

**AGENDA  
BOARD OF TRUSTEES  
IRMO ELEMENTARY SCHOOL'S CAFETERIA  
NOVEMBER 19, 2012**

1. Call to order at 6:00 p.m.
2. Informal swearing-in of new school board members
3. Enter executive session to consider the following:
  - a. Selected employment items (Exhibit A)
  - b. Approval of instruction at a place other than school (Exhibit B)
4. Welcoming remarks at 7:00 p.m. – Robert Gantt
5. Invocation – Barry Russell, Eastlake Community Church
6. Pledge of Allegiance – Roger Pedroni, student council president at Irmo Elementary School
7. Ceremonial swearing-in of new school board members
8. Election of board officers
9. School Board Spotlight
10. Approval of the agenda
11. Welcome and brief overview of Irmo Elementary School by Shannon McAlister, principal
12. Superintendent's report (45 minutes)
  - a. Instructional Services
    - (1) Report: World Languages Program
  - b. Superintendent
    - (1) Annual Report Card Report
    - (2) Vision 2015: Update #11
  - c. Financial Services
    - (1) Comprehensive Annual Financial Report (Exhibit C)
  - d. Student Services
    - (1) Report: Assessment of Safety and Security in District 5

13. Public participation\*

### **ACTION AGENDA**

14. Items considered in executive session
15. Second reading approval of proposed revisions to "I" policies: replace policy IHG "Secondary Education" with new policy IKG "Secondary Education", replace policy IHF "Graduation Requirements" with new policy IKF "Graduation Requirements", replace policy IHF-R "Graduation Requirements/Diplomas" with new policy IKF-R "Graduation Requirements", and add new policy IHAG "Career/Transition to Work Education" (Exhibit D)
16. Approval of the minutes of the October 22, 2012 board meeting.

### **DISCUSSION AGENDA**

17. Information regarding a change order relative to unsuitable soils at Spring Hill High School/Center for Advanced Technical Studies (Exhibit E)
18. Proposed revisions to "I" policies: replace current board policy JQH "Drop-Outs" with new policy IHBC "Programs for At-Risk/Disadvantaged Students", replace current board policy ICC "Research" with new policy IJ "Instructional Resources and Materials", replace current board policy IFAA "Instructional Materials Selection and Adoption" with new policy IJAA "Textbook Selection and Adoption", add new policy IJKA "Technology Resource Selection and Adoption, replace current policies IFCC "Community Resource Persons" and IFCD "School Volunteers" with new policy IJOB/IJOC "Resource Persons/School Volunteers" and administrative rule IJOB/IJOC-R "Resource Persons/School Volunteers", replace current policy IHAC "Cheating or Plagiarism" with new policy IKABA "Cheating or Plagiarism", replace current policy IHB "Homework" with new policy IKB "Homework", replace current policy IHEB "Acceleration" with new policy IKEA "Acceleration of Students", and add new administrative rule IKEA-R "Acceleration" (Exhibit F)
19. Adjourn by 9:30 p.m. \*\*  
\*\*Any items to be submitted by board members for the record must be turned in within 15 minutes of the adjournment.

### **FOR YOUR INFORMATION**

20. The next regular scheduled board meeting will be December 10, 2012 at Irmo Middle School.

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



Minutes/October 22, 2012

The Board of Trustees of School District Five of Lexington and Richland Counties met at the Center for Advanced Technical Studies with the following members present:

Mr. Robert Gantt, Chairman  
Mrs. Beth Burn 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. Mark Bounds, Public Information Officer

Chairman Gantt gave welcoming remarks. Ellen Baumgardner called the meeting to order.

The Invocation was given by Reverend Timothy Shull, River Springs Church. The Pledge of Allegiance was led by Cody Millager, a 12<sup>th</sup> grade student.

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

Dr. James Couch gave a welcome and brief overview of the Center for Advanced Technical Studies.

During the superintendent's report, Tami Richardson presented a report on Gifted Education; Dr. Karl Fulmer presented the monthly financials (Exhibit B); and Chris Whitley presented the monthly update (Exhibit C).

