



**AGENDA  
BOARD OF TRUSTEES  
LEAPHART ELEMENTARY SCHOOL'S THEATER  
MARCH 12, 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 – Pastor Jeff Brunsink, Cornerstone Presbyterian Church of America
5. Pledge of Allegiance – Dana Nicholas and Cole Lewis, fifth grade students at Leaphart Elementary School
6. School Board Spotlight
7. Approve the agenda
8. Welcome and brief overview of Leaphart Elementary School by Dr. Gerald Gary, principal
9. Superintendent's report (**1 hour**)
  - a. Superintendent
    1. Status Report: legal appeals – Chapin High School
    2. Vision 2015 update
10. Public participation\*

## **ACTION AGENDA (1 hour)**

11. Items considered in executive session
12. Approval of conceptals for Phase 2 at Irmo High School and Dutch Fork High School (Exhibit B)
13. Second reading of revisions and new board policies in section I: (Exhibit C)

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. Second reading of proposed revisions to board policy JICDA-R "Code of Conduct" (Exhibit D)
15. Approval of a Memorandum of Agreement regarding dependents of military personnel (Exhibit E)
16. Approval of a Resolution to approve financing for purchase of activity buses (Exhibit F)
17. Approval of the minutes of the February 13, 2012 board meeting **(3 minutes)**
18. Approval of the minutes of the February 27, 2012 board meeting **(3 minutes)**

#### **DISCUSSION AGENDA**

19. Discussion of proposed 8% capital budget for fiscal year 2013 (Exhibit G)
20. Proposed 4k pilot program for Irmo Elementary School
21. Adjourn at **9:30 p.m.**

#### **FOR YOUR INFORMATION**

22. The next regular scheduled board meeting will be March 26, 2012 at Dutch Fork Middle School.

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



Minutes/February 13, 2012

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

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

The following staff were in attendance:

Ms. Helen Anderson, Chief Instructional Services Officer  
Dr. Angela Bain, Chief Human Resource Services Officer  
Dr. Karl Fulmer, Chief Financial Services Officer  
Mr. Michael Harris, Director of Student Services  
Mr. Keith McAlister, Director of New Design and Construction  
Mr. Buddy Price, Director of Office of Community Services

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

The Invocation was given by Reverend Ken Kelly, REFUGE Church. The Pledge of Allegiance was led by Gresham Gunter, student council president at Lake Murray Elementary School.

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

A welcome and brief overview of Lake Murray Elementary School was given by Claire Thompson, principal, and Carmen Stone, school improvement council chair.

During the superintendent's report, Dr. Hefner gave an update to his Vision 2015, an update on the state and federal accountability systems, presented information on the STEAM Conference and the District's food policy; Dr. Fulmer gave an update on the cost of the legal appeals at Chapin High School (Exhibit B); Keith McAlister presented Dutch Fork High School's Phase 2 Plan (Exhibit C) and information on geothermal wells at the new high school and CATE Center (Exhibit D).

During the public participation time, Craig Young spoke regarding the policy on candy and issues with the School Board and Leadership.

Buddy Price presented the proposed board meeting schedule for 2012-2013 (Exhibit J).

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



Michael Harris presented proposed revisions to board policy JICDA-R "Code of Conduct" (Exhibit K).

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

SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES

Meeting of February 13, 2012

		B A U M G A R D N E R	G A N T T	H A M M O N D	M U R P H Y	T U R N E R	W A T S O N	W H I T E
1.	M. Gantt S. Hammond  Enter executive session to consider the following: a) selected employment items (Exhibit A)	A	X	X	A	X	X	A
2.	M. Watson S. Hammond  Approve the agenda	X	X	X	X	X	X	X
3.	M. Hammond S. Baumgardner  Approve the selected employment items (Exhibit A)	X	X	X	X	X	X	X
4.	M. Watson S. Hammond  Approve the administration's recommendation to proceed with the Phase 1 renovations to Dutch Fork High School in the budget amount of \$3,350,000 and the renovations to Irmo High School in the budget amount of \$1,450,000 (Exhibit E)	X	X	X	No	X	X	X
5.	M. Watson S. Hammond  Accept the administration's recommendation to proceed with the kitchen renovations for Leaphart Elementary School, Seven Oaks Elementary School, CrossRoads Middle School, Irmo Middle School and Irmo High School (Exhibit F)	X	X	X	X	X	X	X
6.	M. Watson S. Baumgardner  Approve the administration's request to proceed with the replacement of the roof at Chapin Elementary School (Exhibit G)	X	X	X	No	X	X	X
7.	M. Watson S. Hammond  First reading approval of proposed revisions to board policy JFAA/JFAB-R "Admission of Resident/Non-Resident Students" (Exhibit H)	X	X	X	X	X	X	X

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SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES

Meeting of February 13, 2012

		B A U M G A R D N E R	G A N T T	H A M M O N D	M U R P H Y	T U R N E R	W A T S O N	W H I T E
8.	M. Watson                      S. Baumgardner  Table the first reading of proposed revisions and addition to I policies to the next meeting (Exhibit I)	X	X	X	X	X	X	X
9.	M. Baumgardner              S. Watson  Approve the minutes of the January 23, 2012 board meeting	X	X	X	X	X	X	X
10.	M. Baumgardner              S. Hammond  Adjourn at 9:40 p.m.	X	X	X	X	X	X	X

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X = Yes  
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For the Record by Ellen Baumgardner, February 13, 2012

I submit the following documentation from the Office of School Facilities. The first one is dated June 9, 2010. It is signed by H. D. Coogler stating the final drawings and specifications are adequate. The same conclusions were also stated on the April 28, 2011. The same conclusions were addressed in the January 6, 2011 letter as well.

These documents created by professionals show the project at Chapin High has been available for construction since those dates. Build America Bonds were available at that time.

Attachment 1 is included with  
the minutes of the 2-13-12  
meeting, at the request of Board member  
Ellen Baumgardner  
pursuant to S.C. Code Ann. § 30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

Item "For The Record" requested by **Ellen Baumgardner** for attachment to the Minutes.



South Carolina  
Department of Education

Jim Rex  
Superintendent of Education

Together, we can.

June 9, 2010

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

Re: Chapin High School  
Additions and Renovations  
Lexington/Richland Counties School District Five

Dear Mr. McCary:

This will confirm our review and approval of the Final Drawings and Specifications and our permission to proceed. This authority to proceed is contingent upon approval of all required construction permits as required by Section 602 and Section 603 of our *South Carolina School Facilities Planning and Construction Guide (Guide)*. Please send confirmation when all required permits have been approved and received.

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

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

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

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

Sincerely,

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

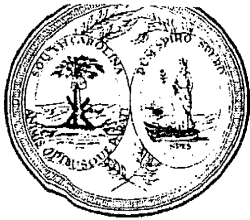
HDC/pjh

cc: Dr. Herbert Berg, Superintendent, Lexington School District Five  
Mr. Dan Shirley, OSF Program Manager  
South Carolina School Boards Insurance Trust

Office of School Facilities 3710 Landmark Drive, Suite 205 Columbia, South Carolina 29204  
Telephone: 803.734.4839; Fax: 803.734.4857; E-mail: hcoogler@ed.sc.gov

Attachment 2 is included with the minutes of the 2-13-12 meeting, at the request of Board member Ellen Baumgardner pursuant to S.C. Code Ann. § 30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

Item "For The Record" requested by Ellen Baumgardner for attachment to the Minutes.



STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION

RECEIVED  
MAY 02 2011

BY: .....

Mick Zais  
Superintendent

1429 Senate Street  
Columbia, South Carolina 29201

April 28, 2011

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

Re: Chapin High School  
Additions and Renovations  
Lexington/Richland Counties School District Five

Attachment 3 is included with  
the minutes of the 2-13-12  
meeting, at the request of Board member  
Ellen Baumgardner  
pursuant to S.C. Code Ann. § 30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

Dear Mr. McCary:

This letter is being sent to update our permission to proceed letter of June 9, 2010. Items identified in your letter of January 6, 2011, have been addressed satisfactory with your memo of March 24, 2011, and revised on April 11, 2011, to include additional information. This authority to proceed is contingent upon approval of all required construction permits as required by Section 602 and Section 603 of our *South Carolina School Facilities Planning and Construction Guide (Guide)*. Please send confirmation when all required permits have been approved and received.

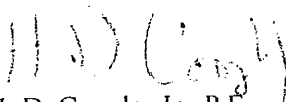
The final drawings and specifications on the above referenced project are considered functionally adequate in accordance with the rules and regulations of the Office of School Facilities.

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

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

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

Sincerely,

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

HDC/pyh

cc: ☒ Dr. Stephen Hefner, Interim Superintendent, Lexington/Richland Counties School District Five  
Mr. Dan Shirley, OSF Program Manager



Attachment 14 is included with the minutes of the 2-13-12 meeting, at the request of Board member Beth Watson pursuant to S.C. Code Ann. § 30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

February 7, 2012

TO: Stephen Hefner, Ed.D.  
Superintendent

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

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

**Combining all the costs referenced below, the lawsuit by Ms. Kim Murphy has cost the school district in excess of \$12.3 million.**

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

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

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

- To date our retained professional staff estimates they have incurred extra costs due to expenses related to attending meetings and drafting alternative designs at the request of the Corp of Engineers during Ms. Murphy's administrative protest. That estimated amount is \$103,479.
- Attorney fees related to the protests and lawsuit continue to accumulate and currently total \$561,710. In addition, the District has been billed \$320,433 to date relating to the permit protests.
- Architectural fees currently total \$131,267.
- To date, total staff time devoted to the wetlands litigation is approximately 1319.5 hours or \$72,867.
- To date, fees for Tidewater Environmental Services total \$37,809.

Item "For The Record" requested by **Beth Watson** for attachment to the Minutes.

Dr. Stephen Hefner  
February 7, 2012  
Page 2

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

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

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

Attachment 5 is included with  
the minutes of the 2-13-12  
meeting, at the request of Board member  
Beth Watson  
pursuant to S.C. Code Ann. § 30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

Item "For The Record" requested by **Beth Watson** for attachment to the Minutes.



Attachment 6 is included with  
the minutes of the 2-13-12  
meeting, at the request of Board member  
Ed White  
pursuant to S.C. Code Ann. § 30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

## Judge Dismisses Latest Chapin High Appeal

In a ruling on February 9, Chief Administrative Law Judge Ralph King Anderson, III issued an Order in favor of Lexington-Richland Five and the South Carolina Department of Health and Environmental Control affirming the Department's issuance of the storm water permit that was challenged by School Board Member Kim Murphy and two other petitioners. The permit is needed to complete the long-delayed expansion and renovation project at Chapin High School.

Judge Anderson concluded that Lexington-Richland Five has fully complied with the requirements of law and that Murphy and the other Petitioners did not show they suffered any direct, personal injury caused by DHEC's issuance of the permit.

He went on to say, "while she is the only Petitioner who lives in the same watershed in which the unnamed tributary is located, she lives on Wateree Creek upstream from where the tributary flows into the creek. Her testimony regarding injury from pollutants downstream from her property was not reliable or competent."

This is the seventh court ruling against Murphy in regards to the Chapin High School project. Two Administrative Law Court Judges and the Supreme Court of South Carolina have denied Murphy's motions seeking to stop the construction of the project until all court proceedings have been completed. The Supreme Court of South Carolina heard argument regarding Murphy's original appeal on January 11, 2012 and that decision is pending.

Item "For The Record" requested by **Ed White** for attachment to the Minutes.

Attachment 7 is included with  
the minutes of the 2-13-12  
meeting, at the request of Board member  
Kim Murphy  
pursuant to S.C. Code Ann. § 30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

Kim Murphy  
February 13, 1012

**On the Record statement/document for Agenda Item #9 (b)(1) -- Update on cost of legal appeals at Chapin High School (Exhibit B). In regard to the June 9, 2010 letter from Department of Education, Office of School Facilities and statement that Ms. Baumgartner placed "on the record:"**

"You (District 5) were granted permission to move forward but plans and specifications were not ready in June of that year and in fact I will put the document on the record that in January 14, 2011 -- after the Build America Bonds expired (January 1, 2011) -- the Department of Education said your plans and specifications do not meet the criteria to place out for bid."

See attached Department of Education, Office of School Facilities, letter denying approval to advertise for bid dated January 14, 2011 and their letter dated September 15, 2011 authorizing approval to bid.

Item **"For The Record"** requested by **Kim Murphy** for attachment to the Minutes.

From: Howard Coogler Jr.  
To: Luke McCary  
CC: kmcalist@lex5.k12.sc.us  
Date: 1/14/2011 10:25 AM  
Subject: Chapin High School

\* The low-interest Build America Bond program expired on January 1, 2011. This letter from OSF shows that District 5 did not meet OSF's criteria to advertise the project for bid on January 14, 2011 and they therefore missed the opportunity to qualify for this program. OSF's approval was

Thank you for your letter of January 6th, in which you provided us with an update on the status of the Chapin High renovation project. In reviewing the letter, we remain concerned not only about the still unissued permits, but with two design issues as well. I have address each of our concerns below.

First, with regard to the roof deck, you indicate that you are "trying to resolve the issue with minimal impacts to design". However, at this point neither you nor this Office knows what the impacts on design will be. We do not believe it is appropriate for this Office to approve any project to be advertised when there is an unknown and potentially significant design consideration still unresolved. As a result, we wish to see the design solution to this issue before giving permission to advertise.

not granted until Sept. 15, 2011  
after plans and specs were complete.  
That approval letter is attached at end.

Second, we were and remain concerned about the condition of the 40 year old duct board in the building. Furthermore, given the extent of the required above ceiling work on this project, there will no doubt be significant disruption of the duct board. In addition, there is the fact that you do not yet know the amount or location of the existing duct board. We believe it is in the district's best interests to replace all of the existing duct board. However, a potential bidder cannot properly respond to that which has not been quantified and is unknown. We would need to see the specifics of your add/alternate prior to giving permission to advertise.

Third, regarding the status of project permits, the process has advanced since December 16th. However, we wish to know the results of the DHEC meeting before proceeding.

In conclusion, once OSF has received, reviewed and approved revised plans addressing the roof deck issue; the specifics for an "add alternate" for duct board; and, a report with a positive outcome from the DHEC meeting of the 13th—we will reconsider granting approval to advertise. However, I would be remiss if I did not point out that any approval to advertise at this time would carry with it the provision that bids could not be opened until all permits are approved and the court case on the stream mitigation/disturbance issue resolved.

Howard D. Coogler, Jr. PE  
Office of School Facilities  
S. C. Department of Education

Attachment 8 is included with  
the minutes of the 2-13-12  
meeting, at the request of Board member  
Kim Murphy  
pursuant to S.C. Code Ann. § 30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

Item "For The Record" requested by Kim Murphy for attachment to the Minutes.

**STEVENS WILKINSON**  
ARCHITECTURE ENGINEERING INTERIORS

1501 Main St. Columbia, SC 29201  
Post Office Drawer 7 Columbia, SC 29202  
T 803.765.0320 F 803.254.6209  
www.stevens-wilkinson.com

January 6, 2011

Office of School Facilities  
Attention: Howard Coogler  
1429 Senate Street, Room 1114  
Columbia, SC 29201

RE: Chapin High School  
JN: 07178.00

Dear Mr. Coogler:

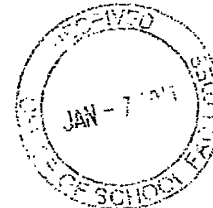
Below is a record and response to a conversation we had on December 16<sup>th</sup>, 2010, in reference to a letter and supporting materials sent to you on December 15<sup>th</sup>, 2010 requesting permission to advertise the Chapin project for bid. The original numbering and text is below followed by any updates and notes from the discussion we had. I have included an update on the permitting process and any unresolved issues.

1. All items brought to our attention as part of the OSF review comments have been incorporated into the construction documents as per the information transmitted on June 2, 2010 and June 29, 2010.
  - a. No comments from OSF. A spreadsheet was sent to OSF prior to the initial approval for bid advertisement
2. The athletic practice fields have been modified through the process with the Corps and DHEC. One field has been eliminated from the project leaving only 2 practice fields. I have included an updated site plan for your information.
  - a. No comments. Updated information has been submitted.
3. The scope of work in the tennis and track areas has increased from resurfacing to a complete rebuild. New storm drainage, power and lighting has been designed in these areas.
  - a. No comments or concerns from OSF. No additional information required.
4. The scope of work in the fine arts building has been increased to include new lighting in this area. This is a result of sprinklering the facility.
  - a. No comments or concerns. No additional information required.
5. In the Administration add/ alternate (Sheet A104Ia), room 1010b has been changed from "storage" to "data". This is at the District's request to improve the data system if the full renovation of the administration area is taken.
  - a. No comments or concerns. A revised sheet A104Ia has been included for your information.

SMART DESIGN SOLUTIONS

Attachment 9 is included with  
the minutes of the 2-13-12  
meeting, at the request of Board member

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



Item "For The Record" requested by Kim Murphy for attachment to the Minutes.

