00	29,346.89	30,883.89	0.00	25,116.11	45
4004	56,000.00	29,346.89	30,883.89	0.00	25,116.11	45
582 CAP PROJ 2011-12	14,024,598.62	661,319.48	8,946,121.49	1,912,703.78	3,165,773.35	23
	14,024,598.62	661,319.48	8,946,121.49	1,912,703.78	3,165,773.35	23



February 21, 2012

TO: Stephen Hefner, Ed.D.
Superintendent

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

RE: Bond Referendum Expenditure Summary

Attached is a report through January 31, 2012 on each bond project. In addition to this report, we have also attached a project construction cost summary provided by Cummings/SMG.

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

BUDGET REPORT BY FUND

FY 2011-2012

CURRENT PERIOD: 01/01/2012 TO 01/31/2012

	BUDGETED	PRIOR YEARS	FY 10-11	FY 11-12	YEAR TO DATE		REMAINING
ACCOUNT	ORIGINAL	EXPENDITURES	REMAINING	BUDGETED	EXPENDITURE	ENCUMB.	BALANCE
009 BOND REFERENDUM							
HAPIN ELEMENTARY SCHOOL	9,712,797.00						
		7,328,250.11	2,384,546.89				
35-253-520-1000-15 CONSTRUCTION SERVICES				1,963,896.78	1,392,357.00	165,214.14	406,325.64
35-253-530-1000-15 SITE IMPROVEMENTS				4,100.00	0.00	0.00	4,100.00
35-253-540-3000-15 FURNITURE, FIXTURES & EQUIPMENT				370,043.75	116,206.15	253.99	253,583.61
35-253-545-4000-15 TECHNOLOGY EQUIPMENT				9,366.38	0.00	0.00	9,366.38
35-253-590-1999-15 CONTINGENCY				37,139.98	0.00	0.00	37,139.98
5 CHAPIN ELEMENTARY SCHOOL	9,712,797.00	7,328,250.11	2,384,546.89	2,384,546.89	1,508,563.15	165,468.13	710,515.61
HAPIN HIGH SCHOOL	42,670,724.00						
		3,554,763.35	39,115,960.65				
35-253-319-1000-20 LEGAL SERVICES				0.00	267,399.22	0.00	-267,399.22
35-253-520-1000-20 CONSTRUCTION SERVICES				33,747,101.15	188,986.10	46,357,183.68	-12,799,068.63
35-253-540-3000-20 FURNITURE, FIXTURES, & EQUIPMENT				1,167,795.00	22,859.98	773.10	1,144,161.92
35-253-545-4000-20 TECHNOLOGY EQUIPMENT				1,157,831.07	288,051.46	90,829.58	778,950.03
35-253-580-1000-20 PORTABLES				179,127.48	0.00	163,200.00	15,927.48
35-253-590-1999-20 CONTINGENCY				2,864,105.95	0.00	0.00	2,864,105.95
							0.00
J CHAPIN HIGH SCHOOL	42,670,724.00	3,554,763.35	39,115,960.65	39,115,960.65	767,296.76	46,611,986.36	-8,263,322.47
UTCH FORK HIGH	1,448,217.00						
		30,297.82	1,417,919.18				
15-253-520-1000-27 CONSTRUCTION SERVICES				1,249,694.30	4,262.50	14,630.00	1,230,801.80
15-253-540-3000-27 FURNITURE, FIXTURES & EQUIPMENT				44,000.00	0.00	0.00	44,000.00
15-253-545-4000-27 TECHNOLOGY EQUIPMENT				35,747.18	0.00	0.00	35,747.18
15-253-590-1999-27 CONTINGENCY				88,477.70	0.00	0.00	88,477.70
7 DUTCH FORK HIGH	1,448,217.00	30,297.82	1,417,919.18	1,417,919.18	4,262.50	14,630.00	1,399,026.68
EW ELEMENTARY SCHOOL	24,754,081.00						
		623,139.51	24,130,941.49				
15-253-319-1000-31 LEGAL SERVICES				0.00	75.18	0.00	-75.18
15-253-520-1000-31 CONSTRUCTION SERVICES				20,261,866.72	0.00	141,779.00	20,120,087.72
15-253-540-3000-31 FURNITURE, FIXTURES & EQUIPMENT				1,300,000.00	0.00	0.00	1,300,000.00
15-253-545-4000-31 TECHNOLOGY EQUIPMENT				1,290,182.78	0.00	0.00	1,290,182.78
15-253-590-1999-31 CONTINGENCY				1,278,891.99	0.00	0.00	1,278,891.99
NEW ELEMENTARY SCHOOL	24,754,081.00	623,139.51	24,130,941.49	24,130,941.49	75.18	141,779.00	23,989,087.31
W MIDDLE SCHOOL	33,834,023.00						
		11,342.97	33,822,680.03				
15-253-510-1000-32 LAND				460,528.00	0.00	0.00	460,528.00
15-253-520-1000-32 CONSTRUCTION SERVICES				28,144,277.00	0.00	0.00	28,144,277.00
15-253-540-3000-32 FURNITURE, FIXTURES, & EQUIPMENT				1,676,400.00	0.00	0.00	1,676,400.00
15-253-545-4000-32 TECHNOLOGY EQUIPMENT				1,666,582.78	0.00	0.00	1,666,582.78
15-253-590-1999-32 CONTINGENCY				1,874,892.25	0.00	0.00	1,874,892.25
NEW MIDDLE SCHOOL	33,834,023.00	11,342.97	33,822,680.03	33,822,680.03	0.00	0.00	33,822,680.03

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

BUDGET REPORT BY FUND

FY 2011-2012

CURRENT PERIOD: 01/01/2012 TO 01/31/2012

ACCOUNT	BUDGETED	PRIOR YEARS	FY 10-11	FY 11-12	YEAR TO DATE		REMAINING
	ORIGINAL	EXPENDITURES	REMAINING BALANCE	BUDGETED EXPENDITURE	EXPENDITURE	ENCUMB.	BALANCE
NEW HIGH SCHOOL	75,757,026.00						
		3,153,845.80	72,603,180.20				
535-253-319-1000-33 LEGAL SERVICES				0.00	76,127.57	0.00	-76,127.57
535-253-510-1000-33 LAND				962,020.00	0.00	0.00	962,020.00
535-253-520-1000-33 CONSTRUCTION SERVICES				59,807,953.13	7,347,787.03	54,587,350.65	-2,127,184.55
535-253-540-3000-33 FURNITURE, FIXTURES, & EQUIPMENT				3,870,000.00	0.00	0.00	3,870,000.00
535-253-545-4000-33 TECHNOLOGY EQUIPMENT				3,860,182.78	0.00	0.00	3,860,182.78
535-253-590-1999-33 CONTINGENCY				4,103,024.29	0.00	0.00	4,103,024.29
33 NEW HIGH SCHOOL	75,757,026.00	3,153,845.80	72,603,180.20	72,603,180.20	7,423,914.60	54,587,350.65	10,591,914.95
IRMO ELEMENTARY	16,886,827.00						
		8,275,316.99	8,611,510.01				
535-253-520-1000-35 CONSTRUCTION SERVICES				8,118,722.09	4,614,929.46	3,515,609.63	-11,817.00
535-253-540-3000-35 FURNITURE, FIXTURES, & EQUIPMENT				279,410.12	233,356.79	4,881.27	41,172.06
535-253-545-4000-35 TECHNOLOGY EQUIPMENT				213,377.80	104,791.15	88,968.20	19,618.45
535-253-580-1000-35 PORTABLES				0.00	0.00	0.00	0.00
535-253-590-1999-35 CONTINGENCY				0.00	0.00	0.00	0.00
35 IRMO ELEMENTARY	16,886,827.00	8,275,316.99	8,611,510.01	8,611,510.01	4,953,077.40	3,609,459.10	48,973.51
IRMO HIGH SCHOOL	3,458,826.00						
		232,681.32	3,226,144.68				
535-253-520-1000-40 CONSTRUCTION SERVICES				2,838,058.23	0.00	225,000.00	2,613,058.23
535-253-540-3000-40 FURNITURE, FIXTURES, & EQUIPMENT				68,479.27	345.65	0.00	68,133.62
535-253-545-4000-40 TECHNOLOGY EQUIPMENT				68,607.18	0.00	0.00	68,607.18
535-253-590-1999-40 CONTINGENCY				251,000.00	0.00	0.00	251,000.00
40 IRMO HIGH SCHOOL	3,458,826.00	232,681.32	3,226,144.68	3,226,144.68	345.65	225,000.00	3,000,799.03
LEAPHART ELEMENTARY	12,483,597.00						
		11,283,896.73	1,199,700.27				
535-253-395-1000-50 PROFESSIONAL SERVICES				3,252.96	3,252.96	0.00	0.00
535-253-520-1000-50 CONSTRUCTION SERVICES				846,274.22	478,076.34	7,329.03	360,868.85
535-253-540-3000-50 FURNITURE, FIXTURES & EQUIPMENT				154,224.86	138,472.86	5,119.18	10,632.82
535-253-545-4000-50 TECHNOLOGY EQUIPMENT				195,948.23	141,106.37	48,219.11	6,622.75
535-253-580-1000-50 PORTABLES				0.00	0.00	0.00	0.00
535-253-590-1999-50 CONTINGENCY				0.00	0.00	0.00	0.00
50 LEAPHART ELEMENTARY	12,483,597.00	11,283,896.73	1,199,700.27	1,199,700.27	760,908.53	60,667.32	378,124.42
SEVEN OAKS ELEMENTARY	11,330,459.00						
		8,950,408.95	2,380,050.05				
535-253-395-1000-55 PROFESSIONAL SERVICES				2,500.00	2,190.00	0.00	310.00
535-253-520-1000-55 CONSTRUCTION SERVICES				1,016,319.49	850,336.58	47,938.38	118,044.53
535-253-540-3000-55 FURNITURE, FIXTURES & EQUIPMENT				429,204.56	314,265.06	100,992.27	13,947.23
535-253-545-4000-55 TECHNOLOGY EQUIPMENT				181,059.53	147,287.63	37,254.53	-3,482.63
535-253-580-1000-55 PORTABLES				29,024.47	0.00	0.00	29,024.47
535-253-590-1999-55 CONTINGENCY				721,942.00	0.00	0.00	721,942.00
55 SEVEN OAKS ELEMENTARY	11,330,459.00	8,950,408.95	2,380,050.05	2,380,050.05	1,314,079.27	186,185.18	879,785.60
TOTALS	232,336,577.00	43,443,943.55	188,892,633.45	188,892,633.45	16,732,523.04	105,602,525.74	66,557,584.67