During the public participation, Patrick Cobb, Kim Hudson, Dr. Jay Potts and Bradley Williams spoke regarding the Dutch Fork High School renovations; and Barbara Waldman, Debbie English, Toshia Addison, Dr. Anita Hood and Michael Cates spoke regarding the Irmo High School renovations.

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

SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES

Meeting of October 22, 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. Watson                      S. Baumgardner  Enter executive session to consider the following: a) selected employment items (Exhibit A)	X	X	A	X	A	X	X
2.	M. Hammond                      S. Baumgardner  Approve the agenda	X	X	X	X	X	X	X
3.	M. Murphy                      S.  I move that the administration provide school board members with a report showing the change orders for each of our bond referendum projects							
4.	M. Baumgardner                      S. Hammond  Approve the selected employment items (Exhibit A)	X	X	X	X	X	X	X
5.	M. Murphy                      S.  I move that we defer the award of the contract until the Superintendent has provided the school board with the following information: 1. All information required by policy <b>FB Bonding/Establishment of Capital Improvements Committee</b> , including: the estimated <u>total</u> cost to construct the project, the proposed financing plan, and an estimate of any future annual <u>operating cost</u> associated with the project. 2. The cost estimates to complete the bond referendum projects currently under construction.  M. Watson                      S. Baumgardner  Give approval of the Dutch Fork High School bid Phase 1 (Exhibit D) in an amount not to exceed \$13,224,815  M. White                      S. Watson  Amend to add Alternates 1 and 2, awarding to the lowest responsible, responsive bidder a contract for Dutch Fork High School Phase 1 in an amount not to exceed \$623,000							
		X	X	X	No	X	X	X

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SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES

Meeting of October 22, 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
Vote on the original motion	X	X	X	No	X	X	X
6. M. Hammond                      S. Baumgardner  Approval of the Irmo High School bid Phase 2 awarding contract to the lowest responsible, responsive bidder including the three alternates in an amount not to exceed \$21,877,000 (Exhibit E)	X	X	X	No	X	X	X
7. M. Watson                      S. White  Second reading approval of proposed revisions to "I" policies: add new Administrative Rule ADF-R "School Wellness", changes/revisions to policy JJE "Student Fundraising Activities", and changes/revision to policy JJE-R "Student Fundraising Activities" (Exhibit F)	X	X	X	No	X	X	X
8. M. Turner                      S. Hammond  First reading approval of proposed revisions to "I*" policies: replace policy IHG "Secondary Education" with new policy IKG "Secondary Education", replace policy IHF "Graduation Requirements" with new policy IKF "Graduation Requirements", replace policy IHF-R "Graduation Requirements/Diplomas" with new policy IKF-R "Graduation Requirements", and add new policy IHAG "Career/Transition to Work Education" (Exhibit G)	X	X	X	X	X	X	X
9. M. Watson                      S. Baumgardner  Approve the minutes of the October 8, 2012 board meeting  M. Murphy                      S. Turner  There are two on the record documents included in the minutes – your statements and my statement – my statement was following yours and in response to yours and I would just ask that they be placed in chronological order	No	No	No	X	No	No	No

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SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES

Meeting of October 22, 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
Vote on original motion			X	X	X	No	X	X	X
10. M.	Baumgardner	S. Hammond	X	X	X	X	X	X	X
Adjourn at 9:45 p.m.									

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For the record. October 22, 2012  
Reference Board Packet Exhibit De E

On numerous occasions, a fellow board member and I have been asking what it will take financially to finish each of our approved building projects. I will not speak for the other board member as to the scope of their questioning, but for me it is simply the fact that it has been clear for some time that we would not have sufficient funds to complete the projects identified in the 2008 bond referendum, specifically a new elementary school and a new middle school. The total project budgets for these two schools was approximately \$52,000,000. Recently a new auditorium at Chapin High School came into the mix, and as I recall, estimates for this additional construction ranged between \$13,000,000 and \$15,000,000. During this time, as the board had approved moving forward with Phases I and II at both Irmo High School and Dutch Fork High School, we all certainly knew that the bulk of the remainder of the 2008 bond referendum funds were going to be committed to these two schools. However, with each of Dr. Hefner's Vision 2015 updates, the New Elementary School and the New Middle School remained in the pending column. At the same time, there have been discussions about overcrowding at two of the elementary schools and the middle school in Chapin. What I have been most concerned about is how we are going to take care of those issues if we exhaust our referendum money. My best estimates, which I have shared with Dr. Fulmer and Dr. Hefner, were that when we finished with IHS and DFHS we would have between \$10,000,000 and \$11,000,000 of bond money remaining. If we could not address the Chapin issue with these remaining dollars, I was concerned about our pending commitment to the two high schools. So I corresponded with Dr. Hefner and he expressed confidence that we would be able to address the issue satisfactorily. I still wanted assurance of what our most likely financial options would be to address additional needs. School districts are limited in how they go about financing building construction and renovations. In our case my understanding is that whatever building projects we choose, now or in the future, our options for financing these needs can only come by using one or more of these 5 sources of funds:

1. The remaining money from the 2008 bond referendum.
2. Current cash on hand in our general operating account.
3. Unused 8% capital bond money already approved.
4. Another bond referendum, likely accompanied by a tax increase.
5. Raising taxes so that additional 8% money can be borrowed above our current funding levels.

Attachment 1 is included with  
the minutes of the 10-22-12  
meeting, at the request of Board member  
Jim Turner  
pursuant to S.C. Code Ann. § 30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.



Knowing that we were going to be voting to spend the bulk of the remaining 2008 referendum money on IHS and DFHS, I went to Dr. Fulmer for his opinion on what he thought our actions would most likely be to address the Chapin overcrowding issues. He told me that he was confident that with our current financial resources, we would be able to address the Chapin over crowded issues without having to raise taxes, or have another bond referendum. This commitment was key to my decision to move forward with improvements at IHS and DFHS. As I understand it, Dr. Hefner will be presenting his plans to deal with the Chapin situations at our next board meeting. I am putting my trust and confidence in the administration that the current facility needs of our students will be met without additional tax burdens.

Attachment 2 is included with  
the minutes of the 10-22-12  
meeting, at the request of Board member  
Jim Turner  
pursuant to S.C. Code Ann. § 90-4-90(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 **Jim Turner** for attachment to the Minutes.

*Turner*

I move that we defer the award of the contract until the Superintendent has provided the school board with the following information:

1. All information required by policy **FB Bonding/Establishment of Capital Improvements Committee**, including: the estimated total cost to construct the project, the proposed financing plan, and an estimate of any future annual operating cost associated with the project.
2. The cost estimates to complete the bond referendum projects currently under construction.

**FOR THE RECORD**

**October, 22, 2012**

**Kim Murphy**

Attachment 3 is included with the minutes of the 10-22-12 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.

Mr. Gantt,

I also have a statement that I would like to read for the record.

As an elected board member of this district, I have a duty to ask important question when information is needed to make informed decisions and an obligation to receive, when requested, pertinent documentation so that I can do the job that I was elected to do. *from the administration*

There are good people here tonight who support these exciting renovations to their schools and what involved parent, teacher, administrator and student wouldn't!

My issue is not with the projects themselves, but with the process that the board is required to follow by policy and common best practices in business – policies and practices required to be followed not only because valuable funds and resources are being used towards the purpose of providing education to children, but also because this money is not ours, it is not the District's. It belongs to the taxpayers and they expect and deserve us to be accountable with it.

I am voting against awarding the bids tonight on both the Irmo High and Dutch Fork High projects because:

1. The board never approved the final phase to put the project out for Bid. I was notified by a constituent in construction business that the projects had already been advertised for bid – again without a vote from the school board. It appears that the projects were rushed through so that they would be awarded prior to the school board election on November 6 so that it would benefit certain incumbent board members.
2. These projects were never part of the bond referendum sold to the public in 2008. It is deceptive to move forward with these projects without giving the same notice to the

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

public that was given during the campaign for the referendum in 2008 and the same opportunity for voters to give their input. Most voters have no idea that the bond referendum money is not going to meet its original intent – to provide classroom space for education. In my mind, because we still have portables at Lake Murray Elementary, Chapin Elementary, River Springs Elementary, Ballentine Elementary and Chapin Middle and other schools, moving forward with a 30,000 sq ft and a 15,000 sq ft field house and a 600-seat fine arts center without addressing our classroom needs is irresponsible;