Attachment 10 is included with the minutes of the 2-13-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

6. In the main campus, the scope of work has increased to include new data, speakers and clocks in all spaces instead of only heavily renovated spaces as included before. The drawings have been modified to include some measures taken in every space to secure any "free air" cabling that might be encountered during the renovations.
  - a. No comments or concerns
7. Per information provided by the acoustical consultants, door seals and mechanical noise reducing measure have been added to the arena style gym. This report was just received the beginning of December. The consultant has also asked to look into adding rigid materials to the roof system. This is currently being taken into consideration, but no decisions have been made to the implementation.
  - a. OSF expressed concern over what additional materials would be added, their location and affect on the construction. Currently, we are looking into quieter units and/ or adding 2 layers of gypsum board to the exterior side of the roof deck. The roof above the upper concourse area is rated 1 hour using UL Assembly S736. The addition of gypsum board in this location will not affect the rating of the roof deck. Our structural engineers are evaluating the impacts of the additional weight and will address any structural concerns accordingly. This change is a result of a mistake by the acoustical engineer and we are trying resolve the issue with minimal impacts to the design. There should only be minor changes to the structure and mechanical drawings if any at all and we will transmit to OSF any modifications to the plans
8. Per the District's request, we are putting in an add alternate to include replacing all duct board in the main building. This was a recent request and has not been incorporated into the construction documents yet.
  - a. OSF expressed concern about this addition. Your concern was that we were not previously doing any work in these areas. I explained that in fact we were sprinklering the entire campus and replacing/repairing duct board in the main building currently. This new addition is a result of the District wanting to get a price on updating the system while construction costs are still down. Already in the plans and specifications are instructions on how to handle duct board repair and replacement, the only addition will be a description of add/ alternate scope. Currently we are trying to get field verification of the amount and location of duct board as no complete drawings exist. Once the information has been received and complied we will transmit to OSF.
9. We received comments from DHEC at the end of November. I have attached their letter. We are currently addressing their comments which mainly includes relocating floor drains and a hose reel and providing clarifications. The District has also requested some minor revisions to the equipment types and locations. I have included a revised kitchen plan for your information.
  - a. Necessary information was included. No concerns or additional information was requested. I am in the process of compiling the information to transmit to DHEC by January 18<sup>th</sup>. Per the phasing of the project, the kitchen construction will not take place until approximately 2 years into the project so this should not affect the schedule.
10. The construction life safety plans have been updated to reflect the new schedule and incorporate comments from the District on the sequence of construction. These drawings are based on a March 2011 construction start date.
  - a. No concerns. Additional information was included in the packet.

*Want to see*

*Ceiling removal?  
Want to see plans  
restate original position*

Item "For The Record" requested by Kim Murphy for attachment to the Minutes.

Attachment 11 is included with the minutes of the 2-13-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

11. In the media center the plans for the base and add alterhate renovations have been modified to maintain the existing toilet facility.
- a. Since this is a reduction in scope, will increase the amount of plumbing fixtures, and will result in no work being done in the restroom I did not previously include a revised plan. However, a floor plan will be included with this letter for your records. —OK
12. Permit status is listed below:
- a. Stream Mitigation/Disturbance Approval: SCDHEC issued the 401 certification and the Corps of Engineers has issued their permit based on the 401 certification. Currently, the 401 certification is being appealed and going through the hearing process in Administrative Law Court. (Copy of Corps permit included) ①
    - i. Court hearing is currently in progress.
  - b. Lexington County Land Disturbance Permit: Verbal Approval given, letter in transmit. Lexington Richland Five attorneys are trying to set up a meeting with SCDHEC Stormwater Section to discuss the issue of the NPDES General Permit coverage in lieu of the appeal of the 401 certification. ②
    - i. Lexington County letter received and included
    - ii. The District's attorneys and S&W are meeting with DHEC on the 13<sup>th</sup> of January to discuss the permit.
  - c. SCDHEC Water Construction Permit: Currently under review by City of Columbia. (Preliminary comments received) ③
    - i. Review of resubmitted materials based on review comments should be completed this week.
  - d. SCDHEC Sanitary Sewer Construction Permit: Currently under review by SCDHEC. (Preliminary comments received)
    - i. Review is complete. Approval is included
  - e. SCDOT Road Widening Encroachment Permit: Need NPDES General Permit coverage letter from SCDHEC in order to make submittal. SCDOT has already issued a preliminary approval letter. ④
    - i. Permit is contingent on DHEC stormwater permit. Plans have been reviewed and awaiting letter.
  - f. Town of Chapin Zoning: Plans were issued through the Town in order to be reviewed by Lexington County.
    - i. Latest site plans and landscaping plans have been delivered to Town of Chapin and are currently in the review process. Previous site variations have already been through their office therefore this should be a fairly short process.

Based on our conversation this morning, I will transmit the remaining permits once the majority of them have been received as to not send multiple separate documents. To the best of my knowledge, we should be receiving these in the next few weeks. Per the OSF section below, permits shall be submitted with final construction review documents. ✓

#### SECTION 602 REQUIRED CONSTRUCTION PERMITS AND APPROVALS

602.1 The design professionals shall be responsible for obtaining all design-related permits and approvals. Copies of permits and approvals shall be submitted to OSF along with final review documents.

Item "For The Record" requested by Kim Murphy for attachment to the Minutes.

However later in the OSF guidelines section shown below, any permits that were not transmitted at the time of construction document review may be submitted during the bidding process.

### SECTION 803 REQUIRED TRANSMITTALS

803.1 The following administrative records of the Bidding Phase shall be sent to the OSF:

803.2 During the bid period the following shall be sent to the OSF:

803.2.1.1 Addenda (with a code impact statement from the design professionals)

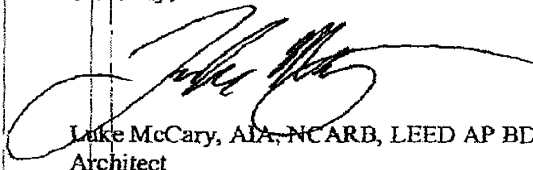
803.2.1.2 Revised drawings (with a code impact statement from the design professionals)

803.2.1.3 Any approvals from other state agencies not previously submitted

The Chapin High School project has suffered significant delays because of the complications from the DHEC 401 water quality permit, for which permit has been issued but is currently being appealed. The District would like to advertise the project once they conclude the necessary issues have been resolved in relation to the permits and that any outstanding approvals could be received before the construction start date. OSF guidelines allow approvals to be transmitted during the bidding process, however currently your office has deemed that the project is not ready for bid. Please advise what remaining permits and approvals OSF will require before issuing approval to proceed.

Please contact me if you have any questions or require any additional information. Thank you.

Sincerely,



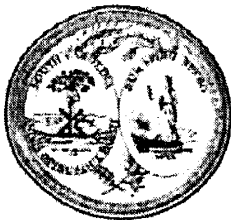
Luke McCary, AIA, NCARB, LEED AP BD+C  
Architect

cc: Akil Ross, Principal Chapin High School / File

Attachment 12 is included with  
the minutes of the 2-13-12  
meeting, at the request of Board member

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

Item "For The Record" requested by **Kim Murphy** for attachment to the Minutes.



STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION

Mick Zais  
Superintendent

1429 Senate Street  
Columbia, South Carolina 29201

September 15, 2011 \*

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

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

Dear Mr. McCary:

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

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

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

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

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

Attachment 13 is included with  
the minutes of the 2-13-12  
meeting, at the request of Board member  
Kim Murphy  
pursuant to S.C. Code Ann. §30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

HDC/pyh

Sincerely,

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

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

Office of School Facilities 1429 Senate Street, Room 1114 Columbia, South Carolina 29201  
Telephone: 803.734.4839; Fax: 803.734.4857; E-mail: hcoogler@ed.sc.gov

Item "For The Record" requested by Kim Murphy for attachment to the Minutes.



Kim Murphy  
February 13, 2012

**On the Record statement for Agenda Item #9 (b)(1) – Update on cost of legal appeals at Chapin High School (Exhibit B) and Mr. Ed White’s “on the record” statement claiming that I caused additional costs for the Chapin High School project.**

I would like to go on the record that that is absolutely false information and misleading information in Exhibit B and what Mr. White has put on the record. And Mr. White is fully aware that there is no additional penalty for losing the Build America Bonds because District 5 did not qualify for Build America Bonds. The project was not ready to go.

Plans and specifications were not complete. We have already submitted documentation from Office of School Facilities that documents that.

In addition, all the alternates were added to the project, which is wonderful... that’s in addition. In addition to that we have had an increase in scope on the project.

Again, this is false information.

Attachment 14 is included with  
the minutes of the 2-13-12  
meeting, at the request of Board member  
Kim Murphy  
pursuant to S.C. Code Ann. §30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

Item **“For The Record”** requested by **Kim Murphy** for attachment to the Minutes.

Kim Murphy  
February 13, 2012

**On the Record** statement for Item #14 – Approval of roof replacement at Chapin Elementary  
(Exhibit G)

I'll go on the record now. I'm not opposed this project but I'm opposed to approving it right now without having the information in front of us to show us how it relates to our budget.

Attachment 15 is included with  
the minutes of the 2-13-12  
meeting, at the request of Board member  
Kim Murphy  
pursuant to S.C. Code Ann. § 30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

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Item **"For The Record"** requested by **Kim Murphy** for attachment to the Minutes.

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**On the Record statement for Agenda Item #12 (Exhibit E) - Approval of Irmo High School Phase 1 Plan and Dutch Fork High School Phase 1 Plan**

I would like to go on the record that I am not opposed to the projects. I voted "No" for 3 reasons:

1. The voters approved (and were sold on) specific projects on the bond referendum based on many, many public presentations from District 5's school board members and administration during the bond referendum campaign. Even automated phone calls were used to get the public to these meetings. *Specific project information* was advertised for over a year to the public by a displaying of renderings, charts and PowerPoint presentations as well as disseminated through email, newspapers, fliers, at schools and on the District's website. Though the specific Ballot question was worded so vaguely, which allowed the District to alter the projects, voters were led to believe that their money was going to be used on specific projects. Therefore, since the bond referendum plan has been changed so significantly by the board majority and monies are being re-allocated to projects not included in the presentations, it is my belief that we have an obligation, as board members, to present to the public the proposed changes to the bond referendum plan and allow for the public's input before moving forward with approving new projects. The board majority of Gantt, White, Baumgardner and Watson have voted against holding such public input meetings.
2. The school board is being asked tonight to approve almost \$5 million of bond referendum monies for parking and driveway projects -- none of which were advertised in the bond referendum and a large portion of the proposed projects are related to athletic improvements versus improvements to the academic facilities -- the main thrust behind the bond referendum campaign for these two schools. The proposed projects are not being discussed in any manner in conjunction with improvements to academics.
3. The board is being asked to approve almost \$5 million in capital projects using bond referendum monies, but we are only being provided with a very basic one-page rendering of each project, an aerial photo of each of the two schools and a two-sentence recommendation from the administration. No "program" has been presented to indicate the specific task of the architect, there is no documentation as to the impact on the bond referendum monies that remain unobligated or that were initially designed to address overcrowding issues such as those at Chapin Middle School but are now proposed to be used for non-academic facilities, and there is no information related to additional fees that will be charged to District 5 by the architect for the additional cost to design these new projects and additional cost by the Construction Management firm to oversee the new projects -- even when asked by a board member.

Attachment 16 is included with  
the minutes of the 2/13/12  
meeting, at the request of Board member  
Kim Murphy  
pursuant to S.C. Code Ann. §30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.



Minutes/ February 27, 2012

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

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

The following staff were in attendance:

Ms. Helen Anderson, Chief Instructional Services Officer  
Dr. Angela Bain, Chief Human Resource Services Officer  
Dr. Karl Fulmer, Chief Financial Services Officer  
Mr. Michael Harris, Director of Student Services  
Mr. Keith McAlister, Director of New Design and Construction  
Mr. Buddy Price, Director of Office of Community Services

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

The Invocation was given by Buddy Price. The Pledge of Allegiance was led by Taylor Chambers, a student at Irmo High School.

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

During the superintendent's report, Dr. Hefner presented information regarding programs in the district; Dr. Fulmer presented an update on the cost of legal appeals at Chapin High School (Exhibit B), the monthly financials (Exhibit C), the 8% capital projects (Exhibit D), and the bond referendum expenditure summary report (Exhibit E); Keith McAlister and Bill Fleming presented the Irmo High School's phase 2 plan (Exhibit F).

During the public participation time, Tracey Hagerty, Julie Schelble and Robbie Morgan spoke regarding Chapin High School's renovations; and Carol Sloop spoke regarding a zoning issue next to Dutch Fork Middle School.

Michael Harris presented a memorandum of agreement regarding dependents of military personnel (Exhibit L).

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

Karl Fulmer presented a resolution to approve financing for the purchase of activity buses (Exhibit M).

Robert Gantt discussed a resolution of support of public schools.

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

SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES

Meeting of February 27, 2012

		B A U M G A R D N E R	G A N T T	H A M M O N D	M U R P H Y	T U R N E R	W A T S O N	W H I T E
1.	M. Hammond S. White  Enter executive session to consider the following: 2a) selected employment items (Exhibit A)	A	X	X	A	A	X	X
2.	M. Watson S. Baumgardner  Approve the agenda	X	X	X	AB	X	X	X
3.	M. Watson S. White  Approve the selected employment items (Exhibit A)	X	X	X	AB	X	X	X
4.	M. Watson S. Baumgardner  Approve the proposed 2012-2013 and 2013-2014 district calendars (Exhibit G)	X	X	X	AB	X	X	X
5.	M. Watson S. Baumgardner  Approve second reading of revisions to board policy JFAA/JFAB-R "Admission of Resident/Non-Resident Students" (Exhibit H)	X	X	X	AB	X	X	X
6.	M. Watson S. Baumgardner  Approve 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 IHBH "Homebound Instruction"	X	X	X	AB	X	X	X

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

SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES

Meeting of February 27, 2012

		B A U M G A R D N E R	G A N T T	H A M M O N D	M U R P H Y	T U R N E R	W A T S O N	W H I T E
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"								
7.	M. Watson                      S. Baumgardner  Approve first reading of proposed revisions to board policy JICDA-R "Code of Conduct" (Exhibit J)	X	X	X	AB	X	X	X
8.	M. Baumgardner              S. Hammond  Approve the proposed board meeting schedule for 2012-2013 (Exhibit K)	X	X	X	AB	X	X	X
9.	M. Baumgardner              S. Hammond  Adjourn at 9:52 p.m.	X	X	X	AB	X	X	X

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

For the Record by Beth Burn Watson and Ellen Baumgardner, February 27, 2012

I want to go on the record to say that Dr. Karl Fulmer's report on the updated estimated cost of Kim Murphy's lawsuit delaying renovations at Chapin High School is factual and correct. It is shameful and disrespectful, not to mention without proof of evidence, for Mrs. Murphy to accuse Dr. Fulmer of putting forth false information. In fact, Mrs. Murphy is the one who continues to make false claims about the \$12.4 million that taxpayers are paying to defend the frivolous lawsuits brought by Mrs. Murphy.

Attachment 1 is included with  
the minutes of the 2-27-12  
meeting, at the request of Board member  
Beth Watson + Ellen Baumgardner  
pursuant to S.C. Code Ann. §30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

Item "For The Record" requested by **Beth Watson** for attachment to the Minutes.

Item "For The Record" requested by **Ellen Baumgardner** for attachment to the Minutes.





*Submitted by  
Ed White*

February 22, 2012

TO: Stephen Hefner, Ed.D.  
Superintendent

FROM: Karl E. Fulmer, Ed.D. *[Signature]*  
Chief Financial Services Officer

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

Attachment 2 is included with  
the minutes of the 2-27-12  
meeting, at the request of Board member  
Ed White  
pursuant to S.C. Code Ann. §30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

**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.

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.

Attachment 3 is included with  
the minutes of the 2-27-12  
meeting, at the request of Board member  
Ed White  
pursuant to S.C. Code Ann. §30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

Item "For The Record" requested by **Ed White** for attachment to the Minutes.

## For The Record

Mrs. Murphy's "for the record" submissions made after the February 13 Board meeting raised some questions and concerns, which I have referred to the District's legal counsel. We are awaiting legal advice concerning the proper format of the February 13 Board minutes. The February 13, 2012 minutes will be considered in our March 12, 2012 meeting.

Robert Gantt

Attachment 4 is included with  
the minutes of the 2-27-12  
meeting, at the request of Board member  
Robert Gantt  
pursuant to S.C. Code Ann. § 30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

Item "For The Record" requested by **Robert Gantt** for attachment to the Minutes.

Kim Murphy  
February 13, 2012

**On the Record statement/document for Agenda Item #9 (b)(1) – Update on cost of legal appeals at Chapin High School (Exhibit B). In regard to the June 9, 2010 letter from Department of Education, Office of School Facilities and statement that Ms. Baumgartner placed “on the record:”**

“You (District 5) were granted permission to move forward but plans and specifications were not ready in June of that year and in fact I will put the document on the record that in January 14, 2011 -- after the Build America Bonds expired (January 1, 2011) -- the Department of Education said your plans and specifications do not meet the criteria to place out for bid.”

See attached Department of Education, Office of School Facilities, letter denying approval to advertise for bid dated January 14, 2011 and their letter dated September 15, 2011 authorizing approval to bid.

Attachment 5 is included with  
the minutes of the 2-27-12  
meeting, at the request of Board member  
Kim Murphy  
pursuant to S.C. Code Ann. § 30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

Item “For The Record” requested by **Kim Murphy** for attachment to the Minutes.

From: Howard Coogler Jr.  
To: Luke McCary  
CC: kmcalist@lex5.k12.sc.us  
Date: 1/14/2011 10:25 AM  
Subject: Chapin High School

\* The low-interest Build America Bond program expired on January 1, 2011. This letter from OSF shows that District 5 did not meet OSF's criteria to advertise the project for bid on January 14, 2011 and they therefore missed the opportunity to qualify for this program. OSF approval was

Thank you for your letter of January 6th, in which you provided us with an update on the status of the Chapin High renovation project. In reviewing the letter, we remain concerned not only about the still unissued permits, but with two design issues as well. I have address each of our concerns below.

First, with regard to the roof deck, you indicate that you are "trying to resolve the issue with minimal impacts to design". However, at this point neither you nor this Office knows what the impacts on design will be. We do not believe it is appropriate for this Office to approve any project to be advertised when there is an unknown and potentially significant design consideration still unresolved. As a result, we wish to see the design solution to this issue before giving permission to advertise.

not granted until Sept. 15, 2011 after plans and specs were complete. That approval letter is attached at end.

Second, we were and remain concerned about the condition of the 40 year old duct board in the building. Furthermore, given the extent of the required above ceiling work on this project, there will no doubt be significant disruption of the duct board. In addition, there is the fact that you do not yet know the amount or location of the existing duct board. We believe it is in the district's best interests to replace all of the existing duct board. However, a potential bidder cannot properly respond to that which has not been quantified and is unknown. We would need to see the specifics of your add/alternate prior to giving permission to advertise.

Third, regarding the status of project permits, the process has advanced since December 16th. However, we wish to know the results of the DHEC meeting before proceeding.

In conclusion, once OSF has received, reviewed and approved revised plans addressing the roof deck issue; the specifics for an "add alternate" for duct board; and, a report with a positive outcome from the DHEC meeting of the 13th--we will reconsider granting approval to advertise. However, I would be remiss if I did not point out that any approval to advertise at this time would carry with it the provision that bids could not be opened until all permits are approved and the court case on the stream mitigation/disturbance issue resolved.