Construction Cost Summary

As of February 16, 2012

Chapin Elementary School				Construction Budget	Contingency	Total Construction Funds
Company	Original Contract	Contract Revisions	Revised Contract	Paid-to-Date	Encumbered to Finish	
Core Construction Co.	\$4,221,746.00	\$2,020,571.00	\$6,242,317.00	\$6,128,142.91	\$114,174.09	
Bonitz Flooring Group	\$127,799.20	\$0.00	\$127,799.20	\$127,799.20	\$0.00	
Columbia Cooling	\$972,406.00	\$0.00	\$972,406.00	\$832,441.82	\$139,964.18	
Total	\$5,321,951.20	\$2,020,571.00	\$7,342,522.20	\$7,088,383.93	\$254,138.27	

Leaphart Elementary School			Construction Budget	Contingency	Total Construction Funds
Company	Original Contract	Contract Revisions	Revised Contract	Paid-to-Date	Encumbered to Finish
CK Contracting	\$897,700.00	\$92,126.66	\$989,826.66	\$989,826.66	\$0.00
Rodgers Builders, Inc.	\$7,240,000.00	\$262,055.32	\$7,502,055.32	\$7,502,055.32	\$0.00
Bonitz Flooring Group	\$227,297.33	\$0.00	\$227,297.33	\$227,297.33	\$0.00
Lex/Rich 5	\$838,164.00	\$0.00	\$838,164.00	\$838,164.00	\$0.00
Total	\$9,203,161.33	\$354,181.98	\$9,557,343.31	\$9,557,343.31	\$0.00

Seven Oaks Elementary School			Construction Budget	Contingency	Total Construction Funds
Company	Original Contract	Contract Revisions	Revised Contract	Paid-to-Date	Encumbered to Finish
Martin Engineering, Inc.	\$7,775,880.00	\$581,970.96	\$8,357,850.96	\$8,184,978.26	\$172,872.70
Bonitz Flooring Group	\$141,178.20	\$1,961.00	\$143,139.20	\$143,139.20	\$0.00
Total	\$7,917,058.20	\$583,931.96	\$8,500,990.16	\$8,328,117.46	\$172,872.70

Irmo Elementary School				Construction Budget		Contingency		Total Construction Funds
Company				Revised Contract		Paid-to-Date		Encumbered to Finish
Mathews Construction, Inc.				\$14,415,337.70		\$11,887,732.05		\$2,527,605.65
Bonitz Flooring Group				\$152,834.47		\$0.00		\$152,834.47
Total				\$14,568,172.17		\$11,887,732.05		\$2,680,440.12

CATE/New High School				Construction Budget		Contingency		Total Construction Funds
Company				Revised Contract		Paid-to-Date		Encumbered to Finish
Palmetto Grading and Drainage, Inc.				\$378,656.00		\$378,656.00		In Negotiations
Richardson Construction				\$9,665,022.00		\$5,087,078.11		\$4,577,943.89
EDCON, Inc. (CATE Contract)				\$17,579,796.00		\$3,197,760.00		\$14,382,036.00
EDCON, Inc. (New HS Contract)				\$32,595,000.00		\$0.00		\$32,595,000.00
Total				\$60,218,474.00		\$8,663,494.11		\$51,554,979.89

Chapin High School				Construction Budget		Contingency		Total Construction Funds
Company				Revised Contract		Paid-to-Date		Encumbered to Finish
China Construction				\$45,930,500.00		\$0.00		\$45,930,500.00
Total				\$45,930,500.00		\$0.00		\$45,930,500.00



MEMORANDUM

February 27, 2012

To: Members of the Board of Trustees

From: Keith McAlister
Director, New Design and Construction

Re: Irmo High School Phase II

ADMINISTRATION CONSIDERATION

Administration provides information in reference to the Irmo High School Phase II plan.

RECOMMENDATION

Administration recommends board receive information regarding Irmo High School Phase II plan.

ATTACHMENT

Exhibit



Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen Hefner
Superintendent

From: Buddy Price
Director of Community Services

Date: February 23, 2012

Re: 2012-13 and 2013-14 Updated Proposed School Year Calendars

At the December 12, 2011 meeting, the board approved the district calendars for 2012-13 and 2013-14. As our instruction staff began to work with the calendars to determine testing dates, it was discovered that we had an uneven balance of days in each semester. Semesters should be balanced with 90 days in each to compose 180 days of instruction. To resolve this issue, one day of instruction was added to the end of the school year.

In addition, the in-service days scheduled for Friday, January 18, 2013 and the in-service day scheduled for Friday, January 17, 2014 were moved to Tuesdays to appropriately disperse 90 days of student attendance between both semesters.

The attached proposed calendars 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 - Updated 2012-13 and 2013-14 School Year Calendars



2012-13 CALENDAR

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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JANUARY

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FEBRUARY

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MARCH

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APRIL

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JUNE

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○ Student beginning and ending dates

△ Professional development/parent conference days; student holidays

□ Holidays; schools and offices closed

◇ Early release days for elementary students

July 4.....Holiday; all schools & offices closed
 August 14.....First day for teachers
 August 21.....First day for students
 September 3.....Labor Day holiday; schools/offices closed
 October 8.....Student holiday; professional dev. day
 November 5.....Student holiday; professional dev. day
 *Nov. 6.....Student & teacher holiday; workday for 240-day employees
 November 21-23.....Thanksgiving holidays; schools/offices closed
 December 17-31.....Winter holidays for students & teachers

*December 17-20.....Work days for 240-day employees
 January 1.....Holiday; all schools & offices closed
 January 21.....Martin Luther King, Jr. Holiday; schools/offices closed
 Jan. 22.....Student holiday; severe weather make-up day, if needed
 February 18.....Prof. dev. day; severe weather make-up day, if needed
 April 1-5.....Spring holidays; all schools/offices closed
 May 27.....Memorial Day holiday; all schools/offices closed
 June 6.....Last day for students
 June 7.....Teacher work day; severe weather make-up day, if needed