3. Policy **FB Bonding/Establishment of Capital Improvements Committee** was never followed and complete and requested information such as the estimated total cost to construct the projects and an estimate of any future annual operating costs associated with them has never been provided. It would be irresponsible to approve a project without such information.
4. Several board members have asked to receive an estimate of the total costs to complete each of the existing bond referendum projects, so we know where we stand financially with the remaining bond referendum funds. But, the leadership of this district has refused to provide it. Without having that important financial information, it would be irresponsible to commit to spending more money on additional projects;
5. We have violated our own Procurement Code on most of the Board Referendum projects and have not properly solicited bids. This potentially leaves us open for legal and financial consequences.

In good faith, I cannot approve awarding the bids tonight without the above concerns being fully addressed.

Attachment 4 is included with  
the minutes of the 10-22-12  
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.

## Policy ♦ FB Bonding/Establishment of Capital Improvements Committee

A capital improvements review committee will be established to recommend priorities for the funding of capital projects in School District Five of Lexington and Richland Counties. ♦ The committee will consist of administrators appointed by the district superintendent to serve for a period of one fiscal year.

### The Capital Improvements Review Committee

The committee will review all pending capital improvement projects, establish priorities, and make recommendations to the Board.

The committee is charged with the following.

To study the amount and nature of existing bond obligations and the capability of the district to fulfill such obligations based on current and projected revenues.

To estimate the impact of proposed bond issues on debt service requirements.

To consult with bond counsel to gain in-depth knowledge of capital management in order to make recommendations to the school board.

### New Projects

To assist School District Five of Lexington and Richland Counties in carrying out its responsibilities, the district superintendent, when requesting any funds for use in the financing of any permanent improvement project, shall provide to the Board, after review by the Capital Improvement Committee the following:

A complete description of the proposed project.

A statement of justification for the project.

The estimated total cost of the project.

An estimate of any future annual operating cost associated with the project.

A proposed plan of financing the project.

The proceeds of any issue of bonds shall be used in School District Five of Lexington and Richland Counties for, but not limited to, the following purposes:

The purchase of real property for school purposes

The construction of new school buildings

The repair or improvement of existing school buildings

Fixed and movable equipment for schools operated by the school district

Fixed equipment - such as boilers, chillers, pumps, etc., i.e., equipment that becomes a fixed part of the building

movable equipment - any item which is non-consumable, non-expendable in nature such as classroom furniture and office equipment

Attachment 5 is included with the minutes of the 12-22-12 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.

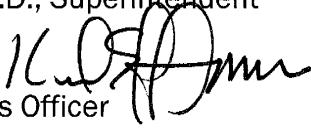




EXHIBIT C

November 12, 2012

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

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

RE: Comprehensive Annual Financial Report (CAFR)

Attached is the 2011-2012 Comprehensive Annual Financial Report (CAFR). A representative from the district's auditing firm (Derrick, Stubbs & Stith) will be at the meeting to present the report.

KEF:tl


Attachment





**MEMORANDUM**

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

FROM: Ms. Helen Anderson   
Chief Instructional Services Officer

DATE: November 1, 2012

RE: November 12, 2012 Board Meeting, Second Reading Approval  
Proposed Revisions and Additions Board Policies

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The administration recommends the proposed revisions and additions to the following Board Policies proceed for Board approval.

- Replace Policy IHG "Secondary Education" with new Policy IKG "Secondary Education"
- Replace Policy IHF "Graduation Requirements" with new Policy IKF "Graduation Requirements"
- Replace Policy IHF-R "Graduation Requirements/Diplomas" with new Policy IKF-R "Graduation Requirements"
- Add New Policy IHAQ "Career/Transition to Work Education"

Attachments:

Current Board Policies IHG, IHF, and IHF-R

Recommended Board Policies IKG, IKF, IKF-R and IHAQ

I will be available at the November 12, 2012 Board Meeting to answer any questions you may have.



**Policy IHG Secondary Education**

Issued 5/03

Because of its commitment to academic excellence, the board of trustees adopts the following provisions to assure maximum educational opportunities for secondary students.