Howard D. Coogler, Jr. PE  
Office of School Facilities  
S. C. Department of Education

Attachment 6 is included with the minutes of the 2-27-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Ann. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

Attachment 7 is included with  
the minutes of the 2-27-12  
meeting, at the request of Board member  
Kim Murphy  
pursuant to S.C. Code Ann. § 30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

**STEVENS WILKINSON**  
ARCHITECTURE ENGINEERING INTERIORS

1501 Main St. Columbia, SC 29201  
Post Office Drawer 7 Columbia, SC 29202  
T 803.765.0320 F 803.254.6209  
www.stevens-wilkinson.com

January 6, 2011

Office of School Facilities  
Attention: Howard Coogler  
1429 Senate Street, Room 1114  
Columbia, SC 29201

RE: Chapin High School  
JN: 07178.00

Dear Mr. Coogler:

Below is a record and response to a conversation we had on December 16<sup>th</sup>, 2010, in reference to a letter and supporting materials sent to you on December 15<sup>th</sup>, 2010 requesting permission to advertise the Chapin project for bid. The original numbering and text is below followed by any updates and notes from the discussion we had. I have included an update on the permitting process and any unresolved issues.

1. All items brought to our attention as part of the OSF review comments have been incorporated into the construction documents as per the information transmitted on June 2, 2010 and June 29, 2010.
  - a. No comments from OSF. A spreadsheet was sent to OSF prior to the initial approval for bid advertisement
2. The athletic practice fields have been modified through the process with the Corps and DHEC. One field has been eliminated from the project leaving only 2 practice fields. I have included an updated site plan for your information.
  - a. No comments. Updated information has been submitted.
3. The scope of work in the tennis and track areas has increased from resurfacing to a complete rebuild. New storm drainage, power and lighting has been designed in these areas.
  - a. No comments or concerns from OSF. No additional information required.
4. The scope of work in the fine arts building has been increased to include new lighting in this area. This is a result of sprinklering the facility.
  - a. No comments or concerns. No additional information required.
5. In the Administration add/ alternate (Sheet A1041a), room 1010b has been changed from "storage" to "data". This is at the District's request to improve the data system if the full renovation of the administration area is taken.
  - a. No comments or concerns. A revised sheet A1041a has been included for your information.

SMART DESIGN SOLUTIONS

Item "For The Record" requested by **Kim Murphy** for attachment to the Minutes.

Attachment 8 is included with the minutes of the 2-27-12 meeting, at the request of Board member Kim Murphy pursuant to S.C. Code Anh. §30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

6. In the main campus, the scope of work has increased to include new data, speakers and clocks in all spaces instead of only heavily renovated spaces as included before. The drawings have been modified to include some measures taken in every space to secure any "free air" cabling that might be encountered during the renovations.
  - a. No comments or concerns
7. Per information provided by the acoustical consultants, door seals and mechanical noise reducing measure have been added to the arena style gym. This report was just received the beginning of December. The consultant has also asked to look into adding rigid materials to the roof system. This is currently being taken into consideration, but no decisions have been made to the implementation.
  - a. OSF expressed concern over what additional materials would be added, their location and affect on the construction. Currently, we are looking into quieter units and/ or adding 2 layers of gypsum board to the exterior side of the roof deck. The roof above the upper concourse area is rated 1 hour using UL Assembly S736. The addition of gypsum board in this location will not affect the rating of the roof deck. Our structural engineers are evaluating the impacts of the additional weight and will address any structural concerns accordingly. This change is a result of a mistake by the acoustical engineer and we are trying resolve the issue with minimal impacts to the design. There should only be minor changes to the structure and mechanical drawings if any at all and we will transmit to OSF any modifications to the plans
8. Per the District's request, we are putting in an add alternate to include replacing all duct board in the main building. This was a recent request and has not been incorporated into the construction documents yet.
  - a. OSF expressed concern about this addition. Your concern was that we were not previously doing any work in these areas. I explained that in fact we were sprinklering the entire campus and replacing/ repairing duct board in the main building currently. This new addition is a result of the District wanting to get a price on updating the system while construction costs are still down. Already in the plans and specifications are instructions on how to handle duct board repair and replacement, the only addition will be a description of add/ alternate scope. Currently we are trying to get field verification of the amount and location of duct board as no complete drawings exist. Once the information has been received and complied we will transmit to OSF.
9. We received comments from DHEC at the end of November. I have attached their letter. We are currently addressing their comments which mainly includes relocating floor drains and a hose reel and providing clarifications. The District has also requested some minor revisions to the equipment types and locations. I have included a revised kitchen plan for your information.
  - a. Necessary information was included. No concerns or additional information was requested. I am in the process of compiling the information to transmit to DHEC by January 18<sup>th</sup>. Per the phasing of the project, the kitchen construction will not take place until approximately 2 years into the project so this should not affect the schedule.
10. The construction life safety plans have been updated to reflect the new schedule and incorporate comments from the District on the sequence of construction. These drawings are based on a March 2011 construction start date.
  - a. No concerns. Additional information was included in the packet.

*Wait to see*

*Ceiling removal? Want to see plans*

*restate original portion*

11. In the media center the plans for the base and add alternate renovations have been modified to maintain the existing toilet facility.

- a. Since this is a reduction in scope, will increase the amount of plumbing fixtures, and will result in no work being done in the restroom I did not previously include a revised plan. However, a floor plan will be included with this letter for your records. — OK

12. Permit status is listed below:

- a. Stream Mitigation/Disturbance Approval: SCDHEC issued the 401 certification and the Corps of Engineers has issued their permit based on the 401 certification. Currently, the 401 certification is being appealed and going through the hearing process in Administrative Law Court. (Copy of Corps permit included) ①  
i. Court hearing is currently in progress.
- b. Lexington County Land Disturbance Permit: Verbal Approval given, letter in transmit. Lexington Richland Five attorneys are trying to set up a meeting with SCDHEC Stormwater Section to discuss the issue of the NPDES General Permit coverage in lieu of the appeal of the 401 certification. ②  
i. Lexington County letter received and included  
ii. The District's attorneys and S&W are meeting with DHEC on the 13<sup>th</sup> of January to discuss the permit.
- c. SCDHEC Water Construction Permit: Currently under review by City of Columbia. (Preliminary comments received) ③  
i. Review of resubmitted materials based on review comments should be completed this week.
- d. SCDHEC Sanitary Sewer Construction Permit: Currently under review by SCDHEC. (Preliminary comments received)  
i. Review is complete. Approval is included
- e. SCDOT Road Widening Encroachment Permit: Need NPDES General Permit coverage letter from SCDHEC in order to make submittal. SCDOT has already issued a preliminary approval letter. ④  
i. Permit is contingent on DHEC stormwater permit. Plans have been reviewed and awaiting letter.
- f. Town of Chapin Zoning: Plans were issued through the Town in order to be reviewed by Lexington County.  
i. Latest site plans and landscaping plans have been delivered to Town of Chapin and are currently in the review process. Previous site variations have already been through their office therefore this should be a fairly short process.

Based on our conversation this morning, I will transmit the remaining permits once the majority of them have been received as to not send multiple separate documents. To the best of my knowledge, we should be receiving these in the next few weeks. Per the OSF section below, permits shall be submitted with final construction review documents. ✓

#### SECTION 602 REQUIRED CONSTRUCTION PERMITS AND APPROVALS

602.1 The design professionals shall be responsible for obtaining all design-related permits and approvals. Copies of permits and approvals shall be submitted to OSF along with final review documents.



However later in the OSF guidelines section shown below, any permits that were not transmitted at the time of construction document review may be submitted during the bidding process.

#### SECTION 803 REQUIRED TRANSMITTALS

803.1 The following administrative records of the Bidding Phase shall be sent to the OSF:

803.2 During the bid period the following shall be sent to the OSF:

803.2.1.1 Addenda (with a code impact statement from the design professionals)

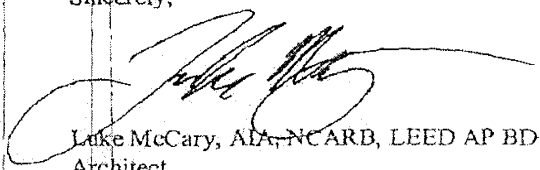
803.2.1.2 Revised drawings (with a code impact statement from the design professionals)

803.2.1.3 Any approvals from other state agencies not previously submitted

The Chapin High School project has suffered significant delays because of the complications from the DHEC 401 water quality permit, for which permit has been issued but is currently being appealed. The District would like to advertise the project once they conclude the necessary issues have been resolved in relation to the permits and that any outstanding approvals could be received before the construction start date. OSF guidelines allow approvals to be transmitted during the bidding process, however currently your office has deemed that the project is not ready for bid. Please advise what remaining permits and approvals OSF will require before issuing approval to proceed.

Please contact me if you have any questions or require any additional information. Thank you.

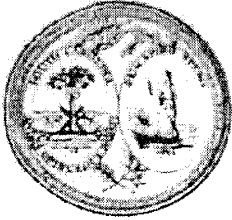
Sincerely,

  
Luke McCary, AIA, NCARB, LEED AP BD+C  
Architect

cc: Akil Ross, Principal Chapin High School / File

Attachment 10 is included with  
the minutes of the 2-27-12  
meeting, at the request of Board member  
Kim Murphy  
pursuant to S.C. Code Ann. § 30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

Item "For The Record" requested by **Kim Murphy** for attachment to the Minutes.



STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION

Mick Zais  
Superintendent

1429 Senate Street  
Columbia, South Carolina 29201

September 15, 2011 \*

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

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

Dear Mr. McCary:

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

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

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

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

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

Attachment II is included with  
the minutes of the 2-27-12  
meeting, at the request of Board member  
Kim Murphy  
pursuant to S.C. Code Ann. §80-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

Sincerely,

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

HDC/pyh

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

Kim Murphy  
February 27, 2012

Agenda Item 8b(1) – Update on cost of the legal appeals at Chapin High School.

1. I do want to go on the record that the information contained in Exhibit B is false information and I will again resubmit my documents (attached 7 pages dated February 13, 2012) for the record that were presented at the last meeting.
2. I am only able to hear you (Mr. Gantt) speak so I suppose that I need to go on the record that that is the case that I'm at a disadvantage, right now. I cannot hear any of the board members or staff members speaking. I just want to go on the record that I'm not able to hear the conversation and I think if we are going to have any more meetings like this maybe we need to improve our system.

Attachment 12 is included with  
the minutes of the 2-27-12  
meeting, at the request of Board member  
Kim Murphy  
pursuant to S.C. Code Ann. §30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.

Item "For The Record" requested by **Kim Murphy** for attachment to the Minutes.





**MEMORANDUM**

March 12, 2012

To: Members of the Board of Trustees

From: Keith McAlister   
Director, New Design and Construction

Re: Dutch Fork High School & Irmo High School Phase 2 Renovations

**ADMINISTRATION CONSIDERATION**

Administration recommends approval of the Phase 2 renovations to Dutch Fork High School and Irmo High School.

**RECOMMENDATION**

Administration seeks approval to proceed with the Phase 2 renovations to Dutch Fork High School (Budget amount: \$11,293,743.00) and Irmo High School (Budget amount: \$26,225,495.00).

**ATTACHMENT**

Exhibit

# IRMO HIGH SCHOOL

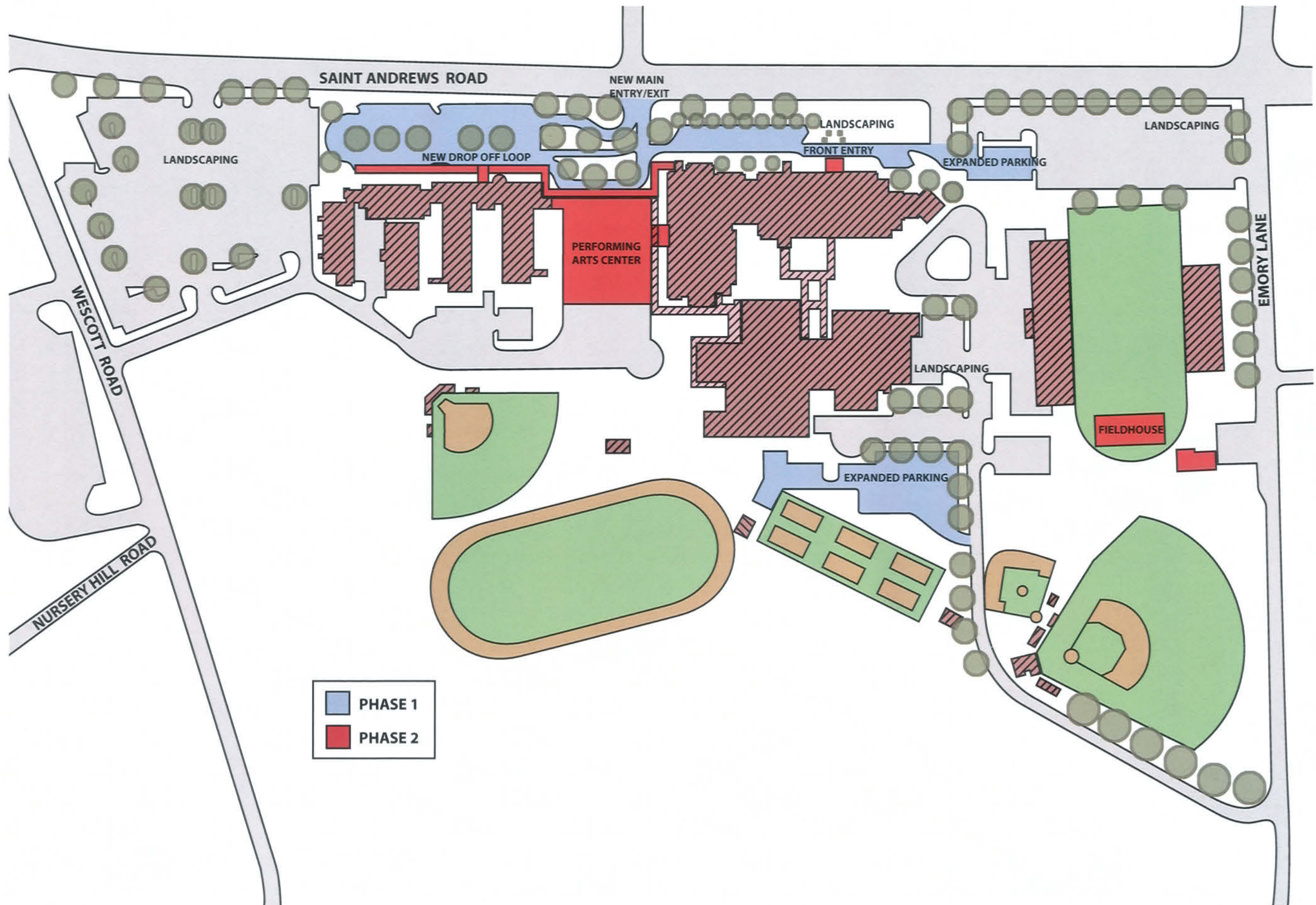
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## MASTER PLAN