2013-14 CALENDAR

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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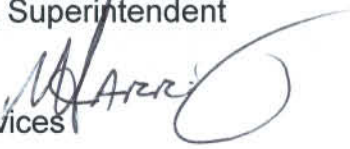
- Student beginning and ending dates
 △ Professional development/parent conference days; student holidays
 □ Holidays; schools and offices closed
 ◇ Early release days for elementary students

July 4.....Holiday; all schools & offices closed
 August 13.....First day for teachers
 August 20.....First day for students
 September 2.....Labor Day holiday; schools/offices closed
 October 14.....Student holiday; professional dev. day
 November 11.....Student holiday; professional dev. day
 November 27-29.....Thanksgiving holidays; schools/offices closed
 December 16-Jan. 1.....Winter holidays
 December 16-19.....Work days for 240-day employees

January 20.....Martin Luther King, Jr. Holiday; schools/offices closed
 January 21.....Prof. dev. day; severe weather make-up day, if needed
 February 17.....Prof. dev. day; severe weather make-up day, if needed
 April 14-18.....Spring holidays; all schools/offices closed
 May 26.....Memorial Day holiday; all schools/offices closed
 June 5.....Last day for students
 June 6.....Teacher work day; severe weather make-up day, if needed

**MEMORANDUM**

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

FROM: Michael R. Harris
Director of Student Services 

DATE: February 16, 2012

RE: February 27, 2012 Board Meeting, Second and Final 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 driver's license and 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: (One Required)"
 - Property Tax Bill for the permanent residence
 - Rental Lease (complete copy, listing all occupants)
 - Real Estate Closing Documents (where applicable)
- Add "Examples of additional documents include: (Two Required)"
 - Vehicle Tax Registration
 - Voter Registration Card
 - Electric Bill
 - Water Bill
 - Telephone Bill
 - Cable/Satellite Bill
- Add "The school and/or district will consider several factors in determining legal residence:"
- Add "existence of a title and/or vehicle registration identifying the owner and resident location"
- Add "after the school year has begun"
- Add "non-permanent"
- 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 of the student(s) enrollment, 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 "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 "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 investigate and/or act upon all reports of alleged falsified documentation used as proof of residence. The district will further initiate random checks to verify addresses throughout the school year. However, federal privacy laws prohibit disclosures of actions taken by the district and therefore will not be reported to the general public, or to those providing reports of false information. Members of the community who have questions or concerns about tax registrations of local residents, should direct their concerns to the appropriate county auditor's office."
- Add "Legal Reference: SC Code of Laws, 1976, as amended: Section 56-19-240 Application for a certificate of title for a motor vehicle"

Recommendation:

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

Attachments: Recommended Revisions

ADMISSION OF RESIDENT/NON-RESIDENT STUDENTS

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

Statement for determining legal residence

For purposes of determining legal residence and school enrollment, parents and legal guardians are required to provide a **driver's license** and a minimum of three (3) proofs of residence for their child(ren) to attend a school in Lexington/Richland School District Five.

Examples of acceptable documentation include: **(One Required)**

- Property Tax Bill for the permanent residence
- Rental Lease (complete copy, listing all occupants)
- Real Estate Closing Documents (where applicable)

Examples of additional documents include: **(Two Required)**

- Vehicle Tax Registration
- Voter Registration Card
- Electric Bill
- Water Bill
- Telephone Bill
- Cable/Satellite Bill

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

For students moving into the district **after the school year has begun**, 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.

School District Five of Lexington and Richland Counties

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 **non-permanent** 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 of the student(s) enrollment, 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).

A driver's license will be required from the property owner and parent/legal guardian. Photo IDs will not be accepted as documentation for address verification.

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

Lexington/Richland School District Five will investigate and/or act upon all reports of alleged falsified documentation used as proof of residence. The district will further initiate random checks to verify addresses throughout the school year. However, federal privacy laws prohibit disclosures of actions taken by the district and therefore will not be reported to the general public, or to those providing reports of false information. Members of the community, who have questions or concerns about tax registrations of local residents, should direct their concerns to the appropriate county auditor's office.

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

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

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

Issued 10/09

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

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

Documentation required for admission

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

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

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

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

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

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

Bar to enrollment

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

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

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

Resident students

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

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

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

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

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

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

In all cases the student must do the following.

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

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

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

Non-resident students

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

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

Conditions for acceptance of non-residents

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

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

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

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

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

House under construction

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

House under repair

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

Newly-purchased home

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

Newly-leased home

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

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

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

Legal references:

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

Federal Law:

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

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

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

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

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

Section 16-1-60 - Violent crimes.

Section 44-29-180 - Student must show immunization prior to admission.

Section 59-63-30 - Qualifications for attendance.

Section 59-63-31 - Additional qualifications for attendance at public school.

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

Section 59-63-45 - Procedures for reimbursement for districts for cost of educating non-resident students.

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

Section 59-63-390 - Ages of attendance.

Sections 59-63-480 and 490 - Attendance of non-resident students.

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

State Board of Education Regulations:

R-43-272 - School admission.

R-43-273 - Transfers and withdrawals.

State Board of Health and Environmental Control Regulations:

R-61-8 - Immunization of students.

U.S. Supreme Court:

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

Federal Court Decisions:

Milliken v. Bradley, 418 U.S. 717.

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

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


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

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES



MEMORANDUM

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

FROM: Ms. Helen Anderson 
Chief Instructional Services Officer

DATE: February 21, 2012

RE: February 27, 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 27, 2012 Board Meeting to answer any questions you may have.

SCIENCE EDUCATION

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

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

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

Adopted ^

Policy IDBC Character Education

Issued 6/97

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

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

Character traits

Character traits: personal values

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

Character traits: social values

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

Character traits: civic values

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

Adopted 6/16/97

CHARACTER EDUCATION

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

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

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

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

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

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

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

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

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

Adopted 6/16/97; Revised ^

Legal references:

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

Policy IDB Health Education

Issued 2/89

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

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

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

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

Adopted 2/6/89

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

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

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

Policy IDA Basic Program

Issued 1/85

Kindergarten

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

Elementary and Middle Grades

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

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

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

Secondary

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

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

Special Education

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

Alcohol and Drugs

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

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

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

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

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

State Board of Education Regulations:

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

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

HEALTH EDUCATION

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

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

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

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

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

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

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

Teaching about drugs, alcohol and tobacco

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

HIV/AIDS education

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

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

PAGE 2 - IHAM - HEALTH EDUCATION

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

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

Legal references:

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

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

B. State Board of Education Regulations:

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

Policy IDDE Driver Education

Issued 11/81

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

Adopted 11/81

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

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

State Board of Education Regulations:

R-43-242 - Driver Training.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

DRIVER TRAINING

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

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

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

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

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

Adopted 11/16/81; Revised ^

Legal references:

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

ENVIRONMENTAL EDUCATION

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

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

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

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

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

The following are the goals of environmental education.

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

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

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

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

PAGE 2 - IHAO - ENVIRONMENTAL EDUCATION

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

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

Adopted ^

Legal references:

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

CONSUMER EDUCATION

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

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

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

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

Adopted ^

Policy IDDD Gifted Students

Issued 1/89

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

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

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

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

Constitutional and Statutory Provisions:

State Board of Education Regulations:

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

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

GIFTED AND TALENTED EDUCATION

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

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

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

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

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

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

Legal references:

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

Policy IDDC Homebound Instruction

Issued 9/97

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

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

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

The student must be of legal school age.

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

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

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

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

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

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

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

HOMEBOUND INSTRUCTION

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

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

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

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

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

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

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

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

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

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

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-21-540 - Special education services for which state aid allowed.
 - 2. Section 59-33-20(c) - Homebound instruction available to certain handicapped children.
 - 3. Section 59-33-30 - Establishment by state board of education of program of specialized education for handicapped children; rules and regulations.
- B. State Board of Education Regulations:
 - 1. R-43-241 - Medical homebound instruction.

Policy IDCE Advanced College Placement Programs

Issued 1/85

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

(Also MFC)

Adopted 1/21/85

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

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

State Board of Education Regulations:

R-43-258.1 - Advanced placement.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

ADVANCED COLLEGE PLACEMENT

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

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

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

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

Adopted 1/21/85; Revised ^

Legal references:

- A. S. C. Code, 1976, as amended:
 - 1. Section 59-29-190 - Advanced placement courses for academically talented students.
- B. State Board of Education Regulations:
 - 1. R43-258.1- Advanced placement.
 - 2. R43-234 - Defined program, grades 9-12.