**Course load**

All students in grades 9-11 will enroll in at least eight classes, seven of which are credit bearing courses. Students classified as seniors must enroll in at least six credit bearing courses.

**Extended studies diploma**

Students are to be encouraged to elect a program of studies that will prepare them for success in college and satisfy recommendations of the South Carolina State Board of Education. An optional School District Five diploma will be awarded to those students who pursue an extended program of studies to include completion of at least 28 Carnegie units of credit as listed below and a community service project each year in grades 9-12.

- four units of English
- at least four units of mathematics including Algebra I, Algebra II and Geometry
- at least four units of laboratory science
- at least three units in the same foreign language
- four units in social studies including U.S. History, American Government/ Economics and two others
- one unit of computer technology including satisfaction of a technology proficiency requirement
- one unit of physical education or JROTC
- one unit in occupational education or one unit in visual and/or performing arts
- additional electives selected by the student

**Concurrent college enrollment**

Advanced students who complete the regular high school program in a subject area may enroll concurrently in high school and college courses as long as course load requirements are met. The high school's master schedule will not be altered to accommodate the student seeking concurrent enrollment. Approval will be obtained from the principal prior to enrollment in the college course(s). All expenses incurred by participation in such courses will be borne by the student or parent.

As many as two Carnegie units for college courses may be earned and applied to the 24 units required for a state high school diploma by students in grades 9-12 and/or adult education programs. A three-semester hour college course will transfer as 1/2-Carnegie unit. A six-semester hour college course will transfer as one-Carnegie unit of credit. Only courses applicable to baccalaureate degrees, or to associate in arts or associate in science degrees, offered by institutions in the state which are accredited by the Commission of Colleges of the Southern Association of Colleges and Schools may be accepted for credit. Units earned for college courses may not be substituted for courses of similar content offered in the high school's curriculum.

### **Early dismissal/late arrivals**

There will be no permanent late arrivals or early dismissals except those approved by a special committee at each school. Exceptions will be typically limited to students involved in school sponsored work-study programs, those enrolled in college courses, and those involved in committee-approved apprenticeships, mentorships and/or internships.

### **Recognition program**

Honor graduates will be recognized by each high school at graduation. Honor graduates are students who rank in the top 15% of the class or earn a 4.0 with a cumulative grade point average or above as defined by the state uniform grading scale. The top 5% of students in a graduating class will be designated as distinguished honor graduates. The honor speakers for the commencement exercises will be selected by a committee of students and teachers at each school.

(Cf. IHC, JBf)

Adopted 6/16/86; Revised 1/25/88, 2/6/89, 1/8/96, 4/3/00, 5/19/03

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

## SECONDARY EDUCATION

Code **IKG**

Issued **DRAFT**

Purpose: To establish the basic structure for the educational program for secondary students.

Because of its commitment to academic excellence, the board adopts the following provisions to assure maximum educational opportunities for secondary students.

### **Course of study**

All students in grades 9 through 11 will enroll in at least eight classes, seven of which are credit bearing courses. Students classified as seniors must enroll in at least six credit bearing courses. The course of study for students with disabilities who are not working toward a high school diploma will be determined by the IEP committee.

### **Extended studies diploma**

Students are to be encouraged to elect a program of study that will prepare them for success in college and satisfy recommendations of the South Carolina State Board of Education. An optional School District Five diploma will be awarded to those students who pursue an extended program of studies to include completion of at least 28 Carnegie units of credit as listed below and a community service project each year in grades 9 through 12. Guidance counselors will be responsible for approving community service projects.

- four units of English
- at least four units of mathematics including Algebra I, Algebra II and Geometry
- at least four units of laboratory science
- at least three units in the same foreign language
- four units in social studies including U.S. History, American Government/Economics and two others
- one unit of computer technology including satisfaction of a technology proficiency requirement
- one unit of physical education or JROTC
- one unit in occupational education or one unit in visual and/or performing arts
- additional electives selected by the student

### **Concurrent college enrollment**

Students who complete the regular high school program in a subject area may enroll concurrently in high school and college courses as long as course load requirements are met. The high school's master schedule will not be altered to accommodate the student seeking concurrent enrollment. Approval will be obtained from the principal prior to enrollment in the college course(s). All expenses incurred by participation in such courses will be borne by the student or parent/legal guardian.