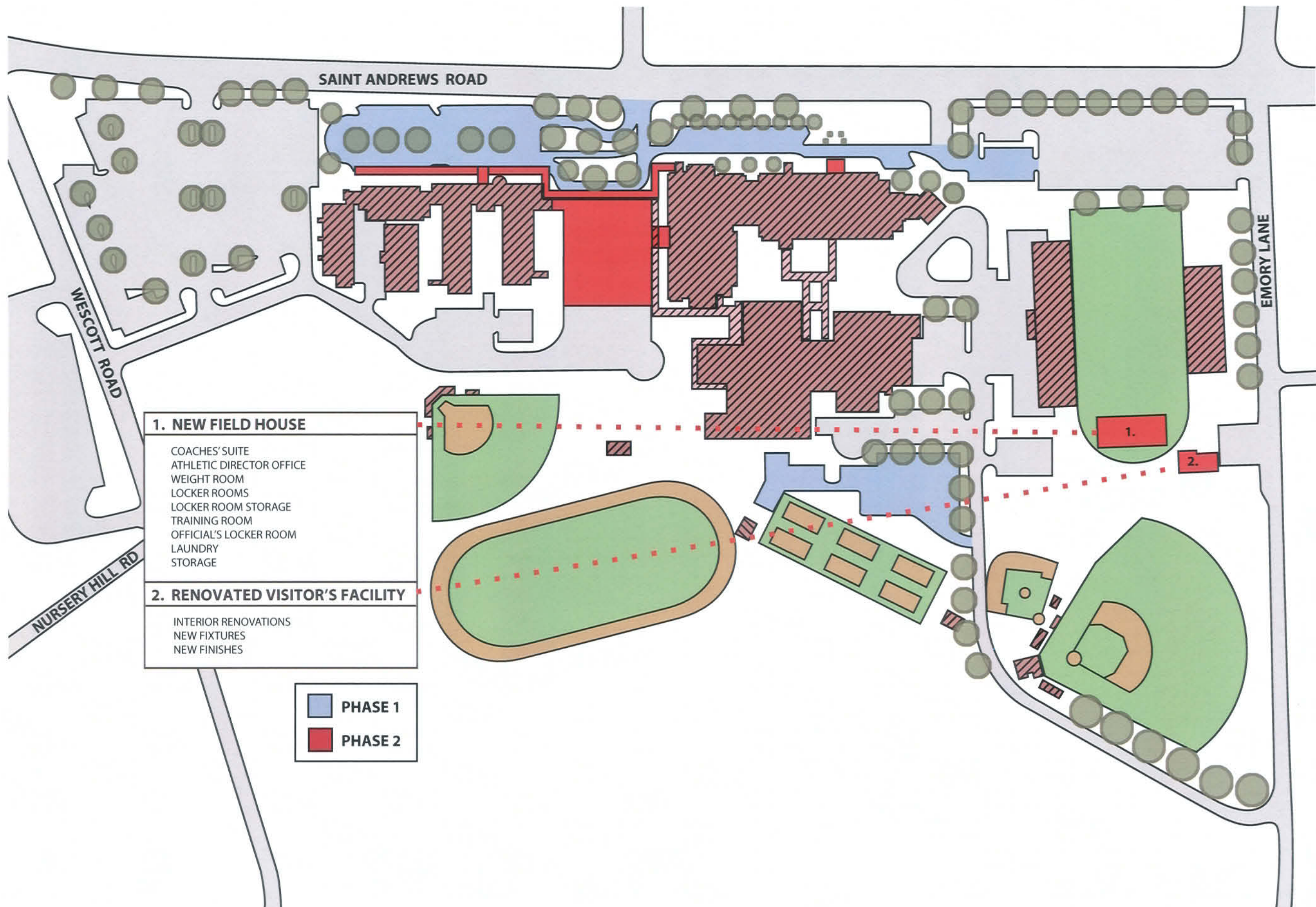
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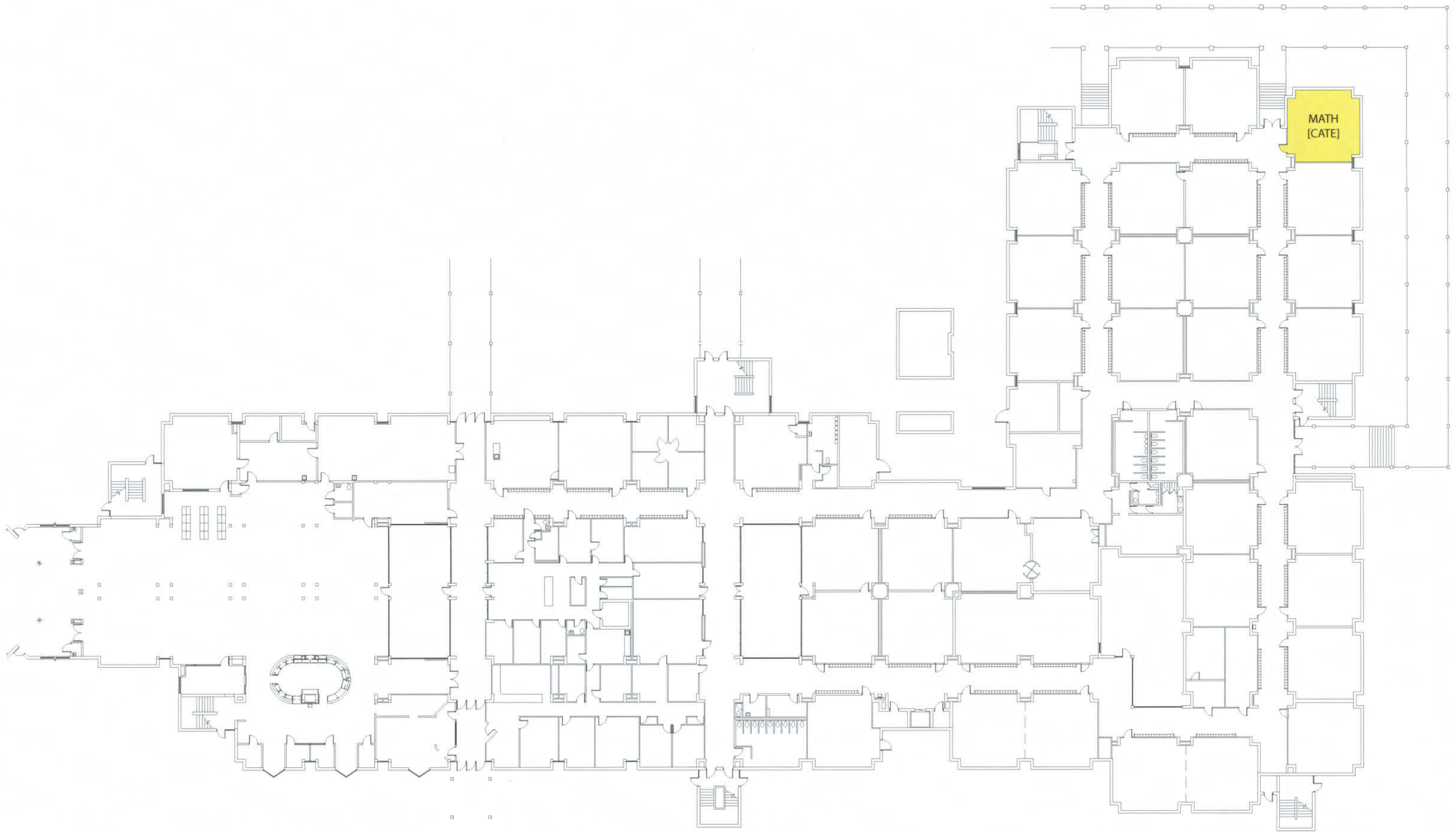