AR IDCE-R Advanced College Placement Programs

Issued 1/85

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

Student Eligibility

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

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

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

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

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

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

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

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

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

Funding

A. Advance Placement Materials

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

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

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

B. Advanced Placement Examination Fee

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

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

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

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

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

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

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

End of the year report due JUNE 1

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

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

Verification of summer Advanced Placement teacher training participants.

Issued 1/21/85

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

ADVANCED COLLEGE PLACEMENT

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

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

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

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

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

Student eligibility

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

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

Reporting

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

Issued 1/21/85; Revised ^

CHILDCARE PROGRAMS

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

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

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

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

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

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

Adopted ^

Legal references:

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

Policy IDG Adult Education Program

Issued 9/26/83

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

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

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

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

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

State Board of Education Regulations:

R-43-237 -Adult Education.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

ADULT/COMMUNITY EDUCATION

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

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

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

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

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

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

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

Legal references:

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

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

B. State Board of Education Regulations:

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

GROUPING FOR INSTRUCTION

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

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

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

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

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

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

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

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

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

Adopted ^

Policy IEC Class Size

Issued 4/00

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

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

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

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

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

CLASS SIZE

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

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

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

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

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

AR IEC-R Class Size

Issued 4/00

District class size ratios

Elementary

25:1 for kindergarten

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

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

Middle/Secondary

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

18.5:1 ratio is used to staff middle schools

19:1 ratio is used to staff high schools

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

Adopted 4/3/00

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

CLASS SIZE

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

District class size ratios

Elementary

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

Middle/Secondary

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

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

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

Adopted 4/3/00; Revised ^

File: IFBD School Library Media Centers

Issued 3/82

Objectives

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

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

Responsibility for Selection of Material for the Educational Media Center

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

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

Criteria for Selection of Media Materials

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

Materials for purchase are considered on the basis of:

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

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

Requests from faculty and students are given consideration.

Procedures for Selection

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

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

Existing Library Resource Materials

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

Adopted 3/29/82

Constitutional & Statutory Provision:

S.C. Code, 1976, as amended:

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

State Board of Education Regulations:

R-43-253- Libraries.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

LIBRARY/MEDIA CENTER MATERIALS SELECTION AND ADOPTION

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

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

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

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

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

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

FIELD TRIP REQUEST

Name of sponsor: _____

Date of trip: _____ Number of students involved: _____

Trip description: _____

Method of transportation (see ** below): _____

Time of departure: _____ Time of return: _____

Chaperones: _____

Instructional objective(s): _____

Financial arrangements: Total cost: \$ _____

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

Signature of sponsor: _____ Date submitted: _____

Principal/Director approval: _____ Date: _____

District approval (when required): _____ Date: _____

To be completed by sponsor

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

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

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

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.

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.

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.

PAGE 2 - IJOA - FIELD TRIPS

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

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

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

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

Legal references:

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

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

B. State Board of Education Regulations:

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

Recommended
FIELD TRIP REQUEST

Name of sponsor: _____

Date of trip: _____ Number of students involved: _____

Trip description: _____

Method of transportation (see ** below): _____

Time of departure: _____ Time of return: _____

Chaperones: _____

Instructional objective(s): _____

Financial arrangements: _____ Total cost: \$ _____

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

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 approval: _____ Date: _____

Chief Instructional Officer approval: _____ Date: _____

Superintendent/designee approval (overnight trips only): _____

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.*

School District Five of Lexington and Richland Counties

Recommended FIELD TRIP PERMISSION FORM - OVERNIGHT TRIP

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

MEDICAL CONDITIONS AND/OR MEDICATIONS

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

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

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

Parent/Legal guardian name: _____ Home # _____

Mother's work # _____ 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

Witness Signature

Date

VEHICLE INFORMATION

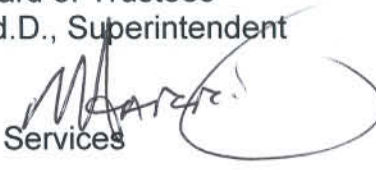
Year of vehicle: _____ Make, model and color: _____

Vehicle identification number: _____



MEMORANDUM

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

FROM: Michael R. Harris 
Director of Student Services

DATE: February 15, 2012

RE: February 27, 2012 Board Meeting, First Reading.
"Proposed Administrative Rule JICDA-R Code of Conduct"

Recommendation:

The administration recommends approval of JICDA-R Code of Conduct

Attachments: Recommended Administrative Rule JICDA-R

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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 are 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.

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- 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.

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- 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.

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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.

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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.

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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.

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- 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.

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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.

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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 first offense, 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 second offense, will result in a 3-day suspension from school or the student may be recommended for expulsion.
 - A third offense, will result in an automatic suspension and recommendation for expulsion.
 - A fourth offense, will result in an automatic recommendation for expulsion.

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- 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.

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- 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).

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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.

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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.

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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.

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- 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 Statute Statute 44-95-20)
- Second Offense - Four (4) days out-of-school suspension. Law enforcement will be called to issue a citation.

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- 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.

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- 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.

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- 434. Failure to obey a staff member.
- 435. Disrespect to others, i.e. verbal ridicule, pulling wedgies, ankling/zippering, etc. (Ankling/Zippering 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).

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- 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.

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- 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 exists.
- 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.

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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.

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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.

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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.

School District Five of Lexington and Richland Counties

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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



Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Buddy Price
Director of Community Services

Date: February 23, 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

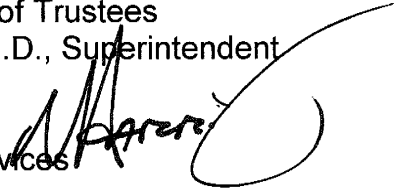
2012-2013 Meeting Schedule
School District Five of Lexington and Richland Counties
Board of Trustees

<u>Date</u>	<u>Location</u>
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



MEMORANDUM

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

FROM: Michael R. Harris
Director of Student Services 

DATE: February 22, 2012

RE: February 27, 2012 Board Meeting, Discussion.
"Memorandum of Agreement Regarding Dependents of Military Personnel"

Recommendation:

The administration recommends that the proposed Memorandum of Agreement Regarding Dependents of Military Personnel proceed to First Reading approval.

Attachments: Memorandum of Agreement Regarding Dependents of Military Personnel Guiding Principles for Addressing the Issues of Transitioning Military Students

Guiding Principles for Addressing the Issues of Transitioning Military Students

Memorandum of Agreement

I. Purpose

This agreement is designed to facilitate the mutual development of reciprocal practices, conduits for information between systems about requirements, and accelerate the exchange of emerging opportunities. The fundamental architecture of this agreement is to sustain partnerships that serve as extraordinary models. The anticipated outcome will be institutionalized systems for transition predictability of the high school experience for the military connected student. The intent of this Memorandum of Agreement is to immediately address transition problems identified in the United States Army's Secondary Education Transition Study (SETS) data. For the sake of the child, this Memorandum of Agreement is adopted by the signers in a way that models and exemplifies partnership, flexibility, inclusiveness, and information sharing for all schools that serve high school age military students.

II. Scope and Memorandum of Agreement Time Table:

Designed to address transition challenges that are primarily high school connected, the scope of this document and process is to agree on issues that can be immediately solved and to begin implementing those solutions as soon as possible.

III. Guiding Principles

Whereas, Military students are faced with numerous transitions during their formative years, and..

Whereas, Moves during the High School Years provide special challenges to learning and future achievement, and...

Whereas, There are some 175,000 secondary school-aged students of military personnel, and...

Whereas, The Army's Secondary Education Transition Study revealed that the average military-connected student transitions more than two times during their high school years...

Whereas, The participants of the Secondary Education Transition Study understand that there are many students in schools that face transition challenges...

Therefore, be it resolved that in the best interest of all students in transition, we the undersigned agree to:

Improve the Timely Transfer of Records.

Practices may include:

1. Developing consistent systems that allow for hand carried or temporary records to be used for placement.
2. Cooperating and monitoring jointly with the supported military installation the effectiveness and efficiency of in/out-processing (school clearance).
3. Evaluating the processes through a determination of local critical effectiveness measures.

Develop Systems to Ease Student Transition during the First Two Weeks of Enrollment.