## **PAGE 2 - IKG - SECONDARY EDUCATION**

As many as two Carnegie units for college courses may be earned and applied to the 24 units required for a state high school diploma by students in grades 9-12 and/or adult education programs. A three-semester hour college course will transfer as 1.0 Carnegie unit. Only courses applicable to baccalaureate degrees, or to associate in arts or associate in science degrees, offered by institutions in the state which are accredited by the Commission of Colleges of the Southern Association of Colleges and Schools may be accepted for credit. Units earned for college courses may not be substituted for courses of similar content offered in the high school's curriculum.

### **Early dismissal/late arrivals**

There will be no permanent late arrivals or early dismissals except those approved by a special committee at each school. Exceptions will be typically limited to students involved in school sponsored work-study programs, those enrolled in college courses, and those involved in committee-approved apprenticeships, mentorships and/or internships.

### **Recognition program**

Honor graduates will be recognized by each high school at graduation. Honor graduates are students who rank in the top 15 percent of the class or earn a 4.0 with a cumulative grade point average or above as defined by the state uniform grading scale. The top five percent of students in a graduating class will be designated as distinguished honor graduates. The speakers for the commencement exercises (chosen from the distinguished honor graduates) will be selected by a committee of the distinguished honor graduates and teachers at each school.

The student must be enrolled for a minimum of one semester immediately preceding his/her graduation to be considered for recognition as an honor or distinguished honor graduate. Units earned in a summer school program do not satisfy this requirement.

(Cf. IKF)

Adopted 6/16/86; Revised 1/25/88, 2/6/89, 1/8/96, 4/3/00, 5/19/03, ^

**Policy IHF Graduation Requirements**

Issued 6/01

The South Carolina State Board of Education regulates the South Carolina State High School Diploma. A state high school diploma from School District Five of Lexington and Richland Counties is based upon the satisfactory completion of the number of units required by state law. A unit of work is the amount of credit earned when the student satisfactorily completes 120 hours of instruction in a given subject area.

Students in the district may graduate from high school by meeting the requirements outlined in administrative rule IHF-R.

Students must meet all state requirements for graduation in order to participate in School District Five graduation exercises. for the 2001-02 school year only, any student who can graduate by completing two credits in summer school 2002 may participate in graduation exercises in 2002. After 2002, students must complete all state requirements in order to participate in School District Five graduation exercises.

(CF. IDAA)

Adopted 5/28/84; Revised 2/6/89, 4/22/96, 4/13/98, 6/11/01

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

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## GRADUATION REQUIREMENTS

Code **IKF** Issued **DRAFT**

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Purpose: To establish the basic structure for high school graduation.

The South Carolina State Board of Education regulates the South Carolina State High School Diploma. A state high school diploma from this district is based upon the satisfactory completion of the number of units required by state law. A unit of work is the amount of credit earned when the student satisfactorily completes 120 hours of instruction in a given subject area. The student must pass both parts of the South Carolina high school exit examination in addition to earning the required number of prescribed units.

Students in the district may graduate from high school by meeting the requirements outlined in administrative rule IKF-R.

In order to participate in School District Five graduation exercises, students must have earned one of the following: SC High School Diploma; State Certificate; or District Certificate.

Principals shall have the discretion to prohibit a student from participating in graduation exercises where the student (1) has engaged in misconduct on or off school grounds; (2) has monetary debt to the district; (3) fails to participate in graduation practice without making prior arrangements with the principal; or (4) where the principal otherwise determines that it would not be in the best interest for the student to participate in graduation exercises. The principal's decision shall be final.

Adopted 5/28/04; Revised 2/6/89, 4/22/96, 4/13/98, /6/11/01, ^

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Legal references:

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

1. Section 59-18-310(B) - Statewide assessment program.
2. Section 59-26-70 - No commission or agency to require foreign language as a prerequisite to receive a regular high school diploma.
3. Section 59-39-100 - Diplomas to be uniform in every respect; units required to earn a diploma.
4. Section 50-29-110 - Accelerated program of study.
5. Section 59-29-80 - Courses in physical education; ROTC program.
6. Section 59-29-190 - Advanced placement courses for academically talented students.
7. Section 59-17-130 - American sign language as world language credit.