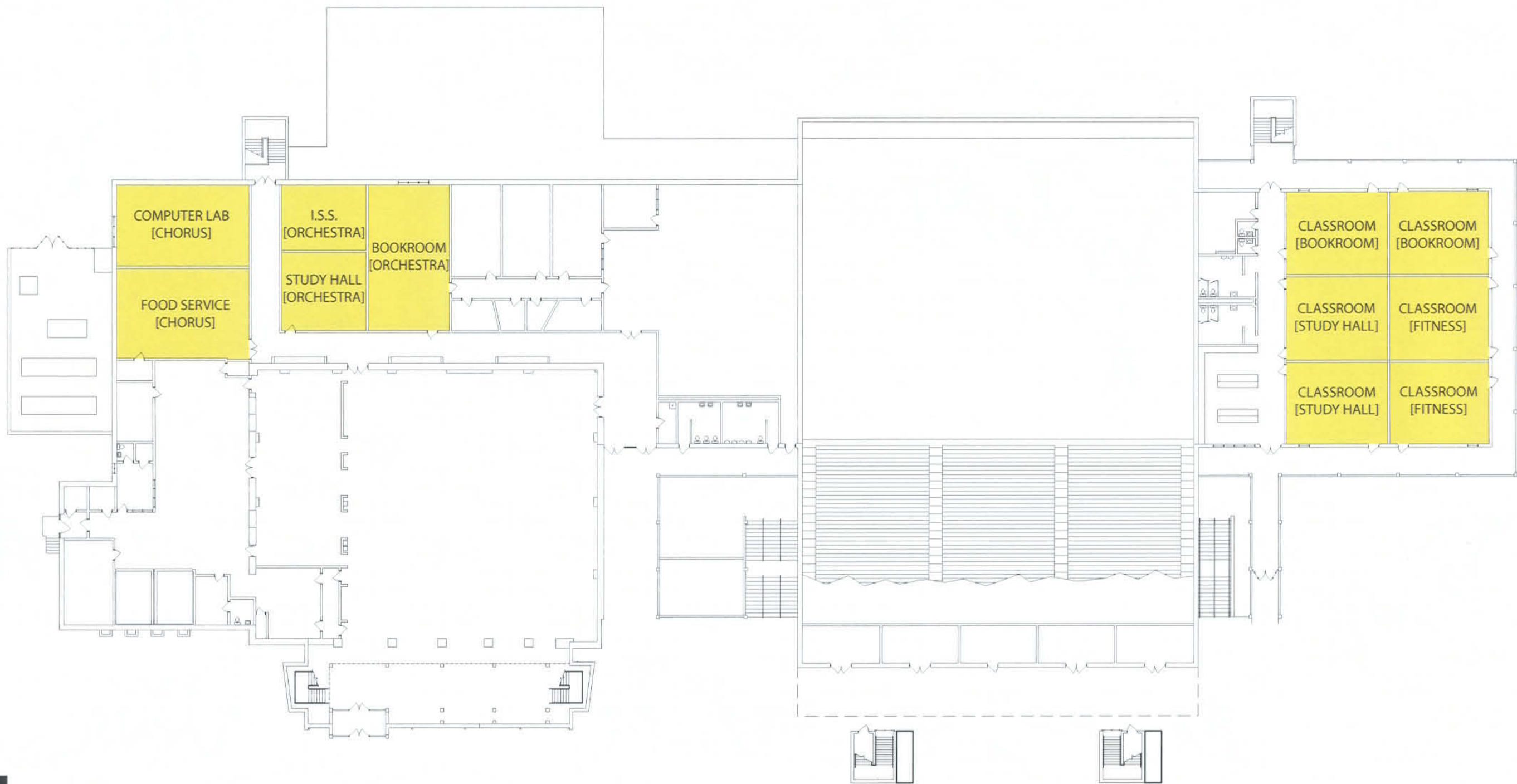


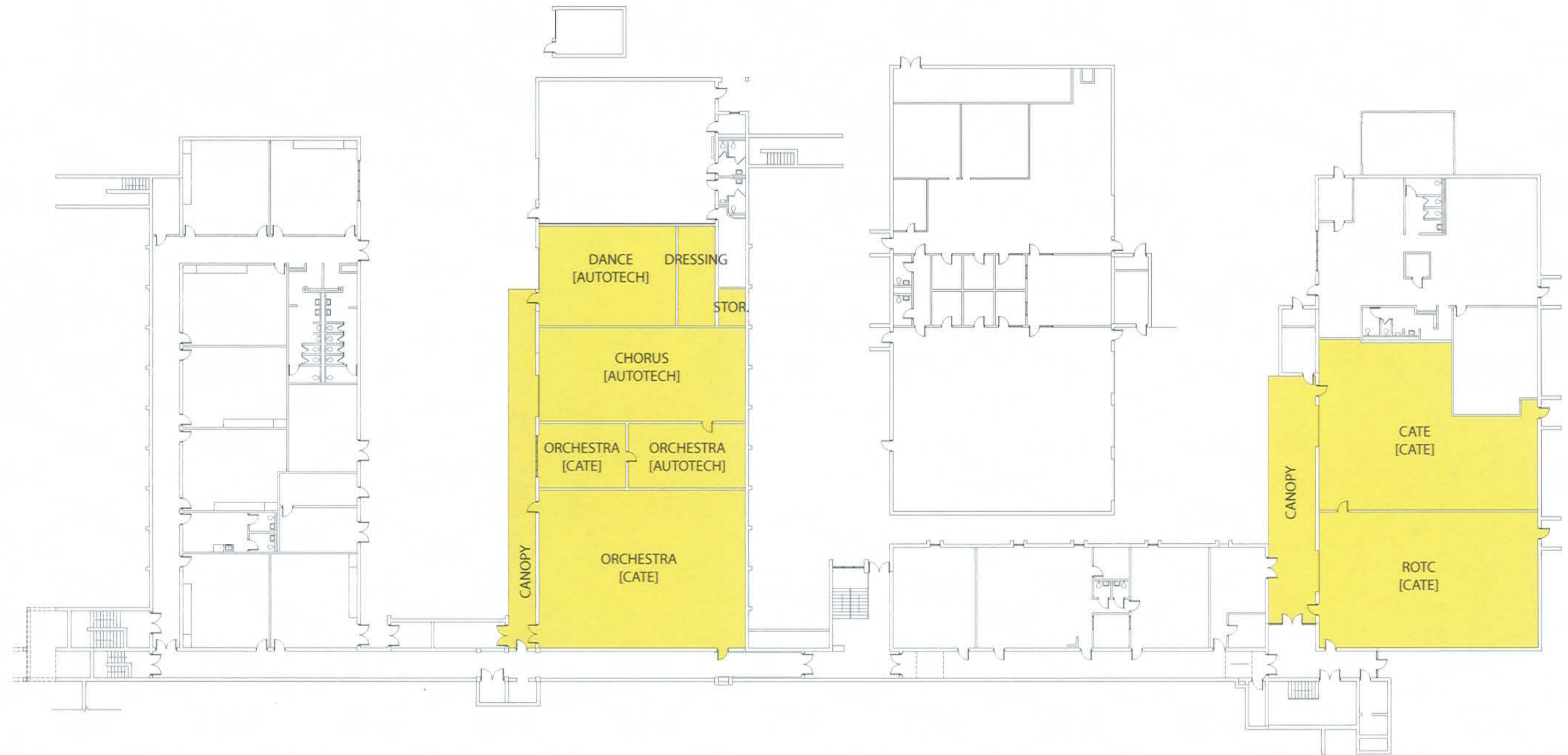




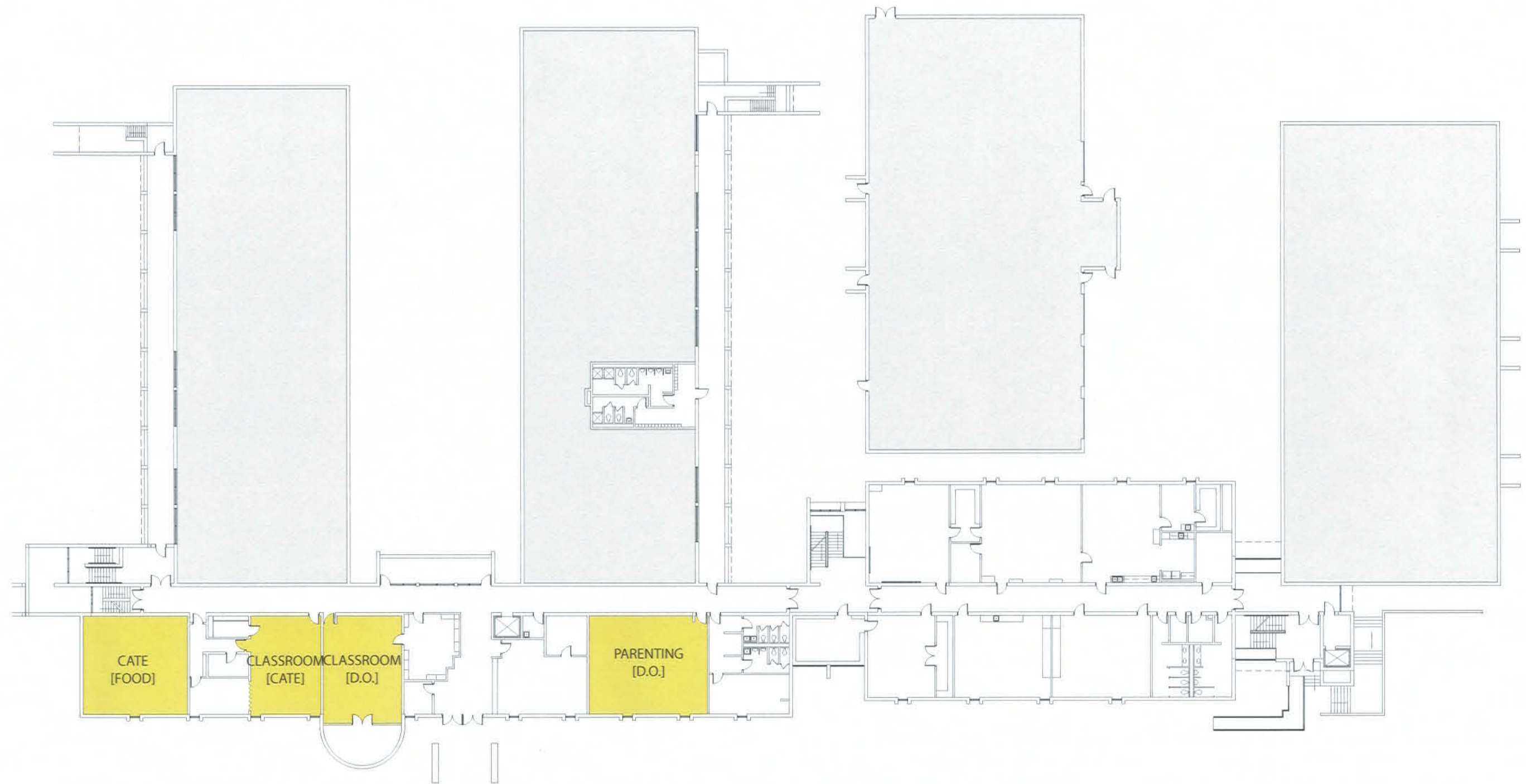


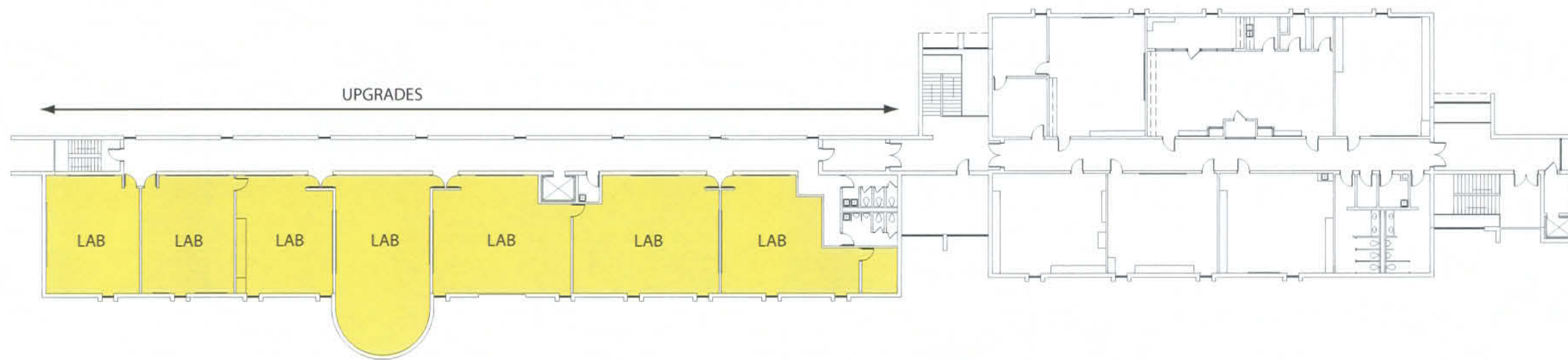




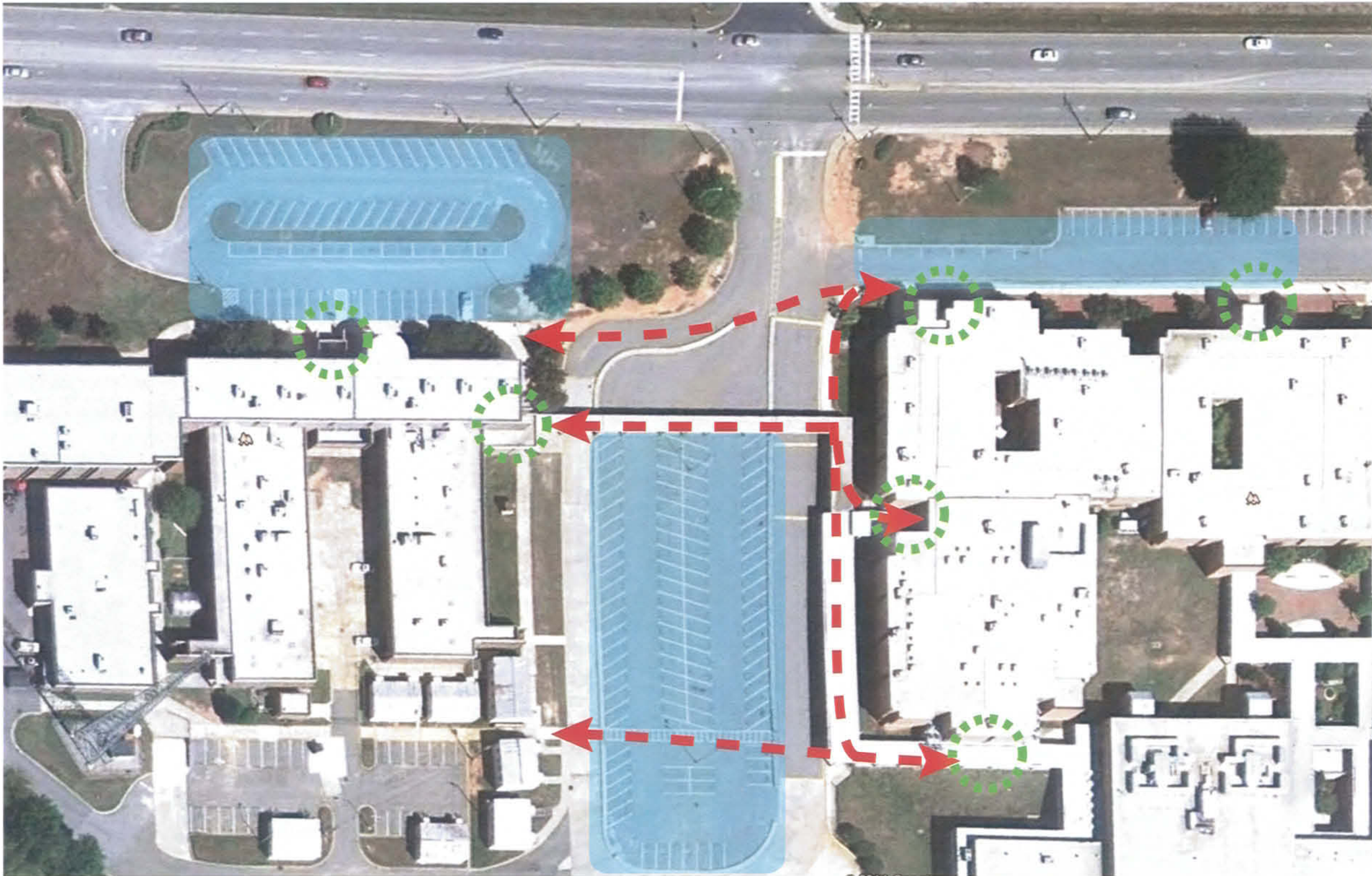








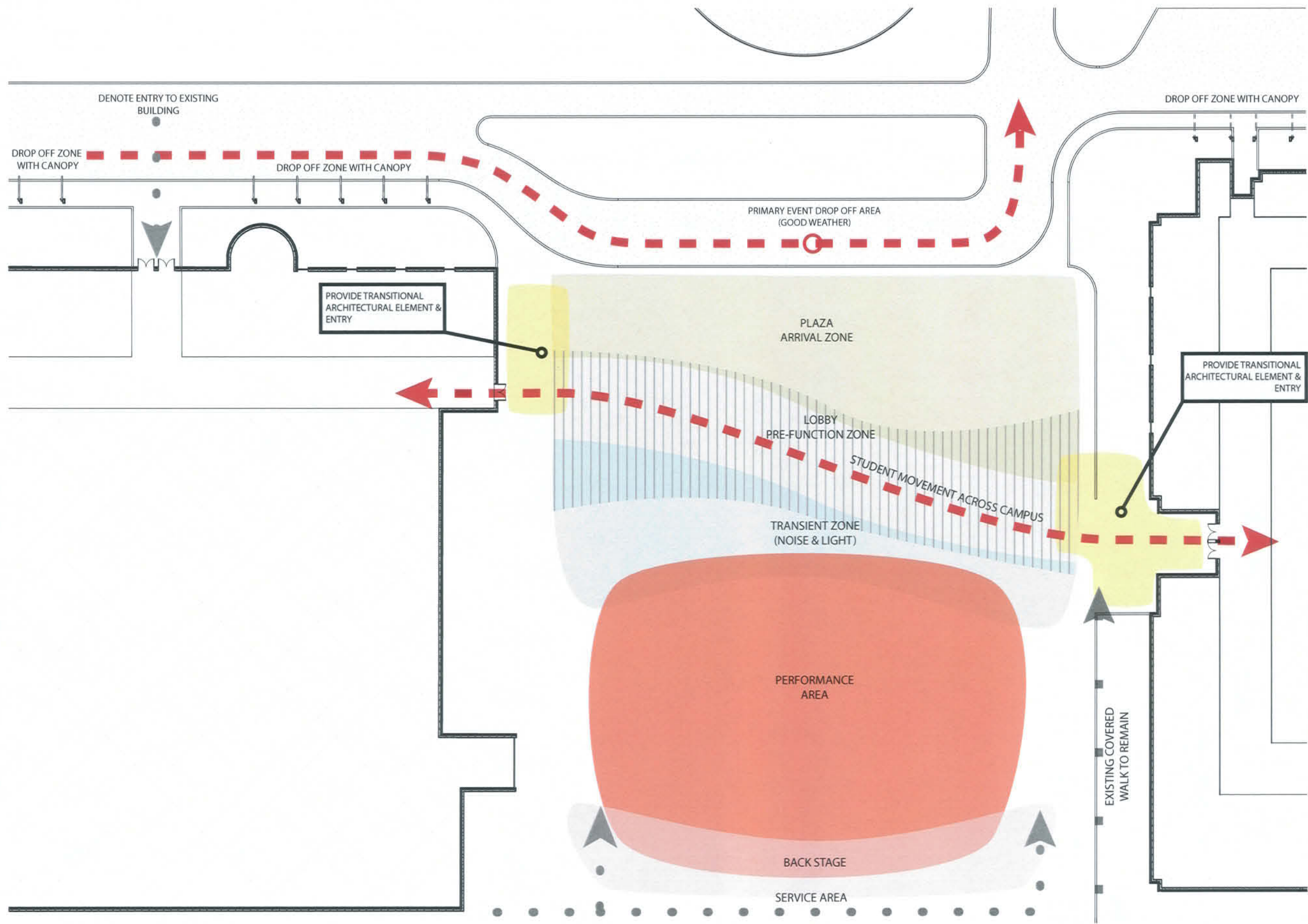




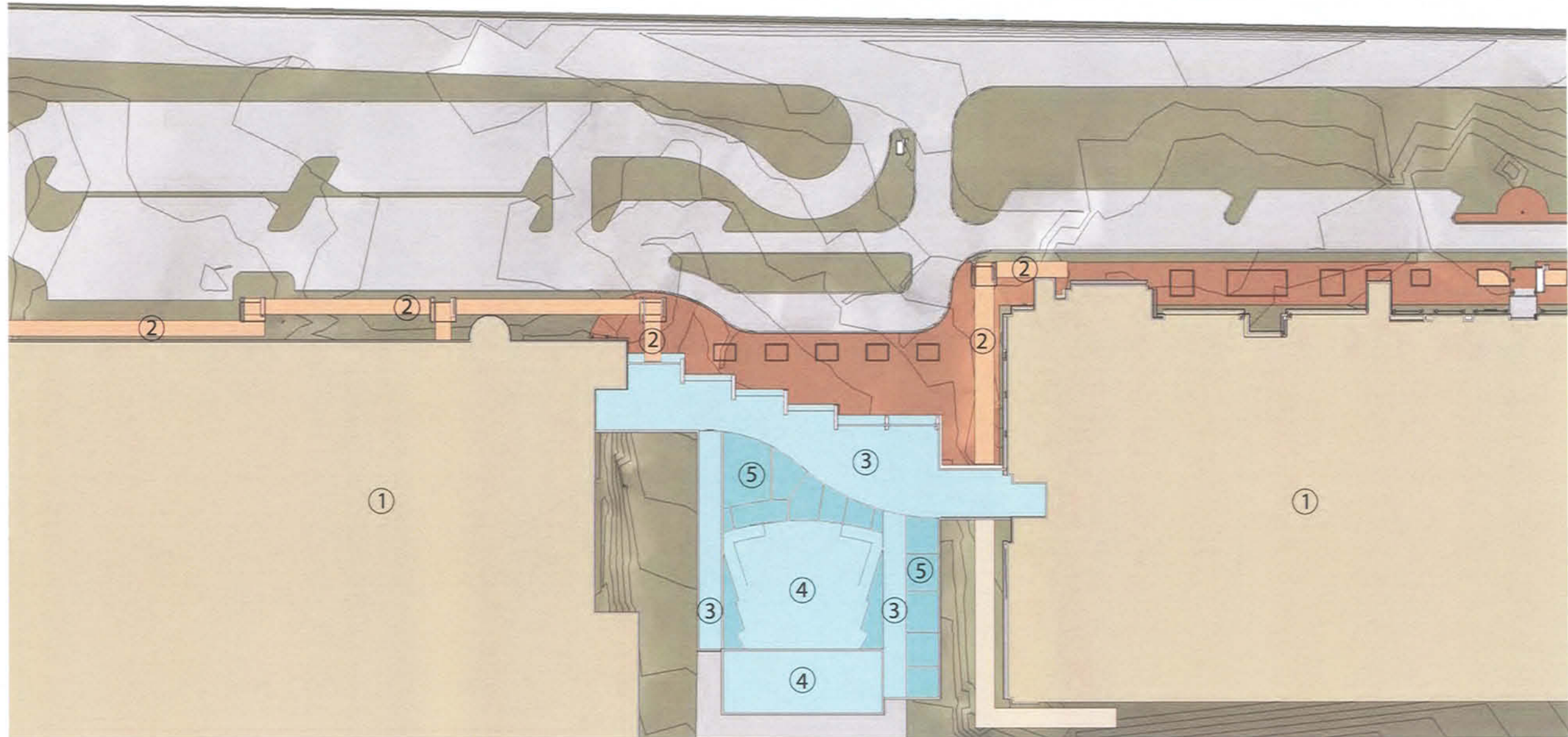
#### SITE ISSUES

- \_disjointed parking areas
- \_students crossing busy pick up/drop off area
- \_lack of connection between buildings
- \_needs a central unifying space







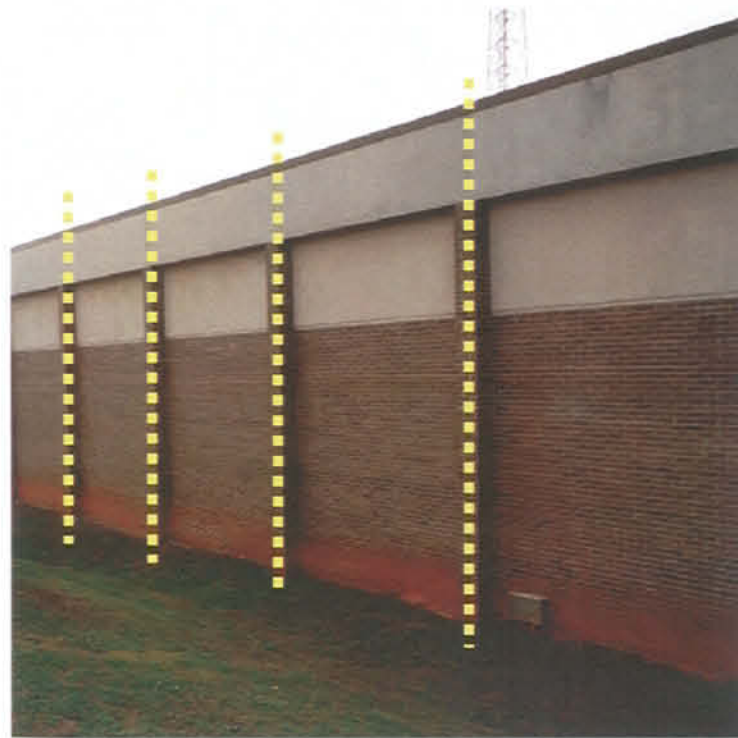


- ① EXISTING
- ② NEW CANOPY
- ③ CIRCULATION
- ④ THEATER / STAGE
- ⑤ MINOR SPACES

## CONTEXT

Currently:

- \_Vertical elements and rhythm*
- \_Lack of a central entrance for the school*
- \_Large windowless brick walls. Poor natural lighting in classrooms*

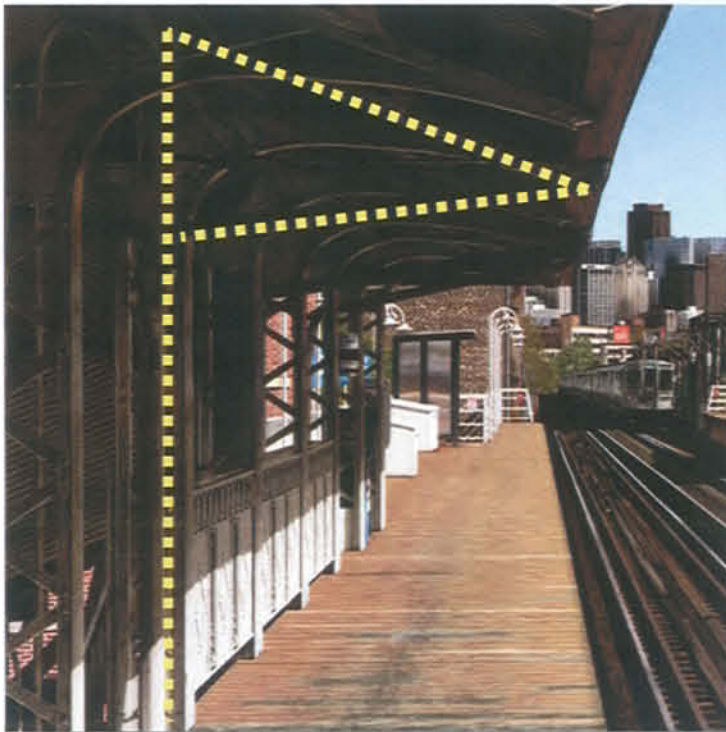




# INSPIRATION

Goals:

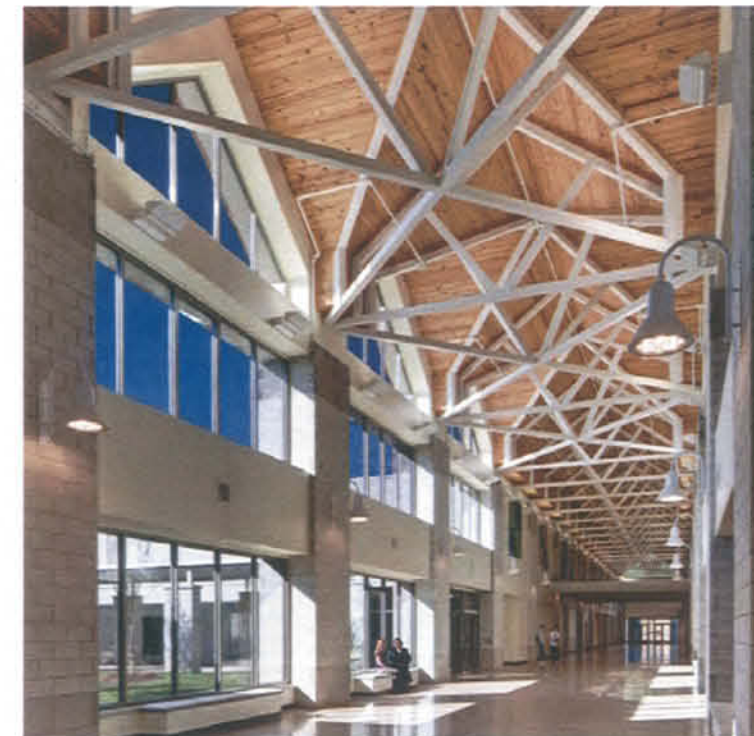
- \_Reflect the areas history with the railroad across the street*
- \_Restore natural lighting with plentiful windows*
- \_Bring the outside indoors and unite the campus*



train station canopy



old irmo high school



interior / exterior relationship



## EXPERIENCE

Goals:

- \_Create a centralized and welcoming face for the school*
- \_An inviting and grand sense of entry*
- \_Showcase the vibrant activities and student life inside*



inviting plaza



front entry / gathering space





S&W

ARCHITECTURE  
ENGINEERING  
INTERIORS

SMART DESIGN SOLUTIONS



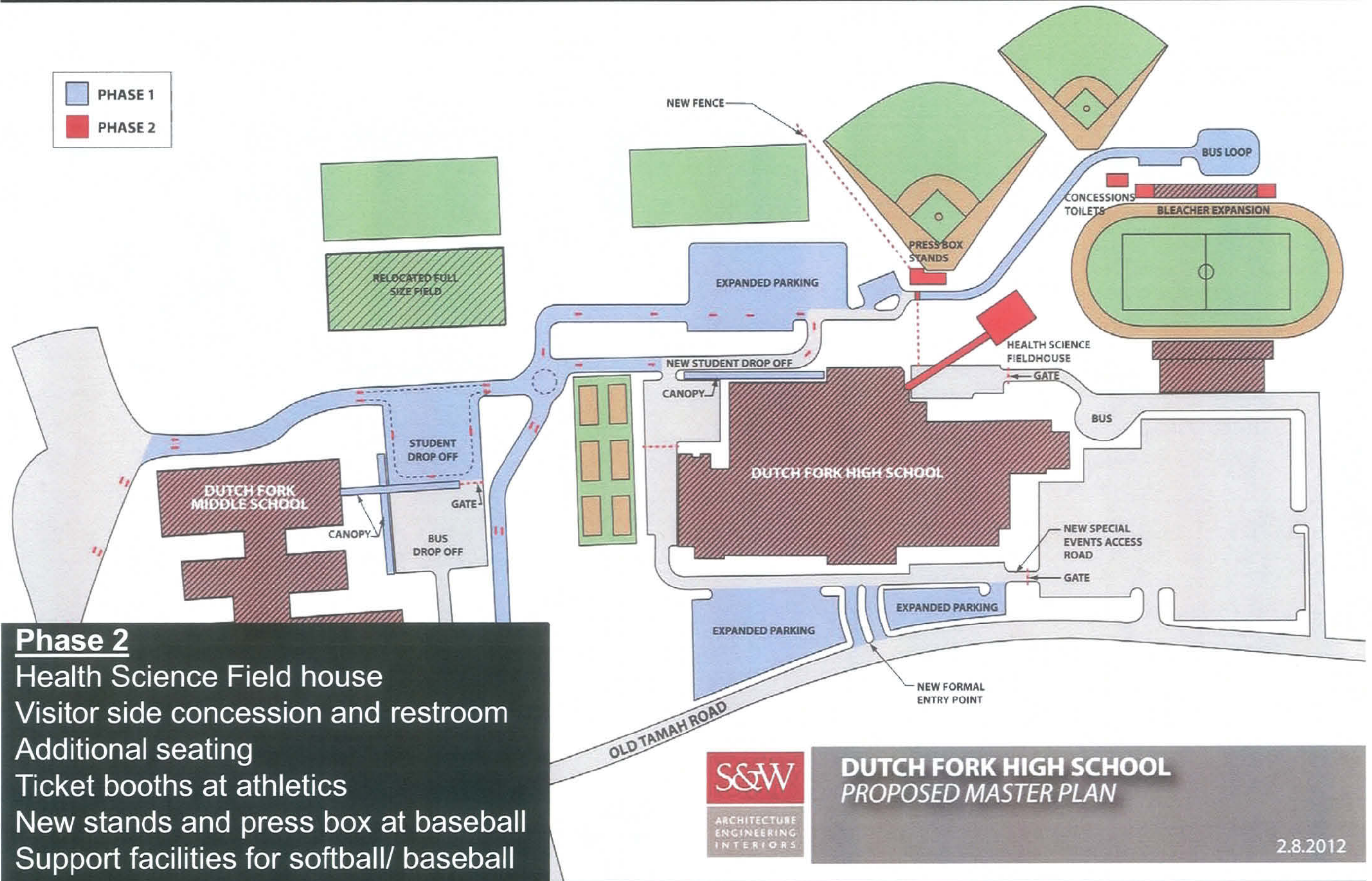
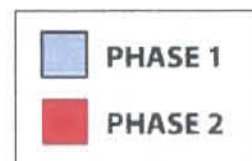
# DUTCH FORK HIGH SCHOOL

## MASTER PLAN

### PHASE 2







## Phase 2

Health Science Field house  
Visitor side concession and restroom  
Additional seating  
Ticket booths at athletics  
New stands and press box at baseball  
Support facilities for softball/ baseball



**DUTCH FORK HIGH SCHOOL**  
PROPOSED MASTER PLAN

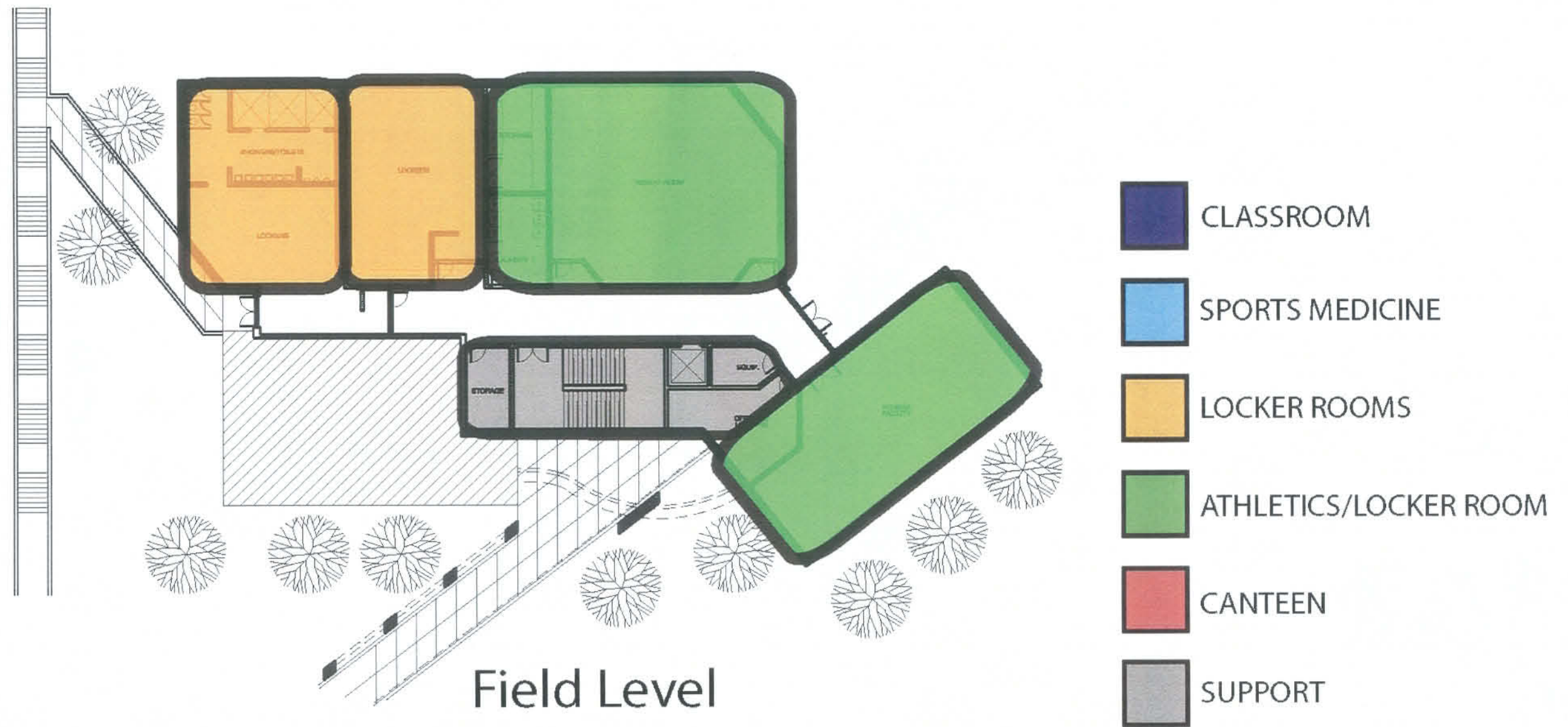
2.8.2012



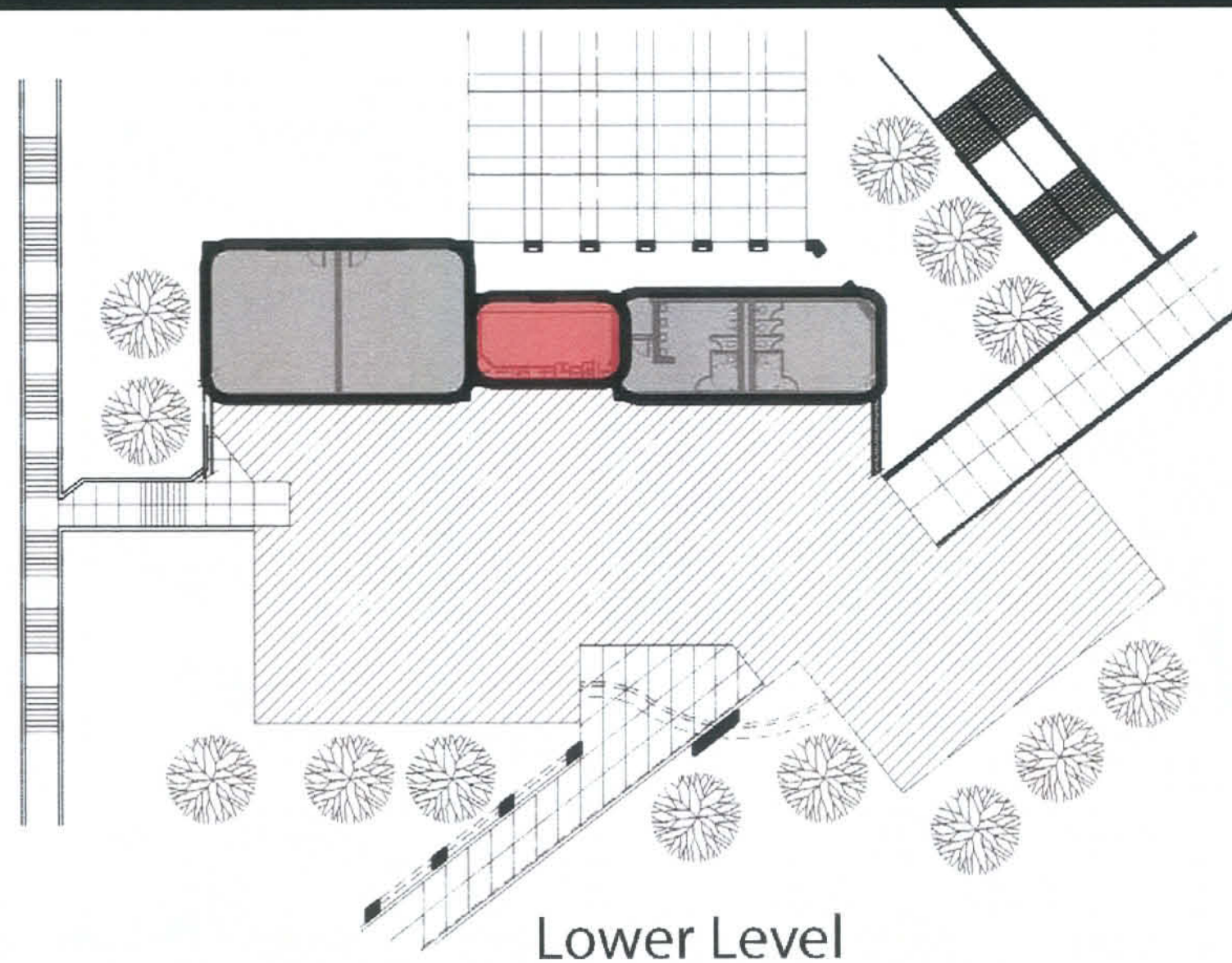


- CLASSROOM
- SPORTS MEDICINE
- LOCKER ROOMS
- ATHLETICS/LOCKER ROOM
- CANTEEN
- SUPPORT









- CLASSROOM
- SPORTS MEDICINE
- LOCKER ROOMS
- ATHLETICS/LOCKER ROOM
- CANTEEN
- SUPPORT

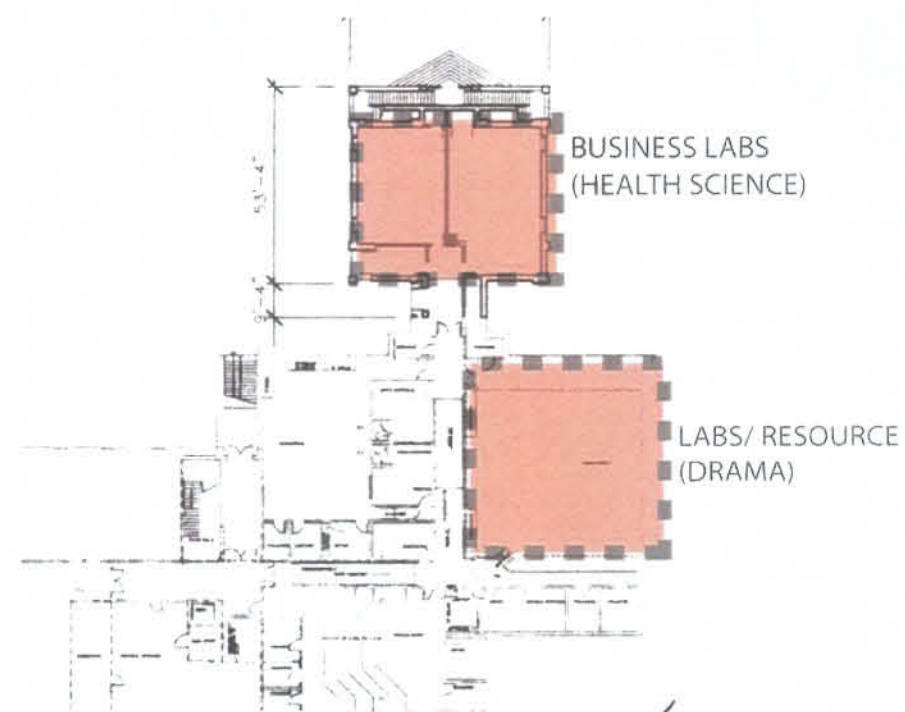




RE-PROGRAMMED SPACE

LABS  
(DRAMA)

PROPOSED USE  
(EXISTING USE)



Lower Level

DIGITAL ELECTRONICS  
(BUSINESS)

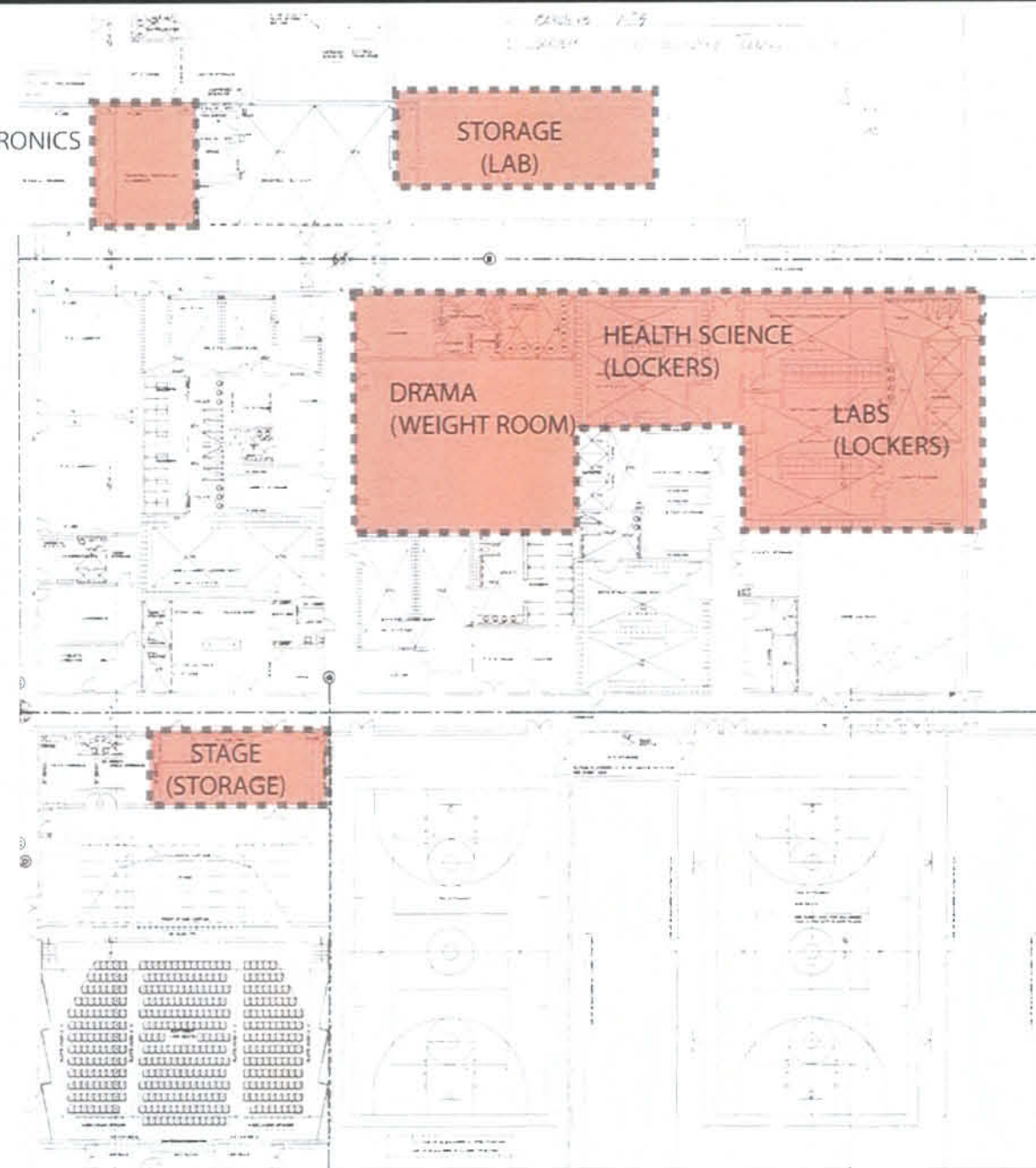
STORAGE  
(LAB)

DRAMA  
(WEIGHT ROOM)

HEALTH SCIENCE  
(LOCKERS)

LABS  
(LOCKERS)

STAGE  
(STORAGE)