Practices may include:

1. Collaboratively developing "virtual" orientation (school and installation Web sites).
2. Creating and implementing combined awareness training of school and appropriate installation staff on the challenges a student faces as the "new kid."
3. Highlighting and monitoring the support systems and practices that increase the likelihood that a quick assimilation will be made.
4. Communicating information about specialized high school programs (e.g.: magnet or special schools admission requirements, timelines and pre-requisites).

Promote Practices Which Foster Access to Extracurricular Programs.

Practices may include:

1. Reviewing local try-out timelines and systems with an eye to the opportunity to increase access and encourage inclusiveness.
2. Encouraging counselors, school coaches, and Youth programs staff to routinely write letters of referral and/or recommendations for students transitioning out of the system.
3. Posting current and accurate information (including calendars of events) on school system and installation Web sites.

Establish Procedures to Lessen the Adverse Impact of Moves from the End of Junior Year, as We II as Before, and During the Senior Year.

Practices may include:

1. Using counselors and school transition specialists as outreach to students and resources to parents and staff.
2. Encouraging and supporting student networking and sponsorship groups.
3. Giving senior students and their parents additional assistance and support as needed for graduation completion and post-secondary application.

Communicate Variations in the School Calendars and Schedules .

Practices may include:

1. Collaborating and posting current/accurate calendars and school year events in a manner that is easy for parents to access.
2. Sharing calendar and school year information
3. Defining, explaining, and illustrating the type(s) of high school schedule(s) in-place at each high school.

Create and Implement Professional Development Systems.

Practices may include:

1. Emphasizing strategies that support attention to individual student needs.
2. Developing, encouraging, and fully supporting joint installation and school professional development communities that share strategies, resources, and effectiveness indicators.
3. Discovering, recognizing, and consider replicating proven practices in sponsorship and peer mentor programs.
4. Ensuring that all professional school staff has the basic information about military life and culture. For example Army Family Team Building (AFTB) or other service modules could be used as a resource for professional development.
5. Developing joint training modules for schools and installation personnel.
6. Teaming school counselors with appropriate installation personnel/resources (chaplains, child and youth services, installation counselors) on the unique social/emotional needs of military students.

Continue Strong, Child-Centered Partnerships between the Installation and the Supporting School

Practices may include:

1. Connecting Installation School Liaison Officers and the school district counterparts in a working group in order to share ideas about partnership systems.
2. Including senior level military representation from the supported military installation as an ex-officio member or an advisor to the district school board / advisory council.
3. Encouraging site leaders to include an active duty member(s) and/or military spouse(s) as a member of the site based management team (or equivalent organization) of each high school that serves military students.
4. Collaborating with the installation to provide a community orientation program for military families.

Provide Information Concerning Graduation Requirements.

Practices may include:

1. Communicating high school requirements (enhanced or alternative diplomas).
2. Communicating options and opportunities for earning graduation credit
3. Communicating information about state testing
4. Communicating opportunities available to senior students in transition to graduate from the sending high school through reciprocity.

Provide Specialized Services for Transitioning Students When Applying to and Finding Funding for Post Secondary Study.

Practices may include:

1. Developing processes to inform parents and students of the best methods for completing college/ vocational-technical application. Specifically highlight resident eligibility requirements and the opportunities and the other challenges for the mobile student.
2. Modeling what should be in a student portfolio.
3. Training counselors and teachers on how to best assist a transitioning student on preparing for college/vocational-technical application.
4. Supporting preparation programs for success on the SAT and ACT.
5. Publicizing scholarships and grants available to all students and those uniquely designed for military connected students.

IV. Commitment

The signatory leaders commit to continue developing and implementing best and promising practices that will assist the transitioning military-connected student, as defined and articulated above.

Be it resolved, therefore, that the following school system signatories enter into this agreement on behalf of their organizations.

Superintendent Signature: _____

School System: Lexington/Richland School District Five

Date: February 22, 2012

Superintendent Name: Stephen W. Hefner, Ed.D.

Best and Promising Practices

I. Introduction

May 2000, the Military Child Education Coalition (MCEC) briefed the twenty-seven Secondary Education Transition Study (SETS) senior leaders (commanders, superintendents, and school board presidents) on the preliminary findings of the United States Army's Secondary Education Transition Study. The SETS research was conducted in order to understand the challenges that military-connected high school students have transitioning from one school system to another. The ten major patterns that emerged from the Secondary Education Transition Study data as the most cogent were the keystones of that briefing.

Working together, with the endorsement of the Chief of Staff of the Army, the SETS senior leaders developed the ten issues into an Army-wide Action Plan. The intent was to effectively use the salient patterns, lessons learned, and the shared promising practices discovered through the United States Army's Secondary Education Transition Study to increase the likelihood of predictability for the military-connected high school student. SETS is about mobile children, it is not just about the Army; therefore, the results and ideas gleaned have the potential to help all mobile students regardless of the occupation or service affiliation of their parents.

An outgrowth of the ten-issue action plan was a proposal from one of the working groups for a cooperative understanding. The concept was put forth that a Memorandum of Agreement be negotiated between the nine sites that participated in SETS. The Memorandum of Agreement, regarding Guiding Principles, operationalizes much of what was put forth in the research-based action plans. The SETS school systems and installation partners have agreed to look for opportunities, procedures, and means to ease the challenges inherent in school transition. The policy and procedures, curriculum and graduation requirements, and extracurricular participation links would be formally developed. Formal and informal articulation of courses, credits, and reciprocal avenues to fulfill graduation requirements is the highest priority.

This supporting document, Best and Promising Practices, is designed to facilitate the mutual development of reciprocal practices, conduits for information between systems about requirements, and accelerate the exchange of emerging opportunities. The fundamental architecture of the Memorandum of Agreement, as well as the supporting Best and Promising Practices document, is to sustain partnerships that serve as extra-ordinary models. The anticipated outcome will be institutionalized systems for transition predictability of the high school experience for the military-connected student.

II. Purpose

The purpose of the following best and promising practices is to provide a framework for possible courses of action. These suggestions and examples are for local consideration and are organized in support of the Guiding Principles, as stated in the Memorandum of Agreement, developed March 14-16, 2001. Best and Promising Practices, delineates possible areas/opportunities for school systems and supporting installations as they discover, develop and share expertise. . These ideas and initiatives outlined here are intended to be start points. Other creative solutions and innovative ideas, which reinforce the Guiding Principles, are encouraged.

III. Best and Promising Practices

A. Improve the Timely Transfer of Records

1. Develop and disseminate a checklist of necessary registration information and withdrawal processes.
 - a. Develop administrative procedures that address transfer of school records for students entering and leaving the system.
 - b. Develop a withdrawal procedure for high school students related to installation out-processing.
2. Provide the names of primary and alternate school personnel (include phone #, e-mail address position etc.) for additional information pertaining to the transfer of records.
3. Develop a comprehensive information campaign to inform parents of transfer of records procedures.
4. Post information contained on withdrawal documents on district Web sites.
5. Suggested administrative procedures for Transferring Records
 - a. A general withdrawal form can be generated at the campus most times during the school year without prior notification. This is usually sufficient for enrollment in another school. The school official (principal, assistant principal, or counselor) should sign the form documenting on the form those areas not cleared, if any.
 - b. In addition to the general withdrawal form, parents may request that they be provided records to hand carry with them. This request requires a 48 hour prior notice to ensure processing time and is available prior to 15 June and after 1 August of each school year from elementary and middle schools.
 - c. Because they are open all summer, the process is available at all times at the high schools. If requested, the following items should be provided to students or parents, as appropriate:
 - 1) Copy of report cards, or current grades in classes, if available.
 - 2) Copy of withdrawal document form, which includes the immunization record, completed course grades (9 week grades), identification of enrollment in special programs;
 - 3) Copy of any other records requested by parents, including any special program supporting documentation (*at no cost*)
 - 4) At times, special circumstances of a family may not allow for the 48-hour notification preferred. If this occurs, campuses need to respond to the situation with sensitivity and should make efforts to respond to the request.

B. Develop Systems to Ease Student Transition during the First Two Weeks of Enrollment

1. Share ideas for creating intentionally inviting school environments that are attuned to the needs of mobile military-connected students/families.
2. Establishing an institutionalized welcome program at each high school site.