B. State Board of Education Regulations:

1. R43-259 - Graduation requirements.
2. R43-262 - Assessment program.
3. R43-234 - Defined program, grades 9-12.



## **AR IHF-R Graduation Requirements/Diplomas**

Issued 6/01

For students enrolled for the first time in the ninth grade class of 1997-98 and thereafter, South Carolina law requires completion of 24 units for graduation.

The credits required for graduation are distributed as follows (Total - 24).

English/language arts 4 units

Mathematics 4 units

Science 3 units

U.S. History and Constitution 1 unit

Economics (1/2 unit) &

Government (1/2 unit) 1 unit

Other social studies 1 unit

Physical education or ROTC 1 unit

Computer science (including keyboarding) 1 unit

Foreign language or occupational education 1 unit

Electives 7 units

Total 24 units

A student first enrolled in the ninth grade prior to the 1997-98 school year is eligible to receive a 20-unit high school diploma if all prescribed unit and exit examination requirements are met.

For adult education students enrolled on or after July 1, 2000 and receiving a diploma, the credits are distributed as follows (Total - 24).

English/language arts 4 units

Mathematics 4 units

Science 3 units

U.S. History and Constitution 1 unit

Economics (1/2 unit) &

Government (1/2 unit) 1 unit

Other social studies 1 unit

Computer science (including keyboarding) 1 unit

Electives 9 units

24 units

A student first enrolled in adult education on or before June 30, 2000, is eligible to receive a 20-unit state high school diploma provided all prescribed unit and exit examinations requirements are met on or before June 30, 2001.

For students in a college preparatory track, as defined by the state board of education, one unit must be earned in a foreign language (most four-year colleges/universities require at least two units of the same foreign language), and for students in a technology preparation program, as defined by the state board, one occupational unit must be earned.

The student must demonstrate computer literacy before graduation.

#### Exit examination

All 10th grade students are required to take an exit examination. Passage of the exit examination is a condition for the receipt of a state high school diploma. This requirement also applies to students in an adult education program who are seeking a diploma.

Students who do not pass the exit examination must receive academic assistance in the area(s) not passed.

Students who do not pass the state exit examination in the 10th grade must retake the test in the 11th grade and may retake the test twice in the 12th grade. The district will award an appropriate state certificate to those students who must pass the exit examination to receive a diploma, but fail to do so. The certificate will indicate the number of credits earned and grades completed.

A student who has earned the required number of units but who fails to pass the exit exam by the end of his/her senior year may enroll in adult education to continue with academic assistance and to re-take the exit exam. If the student is under the age of 21, he/she may continue in school until he/she reaches 21, whichever occurs first.

The district will do the following.

- Implement administration and security measures established by the state board of education for the purpose of the exit examination.

- Establish a procedure for written notification of students and parents by the seventh grade or upon entry into District Five schools, whichever comes first.

- Publicize the exit examination schedules.

- Recommend for a South Carolina State High School Diploma only those students who pass all subtests of the exit examination.

- Provide academic assistance related to the subtests not passed.

- Identify disabled students who are not candidates for a high school diploma and for whom the exit exam is not appropriate.

#### High school credit for college work

Students in grades 9 through 12 and/or adult education programs can earn credits for college course work that can be applied to the required number of units for a state high school diploma. The following conditions must apply.

- Approved courses may be offered through distance learning and cooperative agreements with higher



education. A three-hour college course will transfer 1/2 Carnegie unit. Approval will be obtained from the principal prior to enrollment in the college course(s). All expenses incurred by participation in such courses will be borne by the student or parent.

Only courses applicable to baccalaureate degrees or to associate in arts or associate in science degrees offered by institutions in the state which are accredited by the Commission on Colleges or the Southern Association of Colleges and Schools may be accepted for Carnegie units of credit.

Tuition and other college course fees will be at the expense of the individual student or his/her parent.

Issued 11/17/86; Revised 2/6/89, 6/11/01

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

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## GRADUATION REQUIREMENTS

Code **IKF-R** Issued **DRAFT**

A student must earn 24 units of credit in state-approved courses for graduation.