Main Level

## FUTURE INTERIOR RENOVATIONS



Description	L.E.S.	C.H.S.	I.E.S.	C.E.S.	S.O.E.S.	D.F.H.S.	I.H.S.	NEW.H.S.	NEW.E.S.	NEW.M.S.	TOTALS
FUNDING SOURCE											
8% Bond Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2008 Bond Ref. Funds	\$43,172,063	\$44,964,614	\$17,743,289	\$8,869,737	\$11,928,288	\$1,531,649	\$3,654,680	\$78,918,963	\$27,642,851	\$35,238,558	\$243,664,692
Reallocated Funds	\$12,800,000	\$12,800,000				\$11,213,608	\$11,213,607	\$0	\$0	-\$35,227,215	\$0
TOTAL AVAILABLE FUNDS	\$13,172,063	\$57,764,614	\$17,743,289	\$8,869,737	\$11,928,288	\$12,745,257	\$14,868,287	\$78,918,963	\$27,642,851	\$11,343	\$243,664,692
EXPENSE											
CONSTRUCTION											
New Construction	\$3,550,000	\$32,766,600	\$6,390,000	\$1,420,000	\$4,260,000	\$8,235,285	\$20,969,375	\$48,840,000	\$14,910,000		\$141,341,260
Renovation	\$3,615,050	\$6,270,000	\$2,299,560	\$5,445,000	\$2,041,720	\$0	\$0	\$0	\$0		\$19,771,330
Canopies	\$316,200	\$0	\$767,850	\$0	\$495,000	\$0	\$0	\$0	\$0		\$1,579,050
Site Improvements	\$1,578,333	\$6,441,964	\$2,932,786	\$561,430	\$1,422,702	\$3,350,000	\$1,450,000	\$7,642,108	\$3,785,425		\$29,164,778
SUB TOTAL	\$9,059,583	\$45,578,594	\$12,390,196	\$7,426,430	\$8,219,422	\$11,585,285	\$22,419,375	\$56,482,108	\$18,695,425	\$0	\$191,856,418
DESIGN											
Design & Reimb.	\$641,943	\$2,231,250	\$805,362	\$451,500	\$543,492	\$826,700	\$993,420	\$3,671,337	\$976,500		\$11,141,504
Ed. Planning	\$10,000	\$20,000	\$10,000	\$10,000	\$10,000	\$0	\$0	\$10,000	\$10,000		\$80,000
Construct. Reviews	\$10,000	\$20,000	\$10,000	\$10,000	\$10,000	\$0	\$0	\$10,000	\$10,000		\$80,000
SUB TOTAL	\$661,943	\$2,271,250	\$825,362	\$471,500	\$563,492	\$826,700	\$993,420	\$3,691,337	\$996,500	\$0	\$11,301,504
MISC. EXPENSE											
In House Personnel	\$108,674	\$370,672	\$135,544	\$73,966	\$91,122	\$129,664	\$250,921	\$602,877	\$211,169		\$1,974,610
Const. Manager	\$579,792	\$1,923,218	\$720,918	\$412,288	\$506,707	\$596,842	\$1,154,598	\$2,559,060	\$880,351		\$9,333,574
Prof. Services	\$191,445	\$265,000	\$190,000	\$124,000	\$145,000	\$60,400	\$50,000	\$800,000	\$400,000		\$2,225,845
Misc. Apts/Fees	\$130,000	\$140,000	\$130,000	\$120,000	\$120,000	\$24,600	\$55,000	\$130,000	\$130,000	\$11,343	\$990,943
Utility Costs	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$0	\$0	\$20,000	\$20,000		\$140,000
Testing/Inspections	\$210,000	\$794,000	\$241,499	\$161,225	\$179,000	\$231,706	\$448,388	\$1,140,000	\$375,000		\$3,780,817
Misc. Const. Expense	\$155,000	\$450,000	\$295,750	\$182,000	\$159,250	\$0	\$0	\$0	\$0		\$1,242,000
Asbestos/Environ.	\$100,000	\$225,000	\$125,000	\$100,000	\$100,000	\$30,217	\$61,856	\$92,903	\$60,000		\$894,976
Commissioning	\$70,000	\$110,000	\$80,000	\$65,000	\$65,000	\$0	\$0	\$125,000	\$75,000		\$590,000
Cont. & Unencumb.	\$905,960	\$3,276,594	\$1,239,020	\$742,642	\$821,942	\$1,158,529	\$2,241,938	\$0	\$0		\$10,386,624
Cont./Escalation - 7.5%								\$4,236,158	\$1,402,156		\$5,638,314
SUB TOTAL	\$2,470,871	\$7,574,484	\$3,177,731	\$2,001,121	\$2,208,021	\$2,231,758	\$4,262,700	\$9,705,998	\$3,553,676	\$11,343	\$37,197,703
FFE	\$489,833	\$1,170,143	\$675,000	\$150,000	\$468,676	\$0	\$0	\$3,870,000	\$1,300,000		\$8,123,652
Technology	\$489,833	\$1,170,143	\$675,000	\$150,000	\$468,677	\$0	\$0	\$3,870,000	\$1,300,000		\$8,123,653
SUB TOTAL	\$979,666	\$2,340,286	\$1,350,000	\$300,000	\$937,353	\$0	\$0	\$7,740,000	\$2,600,000	\$0	\$16,247,305
New Land								\$1,299,520			\$1,299,520
SUB TOTAL								\$1,299,520			\$1,299,520
PROJECT BUDGET	\$13,172,063	\$57,764,614	\$17,743,289	\$10,199,051	\$11,928,288	\$14,643,743	\$27,675,495	\$78,918,963	\$25,845,601	\$11,343	\$257,902,450
Transfer "In House" Mgmt.	\$108,674	\$370,672	\$135,544	\$73,966	\$91,122	\$129,664	\$250,921	\$602,877	\$211,169	\$0	\$1,974,610
Transfer CM Fees	\$579,792	\$1,923,218	\$720,918	\$412,288	\$506,707	\$596,842	\$1,154,598	\$2,559,060	\$880,351	\$0	\$9,333,574
ADJUSTED PROJECT BUDGET	\$12,483,597	\$55,470,724	\$16,886,827	\$9,712,797	\$11,330,459	\$13,917,436	\$26,269,976	\$75,757,026	\$24,754,081	\$11,343	\$246,594,266
Total Available Funds less Project Budget	\$0	\$0	\$0	OVER (\$1,329,314)	OK (\$0)	OVER (\$1,898,486)	OVER (\$12,807,208)	\$0	UNDER \$1,797,250	\$0	OVER (\$14,237,758)



## PROJECT BUDGET

### LEAPHART ELEMENTARY SCHOOL

#### Funding Source:

8% Bond Funds:	\$0
2008 Bond Ref. Funds:	\$13,172,063
<b>Total Budget:</b>	<b>\$13,172,063</b>

<b>Construction Contract Award Price (CCAP):</b>	<b>BUDGET CODE</b>	<b>AMOUNT</b>
General Construction - New Construction		\$3,550,000
General Construction - Renovation		\$3,615,050
Special Construction - Canopies		\$316,200
Site Improvements		\$1,578,333
<b>SUBTOTAL:</b>		<b>\$9,059,583</b>
<b>Design Consultant:</b>		
General Design & Reimbursables		\$641,943
Educational Planning		\$10,000
Constructability Reviews		\$10,000
<b>SUBTOTAL:</b>		<b>\$661,943</b>
<b>Miscellaneous Expense:</b>		
Management Expense "In House" (See Below)		\$108,674
Construction Management Fees (See Below)		\$579,792
Professional Services (Geotech, Survey, ULS, etc.)		\$191,445
Misc. Applications/Fees		\$130,000
Utility Costs		\$20,000
Materials Testing/Insp.		\$210,000
Misc. Construction Exp. (Inc. Mobiles)		\$155,000
Asbestos Abatement/Environmental		\$100,000
Commissioning		\$70,000
Contingency & Unencumbered - 10%		\$905,960
<b>SUBTOTAL:</b>		<b>\$2,470,871</b>
Furniture, Fixtures & Equipment		\$489,833
Technology (Computers, Smart Boards, etc.)		\$489,833
<b>SUBTOTAL:</b>		<b>\$979,666</b>
Land Acquisition		
New		
<b>SUBTOTAL:</b>		<b>\$0</b>
<b>Total Project Budget:</b>		<b>\$13,172,063</b>
Transfer in House Management Expense to Management Budget		\$108,674
Transfer Construction Management Fees to Management Budget		\$579,792
<b>TOTAL ADJUSTED PROJECT BUDGET</b>		<b>\$12,483,597</b>





## 2008 BOND REFERENDUM

### LEAPHART ELEMENTARY SCHOOL

#### PROGRAMMED SCOPE OF WORK:

- New @ 25,000\* square foot addition to include classrooms, language labs, science lab, textbook storage and resource space
- Interior renovations
- Improve student drop-off & pick-up lanes
- Improve parking

Architect: The LPA Group

Board Approved Capacity:	750
Current "In Building" Capacity (w/out mobiles:)	532
Delta:	218
Current Core Capacity:	725
Current Enrollment:	498

\*Subject to adjustment based on demographic/Student enrollment projections.  
This addition will increase the "In Building" student capacity to 650 students.



## PROJECT BUDGET

### Funding Source:

8% Bond Funds:	\$0
2008 Bond Ref. Funds:	\$44,964,614
Reallocation from NMS	\$12,800,000
<b>Total Budget:</b>	<b>\$57,764,614</b>

### CHAPIN HIGH SCHOOL

Construction Contract Award Price (CCAP):	BUDGET CODE	AMOUNT
General Construction - New Construction		\$32,766,600
General Construction - Renovation		\$6,370,000
General Construction - Canopies		\$0
Site Improvements		\$6,441,994
<b>SUBTOTAL:</b>		<b>\$45,578,594</b>
<b>Design Consultant:</b>		
General Design & Reimbursables		\$2,231,250
Educational Planning		\$20,000
Constructability Reviews		\$20,000
<b>SUBTOTAL:</b>		<b>\$2,271,250</b>
<b>Miscellaneous Expense:</b>		
Management Expense "In House" (See Below)		\$370,672
Construction Management Fees (See Below)		\$1,923,218
Professional Services (Geotech, Survey, ULS, etc.)		\$265,000
Misc. Applications/Fees		\$140,000
Utility Costs		\$20,000
Materials Testing/Insp.		\$794,000
Misc. Construction Exp. (Inc. Mobiles)		\$450,000
Asbestos Abatement/Environmental		\$225,000
Commissioning		\$110,000
Contingency & Escalation - 10%		\$3,276,594
<b>SUBTOTAL:</b>		<b>\$7,574,484</b>
Furniture, Fixtures & Equipment		\$1,170,143
Technology (Computers, Smart Boards, etc.)		\$1,170,143
<b>SUBTOTAL:</b>		<b>\$2,340,286</b>
Land Acquisition		
New		
<b>SUBTOTAL:</b>		<b>\$0</b>
<b>Total Project Budget:</b>		<b>\$57,764,614</b>
Transfer in House Management Expense to Management Budget		\$370,672
Transfer Construction Management Fees to Management Budget		\$1,923,218
<b>TOTAL ADJUSTED PROJECT BUDGET</b>		<b>\$55,470,724</b>





## 2008 BOND REFERENDUM

### CHAPIN HIGH SCHOOL

#### **PROGRAMMED SCOPE OF WORK:**

- New @ 70,000 square foot addition to include classroom, science labs, resource rooms and support space
- Bring capacity to 1,700 students
- Add new @ 40,000 square foot Gymnasium with stage
- Interior renovations
- Security upgrades
- Expand Cafeteria
- Expand Media Center
- Improve parking and traffic flow
- Site upgrades
- Athletic upgrades including new practice fields and end zone athletic facilities

Architect: Stevens & Wilkinson



## PROJECT BUDGET

### IRMO ELEMENTARY SCHOOL

#### Funding Source:

8% Bond Funds:	\$0
2008 Bond Ref. Funds:	\$17,743,289
<b>Total Budget:</b>	<b>\$17,743,289</b>

#### Construction Contract Award Price (CCAP):

#### BUDGET CODE

#### AMOUNT

General Construction - New Construction	\$6,390,000
General Construction - Renovation	\$2,299,560
Special Construction - Canopies	\$767,850
Site Improvements	\$2,932,786

**SUBTOTAL:** \$12,390,196

#### Design Consultant:

General Design & Reimbursables	\$805,362
Educational Planning	\$10,000
Constructability Reviews	\$10,000

**SUBTOTAL:** \$825,362

#### Miscellaneous Expense:

Management Expense "In House" (See Below)	\$135,544
Construction Management Fees (See Below)	\$720,918
Professional Services (Geotech, Survey, ULS, etc.)	\$190,000
Misc. Applications/Fees	\$130,000
Utility Costs	\$20,000
Materials Testing/Insp.	\$241,499
Misc. Construction Exp. (Inc. Mobiles)	\$295,750
Asbestos Abatement/Environmental	\$125,000
Commissioning	\$80,000
Contingency & Unencumbered - 10%	\$1,239,020

**SUBTOTAL:** \$3,177,731

Furniture, Fixtures & Equipment	\$675,000
Technology (Computers, Smart Boards, etc.)	\$675,000

**SUBTOTAL:** \$1,350,000

Land Acquisition	
New	

**SUBTOTAL:** \$0

**Total Project Budget:** \$17,743,289

Transfer in House Management Expense to Management Budget \$135,544

Transfer Construction Management Fees to Management Budget \$720,918

**TOTAL ADJUSTED PROJECT BUDGET** \$16,886,827



## 2008 BOND REFERENDUM

### IRMO ELEMENTARY SCHOOL

#### PROGRAMMED SCOPE OF WORK:

- New @ 38,000\* square foot addition to include classroom, self contained, resource and storage space
- Expand Cafeteria to include upgrades to kitchen appliances and serving lines
- Expand Gymnasium
- Expand Media Center
- Interior renovations
- Renovate student drop-off and pick-up lines to improve traffic flow
- Add parking
- Improve security at main entrance
- Improve interior circulation patterns

Architect: The LPA Group

Board Approved Capacity:	750
Current "In Building" Capacity (w/out mobiles):	500
Delta:	250
Current Core Capacity:	550
Current Enrollment:	508

\*Subject to adjustment based on demographic/student enrollment projections.  
This addition will increase the "In Building" student capacity to 650 students.  
National Average = 160 – 170 sf/student





## PROJECT BUDGET

### CHAPIN ELEMENTARY SCHOOL

#### Funding Source:

8% Bond Funds:	\$0
2008 Bond Ref. Funds	\$8,869,737
<b>Total Budget:</b>	<b>\$8,869,737</b>

Construction Contract Award Price (CCAP):	BUDGET CODE	AMOUNT
General Construction - New Construction		\$1,420,000
General Construction - Renovation		\$5,445,000
Special Construction - Canopies		
Site Improvements		\$561,430
<b>SUBTOTAL:</b>		<b>\$7,426,430</b>
<b>Design Consultant:</b>		
General Design & Reimbursables		\$451,500
Educational Planning		\$10,000
Constructability Reviews		\$10,000
<b>SUBTOTAL:</b>		<b>\$471,500</b>
<b>Miscellaneous Expense:</b>		
Management Expense "In House" (See Below)		\$73,966
Construction Management Fees (See Below)		\$412,288
Professional Services (Geotech, Survey, ULS, etc.)		\$124,000
Misc. Applications/Fees		\$120,000
Utility Costs		\$20,000
Materials Testing/Insp.		\$161,225
Misc. Construction Exp. (Inc. Mobiles)		\$182,000
Asbestos Abatement/Environmental		\$100,000
Commissioning		\$65,000
Contingency & Unencumbered - 10%		\$742,642
<b>SUBTOTAL:</b>		<b>\$2,001,121</b>
Furniture, Fixtures & Equipment		\$150,000
Technology (Computers, Smart Boards, etc.)		\$150,000
<b>SUBTOTAL:</b>		<b>\$300,000</b>
Land Acquisition		
New		
<b>SUBTOTAL:</b>		<b>\$0</b>
<b>Total Project Budget:</b>		<b>\$10,199,051</b>
Transfer in House Management Expense to Management Budget		\$73,966
Transfer Construction Management Fees to Management Budget		\$412,288
<b>TOTAL ADJUSTED PROJECT BUDGET</b>		<b>\$9,712,797</b>



## 2008 BOND REFERENDUM

### CHAPIN ELEMENTARY SCHOOL

#### **PROGRAMMED SCOPE OF WORK:**

- New @ 10,000 square foot addition to include classroom and support space
- Interior renovations
- Addition of 1 serving line in Cafeteria
- Improve acoustics in Cafeteria & Gymnasium
- Add fire sprinklers & fire related corridors as required by code
- Address handicapped accessibility issues
- Mechanical system upgrades
- Improve student drop-off and pick-up traffic lanes
- Improve lighting outside of school

Architect: Calloway, Johnson, Moore & West



## PROJECT BUDGET

### SEVEN OAKS ELEMENTARY SCHOOL

#### Funding Source:

8% Bond Funds:	\$0
2008 Bond Ref. Funds:	\$11,928,288
<b>Total Budget:</b>	<b>\$11,928,288</b>

#### Construction Contract Award Price (CCAP):

#### BUDGET CODE

#### AMOUNT

General Construction - New Construction	\$4,260,000
General Construction - Renovation	\$2,041,720
Special Construction - Canopies	\$495,000
Site Improvements	\$1,422,702

**SUBTOTAL:** **\$8,219,422**

#### Design Consultant:

General Design & Reimbursables	\$543,492
Educational Planning	10000
Constructability Reviews	\$10,000

**SUBTOTAL:** **\$563,492**

#### Miscellaneous Expense:

Management Expense "In House" (See Below)	\$91,122
Construction Management Fees (See Below)	\$506,707
Professional Services (Geotech, Survey, ULS, etc.)	\$145,000
Misc. Applications/Fees	\$120,000
Utility Costs	\$20,000
Materials Testing/Insp.	\$179,000
Misc. Construction Exp. (Inc. Mobiles)	\$159,250
Asbestos Abatement/Environmental	\$100,000
Commissioning	\$65,000
Contingency & Escalation - 10%	\$821,942

**SUBTOTAL:** **\$2,208,021**

Furniture, Fixtures & Equipment	\$468,676
Technology (Computers, Smart Boards, etc.)	\$468,677

**SUBTOTAL:** **\$937,353**

Land Acquisition	
New	

**SUBTOTAL:** **\$0**

**Total Project Budget:** **\$11,928,288**

Transfer in House Management Expense to Management Budget	\$91,122
Transfer Construction Management Fees to Management Budget	\$506,707

**TOTAL ADJUSTED PROJECT BUDGET** **\$11,330,459**





## 2008 BOND REFERENDUM

### SEVEN OAKS ELEMENTARY SCHOOL

#### PROGRAMMED SCOPE OF WORK:

- New @ 31,000\* square foot addition to include classrooms, resource space, storage and administrative space
- Improve circulation & security from the main office into the school
- Clearly identify the main entrance of the school
- Renovate Cafeteria
- Renovate Media Center
- Update kitchen equipment
- Expand Multi-Purpose Room
- Add parking
- Improve the flow of parent drop-off and pick-up

Architect: The LPA Group

Board Approved Capacity:	750
Current "In Building" Capacity (w/out mobiles:)	549
Delta:	201
Current Core Capacity:	550
Current Enrollment:	533

\*Subject to adjustment based on demographic/student enrollment projections.  
This addition will increase the "In Building" student capacity to 650 students.