Examples are:

 - a. Student and parent conference with counselor
 - b. Activities to ease into new school
 - 1) School tour
 - 2) Introduction to teachers, coaches, club sponsors
 - 3) Assignment of cafeteria/lunch partner
 - 4) Escort to bus

- c. Presentation of orientation packet
 - 1) Welcome brochure
 - 2) Map of school
 - 3) Student handbook
 - 4) Student organizer/planner
 - 5) Organization/club information
 - 6) School spirit items
 - 7) Pass to next dance/activity
3. Develop “virtual orientation” (school and installation Web sites)
For example: Each school and military installation should consider having the following information on their Web site:
 - a. calendar
 - b. transition checklist
 - c. school registration form and registration packet
 - d. school counselor and school newsletter
 - e. area specific items
 - f. zoning areas
 - g. student handbook
 - h. school area map
 - i. link to MCEC Web site
 - j. School Liaison Officer email address and the services provided
 - k. Family Support Center/Army Community services available
 - l. Army Family Team Building Information
 - m. School Profile (test results, demographics, history of the school)
 - n. Sample portfolio including content example for student work (if applicable)
 - o. Sponsorship
4. Encourage counselors and/or transition specialists to participate in the MCEC Transition Counselor Institute
5. Conduct welcome events for new students/families
 - a. Dance honoring new students/families
 - b. Reception by principals, counselors
 - c. Pizza party
 - d. Feature new student names on media retrieval, opening exercises, school newsletter, etc.
6. Principal activities
 - a. Send welcome postcard to student and family
 - b. Provide name to PTA president
 - c. Tea/coke party with the principal
 - d. Present certificate of welcome

For Example: During the first two weeks of the regular school year there are potentially hundreds of “new” students/families. In August of 2001, Lawton Public Schools mail a card to the home of every enrolled student. The card requests that students/families *new to the Lawton-Fort Sill*

community return the card to the student's assigned school. This card provides the name and address of *new to the community* students/families to the principal. Hopefully, this prevents the student from being lost in a "sea" of incoming seventh graders or sophomores.

C. Promote Practices which Foster Access to Extracurricular Programs

1. Exchange information about the governing agencies requirements for extracurricular participation.
2. Encourage school system athletic and fine arts directors to network with each other on a consistent basis.
3. Suggestions for implementation of transition processes that encourage student participation:
 - a. Coaches, sponsors, and/or advisors are available to counsel incoming students year-round
 - b. A student interest inventory is offered through phone, fax, internet or mail to determine academic and non-academic interests to personalize information distribution on arrival and facilitate introductions to sponsors and coaches
 - c. Spring and fall orientations are conducted that include information regarding co-curricular and extra-curricular activities
 - d. Incoming students are interviewed by counselors to determine interests and guide them to matching activities
 - e. School Web pages include schedules, try-out time lines, activities, and contact information.
4. The school district may consider the following:
 - a. After meeting state requirements, schools offer open membership on a continuous basis
 - b. School officer elections occur in the fall
 - c. Perspective students auditioned via videotape for cheerleading
 - d. Spring induction is observed for Honor Societies (i.e. NHS, Art, Foreign Language)
 - e. Sports offerings are numerous enough to accommodate a year-round calendar
 - f. Cheerleading squads may be chosen mid-year as well as at the end of the year

D. Establish Procedures to Lessen the Adverse Impact of Moves from the End of Junior Year, as well as before, & during the Senior Year.

1. The school systems and installation partners should consider measures to mitigate the adverse impact of senior moves, such as:
 - a. Early resolution of class rank of arriving students to facilitate fair competition for honors
 - b. Conversion of grade point average (GPA) between losing and gaining school grading systems for the purpose of establishing class rank, competing for class honors, applying for post secondary education opportunities, etc.
 - c. Priority counseling to resolve graduation requirements and assist students/parents in accomplishing actions to obtain reciprocity for course credits, graduation certificates, senior year course selections, etc.
 - d. Providing post secondary education counseling to identify college/vocational-technical education opportunities and sources of potential financial assistance.
 - e. Priority placement into courses/classes essential for completion of graduation requirements.
 - f. Early identification and priority access to those extracurricular activities that will afford the transitioning student a greater opportunity for acceptance into post secondary education institutions.

- g. Encouraging parents to participate in early counseling sessions designed to facilitate a smooth and successful transition, as well as a productive senior year that provides the senior student with the opportunity to fulfill their secondary/post secondary educational goals.
 - h. Encouraging parent participation in “College Night” activities and other available forums intended to provide students with information upon which to base post-secondary education decisions.
 - i. Recognizing that those transition issues associated with the critical first two weeks of enrollment (*see*MOA) are greatest significance to transitioning seniors.
2. Conduct surveys of recently transitioned senior students and parents to gain feedback useful for improving senior transition actions/processes.

E. Communicate Variations in the School Calendars and Schedules

1. Collaborate and post current/accurate calendars and school year events in a manner that is easy for parents to access.
2. Share calendar and school year information.
3. Define, explain, and illustrate the type(s) of high school schedule(s) in place at each high school.
4. Exchange ideas and strategies for “transition labs” or other systems for academic support specifically designed to ease the adverse impact of mid-year moves.

Note: It is important for the serving schools and installations to meet regularly to work on issues related to calendars and schedules and to clarify and comprehensively define the implications for each year.

5. For purposes of this document, the terms “calendar” and “schedules” are defined in scope by means of this comprehensive list of what those terms mean relative to school and installation documents. These include (but are not limited to):
 - a. Opening and close dates
 - b. Beginning of semester dates
 - c. Grading periods
 - d. Major Department of the Army, installation/community events
 - e. Graduation dates
 - f. Holidays and vacations
 - g. Extracurricular dates and tryout dates
 - h. Assessments (e.g. PSAT/SAT, state tests, graduation tests)
 - i. Enrollment dates
 - j. Summer school
 - k. Extended learning/ intersessions programs
6. Identify variations in schedules that it would be helpful to share with partners. For example block schedules are not the same from district to district. Many systems also have a version of block scheduling at the middle schools.
 - a. Systems and campuses will develop easy to access Web and print-based publications that provide detailed descriptions of each type of schedule used.
 - b. Systems and campuses will describe the processes available for transition support into and out of the scheduling systems in place at each campus

- c. Consider developing Frequently Asked Questions (FAQ's) for the schedules with the family in transition as the primary audience.
 7. Discuss and agree upon means by which basic information will be shared, from the Web page to hard copy materials for a welcome packet.
 8. Compose a general timeline and process for sharing and annually updating this information among the nine installations.
- F. Create and Implement Professional Development Systems
1. Exchanging the processes and products associated with the development and support of joint installation and school system professional development communities.
 2. Share strategies, resources, and effectiveness indicators.
 3. Provide joint "Understanding the Military Family" workshops by the installation and the schools. The Garrison/Base Commander may speak to school staffs that have a significant population of military students about how the military life and culture impact on students.
 4. Offer staff development courses that include instructional strategies for meeting the needs of a diverse student population.
 5. Installation and School System tours – Provide teachers from the post/base and the school system outside the gate an opportunity to tour the installation and the post/base schools, providing them a glimpse of a day in the life of the parents and their military students. These visits will facilitate the articulation of curriculum issues, expectations, and requirements for each school system.
 6. Handbooks – Develop a handbook for teachers to use as a reference, outlining the roles of the military units. Publications will be developed for the installation with the school (grade level or course) curriculum expectations and requirements articulated.
 7. Middle School Tours – Students from the post middle school will tour the high school in the adjacent county to provide a glimpse of a day in the life of a high school student.
 8. Middle School High School Night – Twice each year, in October and May, each of the high schools in the area visit the middle school on the installation. Principals, counselors, and coaches are available to talk with rising ninth graders about opportunities, expectations, and requirements for high school.
 9. Documents from the Army Education Summit held in July 2000 will be made available to school system personnel. These documents outline the ten (10) major transition issues and provide a context for teachers to understand the Army Secondary Education Transition Study.
 10. School districts present Parent Information Sessions, specifically including installation families in advertising the sessions. The sessions will feature various educational topics, i.e., Attention Deficit-Hyperactive Disorder (ADHD), counseling groups in the schools, etc. The annual Military Parent Academy, a weekend seminar designed to offer parenting support, will be advertised to military parents who live off-post as well as those who reside on the installation.
 11. Institutionalize opportunities for parents and adopt-a-school units to be invited to visit and participate in the local schools.

12. Encourage mentor and tutor programs like Partners in Education Programs (PIE).
 13. Facilitate the use of Web sites between schools.
 14. Designate a staff member in each school to serve as liaison and coordinate with their counterpart at the installation. This individual will help to ensure school staffs have any available information regarding transition issues.
 15. School systems should consider sending counselors and/or professional campus- level academic advisors to MCEC's Transition Counselor Institutes in order to have a designated transition specialist in place at each high school that serves military students.
- G. Continue Strong, Child Centered Partnerships Between the Installation and Supporting Schools
- Participate in a coordinated effort between the SETS partners to design the critical components for creating, implementing and monitoring the viability and robustness of the mutual effort and progress on the agreement (see the MOA). Examples of such partnerships:
1. Establishment of a military child committee
 2. Consist of members of both agencies
 3. Meet regularly
 4. Establish a "Local Action Plan"
 5. Establish additional collaborative activities such as:
 - a. Mentor/internship programs
 - b. Voluntary advisory council
 - c. Parent-teachers organizations
 - d. Chapel youth organizations
 - e. Family counseling programs
 - f. Family action agencies
 - g. Join ministerial alliance
 - h. Speakers' bureau
 - i. Pool of installation presenters for school classrooms
 - j. Joint organization student leadership projects
 - k. Leadership retreats for elementary or secondary students
 - l. Soldier mentoring activities
 - m. Encourage military parent involvement in school activities
 - n. Provide clear information on the eligibility requirements for in state tuition.
 6. Consider establishment of ex-officio school board member or military advisor to the school board
 7. Consider establishment of installation liaison to school board
 8. Exchange ideas with other school systems for coordination of effort and discussion of new challenges and opportunities.

Examples: Additional Lawton-Fort Sill Projects are: **APLAS** (Army Partnership with Lawton Area Schools.) Units develop partnership with elementary schools and provide mentors for junior high school students. Military Installation co-facilitates summer leaderships project for 100 high school

students. Military parents are encouraged to attend school conferences and functions. **Wings of Eagles** provides Lawton-Fort Sill sixth-grade students a weekend (Friday-Sunday) retreat at Fort Sill to enhance the young people's self-confidence, leadership skills and self-esteem.

H. Provide Information Concerning Graduation Requirements

Consider adopting the following practices that articulates the scope and conditions for reciprocity of graduation requirements:

1. Permit the course as a substitute for state or Department of Defense Education Activity (DoDEA) requirements. As long as state or DoDEA requirements are met, local requirements will be adjusted to support the student's transition.
2. A local waiver policy to include a standardized application form, a systematic review process, and flexible guidelines for approval. The waiver process will document how graduation requirements were met.
3. School officials will issue course credits to a student who transition near the end of a semester, as long as the student has passing grades.
4. In the event that a transitioning senior does not qualify for a diploma in the receiving school system, but can qualify in the sending school system, course and test credits will be transferred back to the sending school for issuance of the diploma.
5. Adopt a standardized matrix that depicts in a graphic representation the partner school systems' graduation requirements. School officials will update the matrix content annually and whenever a major revision occurs.

6. Inform school partners, parents and students about required state *exit level/end-of-course* testing and passing scores to improve probability of appropriate, timely placement in courses and programs.

This information will be disseminated through system/installation Web sites and print media.

Note: The signatory partners will determine the process and responsible agents who will be required to maintain the "graduation requirements matrix" and distribute all updates. Adopt a policy of program continuity for a student enrolled in top tier diploma programs, such as a college/university preparatory program of study, and/or rigorous academic programs such as Advancement Via Individual Determination (AVID), Advanced Placement (AP), and International Baccalaureate (IB). A student with satisfactory grades will not be required to re-qualify for these programs.

I. Provide Specialized Services for Mobile Students when Applying to and Finding Funding for Post Secondary Study

1. Share information with SETS Partners on methods that have worked in informing parents and students of the best methods for college and vocational/technical applications and the mobile student.
2. Ensure that every junior and/or senior student (and their parents) receives information about the college and vocational/technical application process, financial aid, available scholarships and grants for pursuing postsecondary education. Counselors and/or teachers provide models of completed applications, financial aid documents, scholarship and grant forms, and letters of recommendation. Include the military liaison in the distribution process.


3. Provide all-11th/12th grade students and their parents with printed information about what they will need for postsecondary educational pursuits and success. The document/handbook includes checklists, timelines, suspense dates, Web sites, phone numbers and names of contact persons at various local and state colleges/universities and at technical schools as well. The document/handbook is updated annually with assistance from counselors, other school personnel and college/university/technical school contacts. This document/handbook would be included in the welcome/orientation packet that all transfer students receive upon arrival at their new school. In addition, multiple copies of the document/handbook will be provided to the military liaison for distribution from that office.
4. Conduct a district-wide college night and individual school college nights as well to provide information and assistance for students and/or parents with college and/or vocational/technical applications and financial aid packets. Information about available scholarships and grants should also be provided. College and vocational/technical admissions professionals conduct all activities. Ensure that the military liaison is included on the mailing lists of all scholarship, grant, and financial award grantees. The military liaison can schedule and replicate this program possibly at their Youth Activities Center on the installation.
5. Hold career education/information seminars for transitioning students. Invite representatives from local colleges/universities/vocational-technical schools, civic groups and various companies that provide scholarships or financial assistance to interested students, such as the Kiwanis, IBM, Texas Instruments, Coca-Cola, What-a-Burger, Motorola, Dupont, Texaco, Service Merchandise, Wal-Mart and J. C. Penney. Keep the military liaison informed of the dates of these seminars or that individual could also schedule similar seminars at the installation.
6. Work with MCEC to inform the colleges and universities of the unique needs of military students related to (post secondary) application and funding.
 - a. Request that MCEC send copies of all documents that describe and detail the unique needs of military students to local college/university admissions personnel. (Local district/installation will provide addresses.)
 - b. Provide the name of the military liaison to the local college/university.
 - c. Create a local Task Force and/or Standing Committee that includes representation from MCEC, public education, the military liaison, local colleges/universities and vocational-technical schools to develop solutions to identified needs and to address issues affecting transitioning students. (Names of committee members would be included in the document/handbook that is distributed to all transitioning students.)
7. Train counselors and teachers on how to best assist a mobile student on preparing college and vocational/technical applications.
 - a. Ensure that all high school counselors and the military liaison are provided with information and training from the MCEC Transition Counselor Institute—provide videos, booklets, or other publications that can be distributed at local schools or on the installation. Counselors will in turn serve as resources/trainers for teachers.

- b. Provide assistance on completing college applications, choosing a career, pursuing financial aid and completing financial aid packets, writing resumes and themes for college entrance requirements, and securing letters of recommendation from former and current teachers and administrators. Training software could possibly be installed on one or more installation computers at the youth activities center.
- c. Partner with local colleges, universities, and technical schools to conduct orientation classes for local seniors. Create a mentoring program that matches successful college freshmen with local seniors to assist with the college application and financial aid process. Hold several program sessions on the military installation, if necessary.
- d. Use resources of the installation Education Center to provide information and assistance to parents and students—especially about careers and opportunities to finance post-secondary education through military service. Provide information about various funding sources, scholarships and grants that are available for special populations such as single parent families, military dependents, and minority groups.



February 22, 2012

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

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

RE: Approval of Resolution – Equipment Lease Purchase Agreement

Attached is a resolution authorizing School District No. 5 of Lexington County and Richland County, South Carolina, to enter into an equipment lease purchase agreement for the financing of all or a portion of three Thomas Built activity buses for use by the school district; and other matters relating thereto.

RECOMMENDATION:

The administration recommends approval of this resolution.


KEF:tl

Attachment



February 22, 2012

To: Dr. Karl Fulmer
Chief Financial Officer

From: David A. Weissman 
Director of Transportation

Request: Continuation of Activity Program Bus Replacement for Three Activity Buses

Background: The Activity Program is seeking to lease/purchase three vehicles to replace specific buses as follows:

1. Purchase one 29 passenger vehicle to replace three older 16 passenger buses.
 - Activity Buses #1, #2 and #3 cost more to insure and maintain than they make per year. Each vehicle is in need of paint at an approximate cost of \$1,500 per vehicle and one vehicle also requires an annual roof inspection due to manufacturer error of roof support structure.
2. Replace two 48 passenger vehicles which have exceeded their maximum potential verses repair cost.
 - Activity Bus #10 was manufactured in 1985 making it the oldest bus in the fleet. Due to its age, replacement parts are difficult to find making it necessary to purchase used or rebuilt parts. This vehicle is currently being used as an “around town” back-up thus reducing the return on investment.
 - Activity Bus #12 was manufactured in 1989 and has 293,445 miles. It currently is not being used due to necessary repairs. The cost to replace the engine is \$22,000.00 making it cost-ineffective to repair. We can reasonably assume this vehicle will require a new transmission within the next year or two. The cost of replacing a transmission is approximately \$10,000.00 which has us putting over \$30,000.00 into a vehicle that is 23 years old.