## PROJECT BUDGET

### DUTCH FORK HIGH SCHOOL (REVISED SCOPE)

#### Funding Source:

Reallocation from NMS:	\$11,213,608
2008 Bond Ref. Funds:	\$1,531,649
<b>Total Budget:</b>	<b>\$12,745,257</b>

Construction Contract Award Price (CCAP):	BUDGET CODE	AMOUNT
Additional Scope (Phase 1)		\$3,350,000
Additional Scope (Phase 2)		\$8,235,285
General Construction - Renovation		
General Construction - Canopies		
Site Improvements		
<b>SUBTOTAL:</b>		<b>\$11,585,285</b>
<b>Design Consultant:</b>		
General Design & Reimbursables		\$826,700
Educational Planning		
Constructability Reviews		
<b>SUBTOTAL:</b>		<b>\$826,700</b>
<b>Miscellaneous Expense:</b>		
Management Expense "In House" (See Below)		\$129,664
Construction Management Fees (See Below)		\$596,642
Professional Services (Geotech, Survey, ULS, etc.)		\$60,400
Misc. Applications/Fees		\$24,600
Utility Costs		
Materials Testing/Insp.		\$231,706
Misc. Construction Exp. (Inc. Mobiles)		
Asbestos Abatement/Environmental		\$30,217
Commissioning		
Contingency & Escalation - 10%		\$1,158,529
<b>SUBTOTAL:</b>		<b>\$2,231,758</b>
Furniture, Fixtures & Equipment		
Technology (Computers, Smart Boards, etc.)		
<b>SUBTOTAL:</b>		<b>\$0</b>
Land Acquisition		
New		
<b>SUBTOTAL:</b>		<b>\$0</b>
<b>Total Project Budget:</b>		<b>\$14,643,743</b>
Transfer in House Management Expense to Management Budget		\$129,664
Transfer Construction Management Fees to Management Budget		\$596,642
<b>TOTAL ADJUSTED PROJECT BUDGET</b>		<b>\$13,917,436</b>

Total Funds Available  
Total Project Budget  
Additional Funds Needed

\$12,745,257  
\$14,643,743  
**-\$1,898,486**





## 2008 BOND REFERENDUM

### DUTCH FORK HIGH SCHOOL (REVISED SCOPE)

#### **PROGRAMMED SCOPE OF WORK:**

- Renovate to incorporate new Career Clusters defined under the HS Re-design Program
- Incorporate HS Reform Initiative Career Clusters to include:
  - School of Business Management & Information Systems
  - School of Engineering, Manufacturing & Industrial Technology
  - School of Fine Arts & Humanities
  - Human Public Service
- Add 1,500 seats to Visitor's side of stadium
- New Health Science Building
- Athletic improvements
- Traffic Flow/Site Improvements



## PROJECT BUDGET

### Funding Source:

Reallocation from NMS:	\$11,213,607
2008 Bond Ref. Funds:	\$3,654,680
<b>Total Budget:</b>	<b>\$14,868,287</b>

### IRMO HIGH SCHOOL (REVISED SCOPE)

Construction Contract Award Price (CCAP):	BUDGET CODE	AMOUNT
Additional Scope (Phase 1)		\$1,450,000
Additional Scope (Phase 2)		\$20,969,375
General Construction - Renovation (Original Scope)		
General Construction - Canopies		
Site Improvements		
<b>SUBTOTAL:</b>		<b>\$22,419,375</b>
<b>Design Consultant:</b>		
General Design & Reimbursables		\$993,420
Educational Planning		
Constructability Reviews		
<b>SUBTOTAL:</b>		<b>\$993,420</b>
<b>Miscellaneous Expense:</b>		
Management Expense "In House" (See Below)		\$250,921
Construction Management Fees (See Below)		\$1,154,598
Professional Services (Geotech, Survey, ULS, etc.)		\$50,000
Misc. Applications/Fees		\$55,000
Utility Costs		
Materials Testing/Insp.		\$448,388
Misc. Construction Exp. (Inc. Mobiles)		
Asbestos Abatement/Environmental		\$61,856
Commissioning		
Contingency & Escalation - 10%		\$2,241,938
<b>SUBTOTAL:</b>		<b>\$4,262,700</b>
Furniture, Fixtures & Equipment		
Technology (Computers, Smart Boards, etc.)		
<b>SUBTOTAL:</b>		<b>\$0</b>
Land Acquisition		
New		
<b>SUBTOTAL:</b>		<b>\$0</b>
<b>Total Project Budget:</b>		<b>\$27,675,495</b>
Transfer in House Management Expense to Management Budget		\$250,921
Transfer Construction Management Fees to Management Budget		\$1,154,598
<b>TOTAL ADJUSTED PROJECT BUDGET</b>		<b>\$26,269,976</b>

Total Funds Available  
Total Project Budget  
Additional Funds Needed

\$14,868,287  
\$27,675,495  
**-\$12,807,208**



## 2008 BOND REFERENDUM

### IRMO HIGH SCHOOL (REVISED SCOPE)

#### **PROGRAMMED SCOPE OF WORK:**

- Renovate to incorporate new Career Clusters defined under the HS Re-design Program
- Make room for additional CATE Programs such as Carpentry & Electricity
- Add additional Special Needs classroom space
- Incorporate HS Reform Initiative Career Clusters to include:
  - School of Business Management & Information Systems
  - School of Engineering, Manufacturing & Industrial Technology
  - School of Fine Arts & Humanities
  - Human Public Service
- New Stadium lights
- New Field House
- New 600 seat Auditorium (35,000 SF)
- Renovations to the existing building to eliminate portable classrooms
- Traffic Flow/Site Improvements





## PROJECT BUDGET

### Funding Source:

### NEW HIGH SCHOOL

8% Bond Funds:	\$0
2008 Bond Ref. Funds:	\$78,918,963
<b>Total Budget:</b>	<b>\$78,918,963</b>

Construction Contract Award Price (CCAP):	BUDGET CODE	AMOUNT
General Construction - New Construction (1700 student)		\$48,840,000
General Construction - Renovation		\$0
Site Improvements - Canopies		\$0
Site Improvements		\$7,642,108
<b>SUBTOTAL:</b>		<b>\$56,482,108</b>
<b>Design Consultant:</b>		
General Design & Reimbursables		\$3,671,337
Educational Planning		\$10,000
Constructability Reviews		\$10,000
<b>SUBTOTAL:</b>		<b>\$3,691,337</b>
<b>Miscellaneous Expense:</b>		
Management Expense "In House" (See Below)		\$602,877
Construction Management Fees (See Below)		\$2,559,060
Professional Services (Geotech, Survey, ULS, etc.)		\$800,000
Misc. Applications/Fees		\$130,000
Utility Costs		\$20,000
Materials Testing/Insp.		\$1,140,000
Misc. Construction Exp. (Inc. Mobiles)		\$0
Asbestos Abatement/Environmental		\$92,903
Commissioning		\$125,000
Contingency & Escalation - 7.5%		\$4,236,158
<b>SUBTOTAL:</b>		<b>\$9,705,998</b>
Furniture, Fixtures & Equipment		\$3,870,000
Technology (Computers, Smart Boards, etc.)		\$3,870,000
<b>SUBTOTAL:</b>		<b>\$7,740,000</b>
Land Acquisition		
New		\$1,299,520
<b>SUBTOTAL:</b>		<b>\$1,299,520</b>
<b>Total Project Budget:</b>		<b>\$78,918,963</b>
Transfer in House Management Expense to Management Budget		\$602,877
Transfer Construction Management Fees to Management Budget		\$2,559,060
<b>TOTAL ADJUSTED PROJECT BUDGET</b>		<b>\$75,757,026</b>



## 2008 BOND REFERENDUM

### NEW HIGH SCHOOL

#### **PROGRAMMED SCOPE OF WORK:**

- New 330,000 square foot school with 2,000 student opening day capacity
- The increased opening day capacity will include approximately 15,000 SF in additional classroom space.
- 2,000 student core capacity
- Athletic facilities
- Create Career & Technical Center for courses such as Auto Technology, Auto Collision, Culinary Arts, HVAC, Journalism & Welding

Architect: McMillan Smith & Partners



## PROJECT BUDGET

### NEW ELEMENTARY SCHOOL

#### Funding Source:

8% Bond Funds:	\$0
2008 Bond Ref. Funds:	\$27,642,851
<b>Total Budget:</b>	<b>\$27,642,851</b>

Construction Contract Award Price (CCAP):	BUDGET CODE	AMOUNT
General Construction - New Construction		\$14,910,000
General Construction - Renovation		
General Construction - Canopies		
Site Improvements		\$3,785,425
<b>SUBTOTAL:</b>		<b>\$18,695,425</b>
<b>Design Consultant:</b>		
General Design & Reimbursables		\$976,500
Educational Planning		\$10,000
Constructability Reviews		\$10,000
<b>SUBTOTAL:</b>		<b>\$996,500</b>
<b>Miscellaneous Expense:</b>		
Management Expense "In House" (See Below)		\$211,169
Construction Management Fees (See Below)		\$880,351
Professional Services (Geotech, Survey, ULS, etc.)		\$400,000
Misc. Applications/Fees		\$130,000
Utility Costs		\$20,000
Materials Testing/Insp.		\$375,000
Misc. Construction Exp. (Inc. Mobiles)		
Asbestos Abatement/Environmental		\$60,000
Commissioning		\$75,000
Contingency & Escalation - 7.5%		\$1,402,156
<b>SUBTOTAL:</b>		<b>\$3,553,676</b>
Furniture, Fixtures & Equipment		\$1,300,000
Technology (Computers, Smart Boards, etc.)		\$1,300,000
<b>SUBTOTAL:</b>		<b>\$2,600,000</b>
Land Acquisition		
New		
<b>SUBTOTAL:</b>		
<b>Total Project Budget:</b>		<b>\$25,845,601</b>
Transfer in House Management Expense to Management Budget		\$211,169
Transfer Construction Management Fees to Management Budget		\$880,351
<b>TOTAL ADJUSTED PROJECT BUDGET</b>		<b>\$24,754,081</b>





## 2008 BOND REFERENDUM

### NEW ELEMENTARY SCHOOL

#### PROGRAMMED SCOPE OF WORK:

- New 105,000 square foot school with 750 student opening day capacity
- 900 student core capacity
- To include Mini-Theatre, Mini-Gymnasium, Special Needs and Pre-K Classrooms

Architect: Calloway, Johnson, Moore & West

105,000 square feet/750 students = 140 sf/student  
National Average = 120 - 130 sf/student





## NEW MIDDLE SCHOOL

## PROJECT BUDGET

### Funding Source:

8% Bond Funds:	\$0
2008 Bond Ref. Funds:	\$35,238,558
Reallocation to CHS:	-\$12,800,000
Cost to Date:	-\$11,343
Reallocation to DFHS	-\$11,213,608
Reallocation to Irmo HS	-\$11,213,607
<b>Total Budget:</b>	<b>\$0</b>

### Construction Contract Award Price (CCAP):

General Construction - New Construction  
 General Construction - Renovation  
 General Construction - Canopies  
 Site Improvements

### SUBTOTAL:

### Design Consultant:

General Design & Reimbursables  
 Educational Planning  
 Constructability Reviews

### SUBTOTAL:

### Miscellaneous Expense:

Management Expense "In House" (See Below)  
 Construction Management Fees (See Below)  
 Professional Services (Geotech, Survey, ULS, etc.)  
 Misc. Applications/Fees  
 Utility Costs  
 Materials Testing/Insp.  
 Misc. Construction Exp. (Inc. Mobiles)  
 Asbestos Abatement/Environmental  
 Commissioning  
 Contingency & Escalation - 7.5%

### SUBTOTAL:

Furniture, Fixtures & Equipment  
 Technology (Computers, Smart Boards, etc.)

### SUBTOTAL:

Land Acquisition  
 New

### SUBTOTAL:

### Total Project Budget:

Transfer in House Management Expense to Management Budget  
 Transfer Construction Management Fees to Management Budget

### TOTAL ADJUSTED PROJECT BUDGET

### BUDGET CODE

### AMOUNT





### MEMORANDUM

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

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

DATE: March 5, 2012

RE: March 12, 2012 Board Meeting, Second 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 for Board 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 March 12, 2012 Board Meeting to answer any questions you may have.



## SCIENCE EDUCATION

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

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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 ^

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## 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**

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## **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**

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## HEALTH EDUCATION

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

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**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, ^

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### 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**

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## **DRIVER TRAINING**

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

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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 ^

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### 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**

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**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 ^

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Legal references:

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



## CONSUMER EDUCATION

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

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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**

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## **GIFTED AND TALENTED EDUCATION**

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

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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, ^

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### Legal references:

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

**Policy IDDC Homebound Instruction**

Issued 9/97

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

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

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

The student must be of legal school age.

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

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

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

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

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

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



# HOMEBOUND INSTRUCTION

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

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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, ^

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## 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.

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SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

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## **ADVANCED COLLEGE PLACEMENT**

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

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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 ^

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### 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

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**SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES**

## **ADVANCED COLLEGE PLACEMENT**

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

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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.

## **PAGE 2 - IHCD-R - ADVANCED COLLEGE PLACEMENT**

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

### **Reporting**

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

Issued 1/21/85; Revised ^



## CHILDCARE PROGRAMS

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

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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.

Adopted ^

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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.

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SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

## ADULT/COMMUNITY EDUCATION

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

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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, ^

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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**

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**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**

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## CLASS SIZE

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

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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

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**SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES**

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## CLASS SIZE

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

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### 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.

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**SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES**

## **LIBRARY/MEDIA CENTER MATERIALS SELECTION AND ADOPTION**

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

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**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**

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**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.*



## Current Policy

**FILE: IFCB-E(3)**

### FIELD TRIP PERMISSION FORM - OVERNIGHT TRIP

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

#### MEDICAL CONDITIONS AND/OR MEDICATIONS

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

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

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

Parent/Legal guardian name: \_\_\_\_\_ Home # \_\_\_\_\_

Mother's work # \_\_\_\_\_ Father's work # \_\_\_\_\_

Alternate contact name: \_\_\_\_\_

Home # \_\_\_\_\_ Work # \_\_\_\_\_

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

Family doctor: \_\_\_\_\_ Phone # \_\_\_\_\_

Child's file number: \_\_\_\_\_ Insurance carrier: \_\_\_\_\_

Policyholder's name: \_\_\_\_\_ Insurance/ID number: \_\_\_\_\_

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

\_\_\_\_\_  
Signature of parent/legal guardian

\_\_\_\_\_  
Date

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

## Current Policy

FILE: IFCB-E(4)

### PERMISSION FORM TO DRIVE A PRIVATE VEHICLE ON FIELD TRIP

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

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

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

\_\_\_\_\_  
Printed name of parent/legal guardian

\_\_\_\_\_  
Parent/Legal guardian signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name of student

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

#### VEHICLE INFORMATION

Year of vehicle: \_\_\_\_\_ Make, model and color: \_\_\_\_\_

Vehicle identification number: \_\_\_\_\_



## FIELD TRIPS

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

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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, ^

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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 the current proof of insurance, which reflects insurance to be current as of the date of the field trip. 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

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name of student

\_\_\_\_\_  
Student 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: March 1, 2012

RE: March 12, 2012 Board Meeting, Second and Final Reading.  
"Proposed Administrative Rule JICDA-R Code of Conduct"

Recommendation:

The administration recommends that the "Proposed Administrative Rule JICDA-R Code of Conduct" proceed for Board approval.

Attachments: Recommended Administrative Rule JICDA-R



# PAGE 1 - JICDA-R - CODE OF CONDUCT

*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 Statue 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/zipping, etc. (Ankling/ Zipping is defined as pulling down the pants of another).
- 436. Wearing items or clothing that could pose a safety threat to one's self or others (heavy chains, not made as jewelry, studded bracelets/collars, nose/lip to ear chains, etc.).
- 437. Failure to attend/complete Saturday detention or In-school suspension.
- 438. Aiding and/or abetting another student(s) who is committing any rules violation.
- 439. \* Violation of a behavior contract (see third bulleted item under "consequences").
- 440. Violation of District-Level behavior contract.
- 441. \*\* Vandalism or theft of school or personal property where value is \$50.00 or less (this includes cafeteria items).
- 442. Planning or creating a situation that may lead to a crime or rule violation.
- 443. Participation in gangs/gang-related activity (refer to policy JICF).
- 444. Any behavior or act that interferes with the safe operation of a school bus.

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

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

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

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



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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

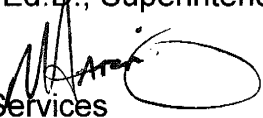






**MEMORANDUM**

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

FROM: Michael R. Harris   
Director of Student Services

DATE: March 1, 2012

RE: March 12, 2012 Board Meeting, Approval Action.  
"Memorandum of Agreement Regarding Dependents of Military Personnel"

Recommendation:

The administration recommends the approval of the proposed Memorandum of Agreement Regarding Dependents of Military Personnel.

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 Have Done 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 of 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-11<sup>th</sup>/12<sup>th</sup> 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.








March 6, 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

## 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 27<sup>th</sup> day of February, 2012.

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

---

Chair, Board of Trustees

(SEAL)

ATTEST:


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Secretary, Board of Trustees



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.

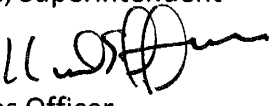






March 6, 2012

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

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

RE: Proposed 2012-2013 Capital Budget

Attached is the proposed 2012-2013 Capital Budget for your review. In order to better coordinate the Capital budget with the district's bond referendum for facilities, we have divided the budget into three categories: On-Going Maintenance; New Initiatives; and Equipment.

Funding for the proposed FY 2012-2013 Capital Budget includes approximately \$1,700,000 that remains unbudgeted from eight percent bonds sold last year. The remainder of the proposed FY 2012-2013 Capital Budget will be funded from eight percent bonds yet to be sold pending approval of a resolution by the Board.

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Attachment