Proposal: Utilize a three year lease/purchase plan to purchase the following vehicles:

- 2012 Chevrolet Activity Bus - \$48,920.00 (with A/C and overhead storage)
- 2008 Thomas School Bus - \$74,780.00 (with A/C, and luggage compartment)
- 2005 Thomas School Bus - \$65,110.00 (with A/C and luggage compartment)

Cost: Total cost to purchase three buses will be \$188,810.00 (not including interest) and paid for by Activity Program funds.

RESOLUTION

AUTHORIZING SCHOOL DISTRICT NO. 5 OF LEXINGTON COUNTY AND RICHLAND COUNTY, SOUTH CAROLINA, TO ENTER INTO AN EQUIPMENT LEASE PURCHASE AGREEMENT FOR THE FINANCING OF ALL OR A PORTION OF THREE THOMAS BUILT ACTIVITY BUSES FOR USE BY THE SCHOOL DISTRICT; AND OTHER MATTERS RELATING THERETO.

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF SCHOOL DISTRICT NO. 5 OF LEXINGTON COUNTY AND RICHLAND COUNTY, SOUTH CAROLINA, AS FOLLOWS:

Section 1. Findings and Determinations. The Board of Trustees (the "Board") of School District No. 5 of Lexington County and Richland County, South Carolina (the "School District"), hereby finds and determines.

(a) The School District was organized by action of the Lexington County Board of Education in 1951 and the Richland County Board of Education in 1952. The School District is also known as Richland-Lexington School District No. 5. The Board is the governing body of the School District.

(b) The School District is a body politic and corporate under the laws of the State of South Carolina, and pursuant to Sections 59-17-10 and 59-19-10 through 59-19-190, inclusive, Code of Laws of South Carolina 1976, as amended (the "Code"), the Board has the power to enter into this lease/purchase transaction.

(c) The School District desires to enter into a Equipment Lease Purchase Agreement (the "Equipment Lease Purchase Agreement") with a bank to be named (the "Lessor") in an amount not to exceed \$200,000, for the purpose of financing all or a portion of three Thomas built activity buses (the "Equipment") for use by the School District.

(d) The Equipment Lease Purchase Agreement will not constitute a "financing agreement" and the Equipment will not constitute an "asset" as such terms are defined in Section 11-27-110 of the Code. Thus, the amount of the Equipment Lease Purchase Agreement will not be included when calculating the School District's constitutional debt limit.

(e) The Equipment Lease Purchase Agreement will be subject to annual appropriation by the Board.

(f) It is in the best interest of the School District to acquire the Equipment by entering into a Equipment Lease Purchase Agreement with the Lessor.

Section 2. Delegation of Authority. The Board hereby delegates to the Superintendent or his lawfully authorized designee the authority to determine (a) the par amount of the Equipment Lease Purchase Agreement; (b) the term of the Equipment Lease Purchase Agreement and the amount and payment date of the annual principal payments to be made thereunder; (c) the interest payment dates of the Equipment Lease Purchase Agreements; (d) prepayment provisions, if any, for the Equipment Lease Purchase Agreement; (e) the date and time of sale of the Equipment Lease Purchase Agreement; and (f) the terms and provisions of a Request for Proposals to be submitted to prospective purchasers of the Equipment Lease Purchase Agreement.

The Board hereby delegates to the Superintendent or his lawfully authorized designee the further authority to receive bids on behalf of the Board and the authority to award the sale of the Equipment Lease Purchase Agreement to the lowest bidder therefor in accordance with the terms of the Request for Proposals for the Equipment Lease Purchase Agreement, provided the true interest cost does not exceed five percent (5%) percent per annum.

Section 3. Approval of Transaction. The Board does hereby approve the acquisition of the Equipment and the financing of same by entering into a Equipment Lease Purchase Agreement.

Section 4. Approval of Equipment Lease Purchase Agreement. The Equipment Lease Purchase Agreement shall be in substantially the form presented to the Board during this meeting and all of the terms, provisions and conditions thereof are hereby incorporated herein by reference as if such document was set out in this Resolution in its entirety. The Chair and Secretary of the Board are hereby authorized, empowered and directed to execute, acknowledge and deliver the Equipment Lease Purchase Agreement in the name and on behalf of the School District, with such changes therein as shall be approved by the District Superintendent or his designee, the execution thereof to constitute conclusive evidence of approval of any and all changes or revisions therein from the form of the Equipment Lease Purchase Agreement now before this meeting. A copy of said Equipment Lease Purchase Agreement is available for inspection in the office of the District Superintendent and shall be attached to the original of this Resolution as Exhibit A and included in the official minutes of the Board.

Section 5. Execution of Documents. The Chair and Secretary of the Board and the District Superintendent are fully empowered and authorized to take such further action and to execute and deliver such additional documents including but not limited to a Project Fund Agreement (escrow agreement), if necessary, as may be reasonably requested by the Lessor to effect the delivery of the Equipment Lease Purchase Agreement in accordance with the terms and conditions therein set forth, and the transactions contemplated hereby and thereby, and the action of such officers in executing and delivering any of such documents, in such form as the District Superintendent shall approve, is hereby fully authorized.

Section 6. Federal Tax Covenant. The School District, as lessee, agrees and covenants that it will comply with all applicable provisions of Section 103 and Sections 141 through 150 of the Internal Revenue Code of 1986, as amended (the "Code"), and any regulations promulgated thereunder, to maintain the exclusion from gross income for federal income tax purposes of the interest expense of the Rent (as defined in the Equipment Lease Purchase Agreement) under the Equipment Lease Purchase Agreement.

The School District will timely file Form 8038-G in accordance with the applicable regulations of the Internal Revenue Service.

Section 7. Filings with Central Repository. In compliance with Section 11-1-85, Code of Laws of South Carolina, 1976, as amended, and any other applicable rules, regulations or laws regarding continuing disclosure of financial information, the School District covenants that it will file or cause to be filed with a central repository for further availability in the secondary bond market when requested; (a) a copy of the annual audit of the School District within thirty (30) days of the School District's receipt thereof; and (b) within thirty (30) days of the occurrence thereof, relevant information of an event which, in the opinion of the School District, adversely affects more than five percent (5%) of the School District's revenue or its tax base.

Section 8. Reimbursement of Certain Expenditures. The Board hereby declares that this Resolution shall constitute its declaration of official intent pursuant to Treasury Regulation § 1.150-2 to reimburse the School District from the proceeds of the Equipment Lease Purchase Agreement for expenditures with respect to the capital improvements (the "Expenditures"). The School District anticipates incurring Expenditures with respect to the Equipment prior to the execution and delivery by the School District of the Equipment Lease Purchase Agreement for such purposes. To be eligible for reimbursement of the Expenditures, the reimbursement allocation must be made not later than 18 months after the later of (a) the date on which the Expenditures were paid, or (b) the date the Project was placed in service, but in no event more than three (3) years after the original Expenditures. The Expenditures are incurred solely to acquire, construct or rehabilitate property having a reasonably expected economic life of at least one (1) year. The source of funds for the Expenditures with respect to the capital improvements will be the School District's general funds or other legally-available funds.

Section 9. Miscellaneous. The Board hereby engages the law firm of McNair Law Firm, P.A. as bond counsel in connection with the execution and delivery of the Equipment Lease Purchase Agreement.

All rules, regulations, resolutions and parts thereof, procedural or otherwise, in conflict herewith or the proceedings authorizing the issuance of the Bonds are, to the extent of such conflict, hereby repealed and this Resolution shall take effect and be in full force from and after its adoption.

Adopted this 27th day of February, 2012.

SCHOOL DISTRICT NO. 5 OF LEXINGTON
COUNTY AND RICHLAND COUNTY,
SOUTH CAROLINA

Chair, Board of Trustees

(SEAL)

ATTEST:

Secretary, Board of Trustees