The unit requirements are distributed as follows.

Subject	Credit Units
English/language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
US Government	1/2
Other social studies	1
PE or junior ROTC	1
Computer science (including keyboarding)	1
Foreign language or	1
Career and technology education	1
Electives	7
<b>Total</b>	<b>24</b>

The student must complete a study of and pass a final examination on the provisions and principles of the United States Constitution, the Declaration of Independence, the Federalist papers and American institutions and ideals. This instruction must be given for a period of at least one year or its equivalent, either within the required course U.S. History and Constitution or within another course.

The student must pass both parts of the South Carolina high school exit examination in addition to earning the required number of prescribed units.

Students who wish to pursue early graduation must complete an early graduation plan with their guidance counselor by June 30 prior to their early graduation. The principal must approve all requests for early graduation. The principal's decision shall be final.

### Awarding of high school credit

A school also may award and accept credit towards a high school diploma for the following.

- in units of one-fourth, one-half and a whole; for example, an academic-standards based course that requires a minimum of 120 hours of instruction (one unit), 60 hours of instruction (one-half unit) and 30 hours of instruction (one-fourth unit)
- a course that has been approved by the state department of education in a proficiency-based system

## PAGE 2 - IKF-R - GRADUATION REQUIREMENTS

- those gateway courses that are a part of the end-of-course examination program only if the student takes the course approved by the school in which he/she is enrolled and meets all the stipulated requirements of the program
- courses in summer programs that meet all the regulatory requirements for courses offered for students in grades 9-12
- a course that is approved by the district - whether the school offers the particular course or not - if the student receives prior approval
- a course that the student takes in an approved adult education program if the course is approved by the superintendent or his/her designee
- locally designed subject-area courses, elective courses and CATE courses under conditions as outlined in state board regulation
- the PE credit if the PE course meets all statutory requirements including the personal fitness and wellness component and the lifetime fitness component
- the one-half unit of credit carried by the keyboarding course for half the required computer science unit
- a college course, approved by the principal, that a student in grades 9-12 takes under the district's dual credit arrangement

### Adult education

For adult education students receiving a diploma, the unit requirements are distributed as follows.

Subject	Credit Units
English/language arts	4
Mathematics	4
Science	3
U.S. History and Constitution	1
Economics	1/2
US Government	1/2
Other social studies	1
Computer science (including keyboarding)	1
Electives	9
<b>Total</b>	<b>24</b>

### Exit examination

For purposes of state testing requirements, students in their second year of high school enrollment beginning with grade nine are required to take an exit examination consisting of tests in English/language arts, mathematics, science and social studies based on state curriculum standards. Passage of the exit examination is a condition for the receipt of a state high school diploma. This requirement also applies to students in an adult education program who are seeking a diploma.



Students who do not pass the exit examination must receive academic assistance in the area(s) not passed.

Any student who fails to pass the exit examination and who is actively enrolled in school will have two opportunities per year (spring and fall) to pass an equivalent form of the failed part or parts of the examination by meeting the minimum performance standard in effect at the time of the test administration.

An administration of the exit examination may be available during the summer after the twelfth grade for students who have met all other requirements for graduation and who were actively enrolled in school.

The district will award an appropriate state certificate to those students who must pass the exit examination to receive a diploma, but fail to do so. The certificate will indicate the number of credits earned and grades completed. A student who has earned the required number of units but who fails to pass the exit exam may enroll in adult education to continue with academic assistance and to re-take the exit exam. If the student is under the age of 21, he/she may continue in school until he/she passes the exit exam and receives a diploma or until he/she reaches 21, whichever occurs first.

The district will do the following.

- Implement administration and security measures established by the state board of education for the purpose of the exit examination.
- Establish a procedure for written notification of students and parents/legal guardians by the seventh grade or upon entry into the district schools, whichever comes first.
- Publicize the exit examination schedules.
- Recommend for a South Carolina State High School Diploma only those students who pass all parts of the exit examination.
- Provide academic assistance related to the parts not passed.
- Advise students who have met all other requirements for graduation but have not passed the exit examination of other alternatives.

Districts will identify students who meet the participation criteria for alternative assessment. Students with an IEP may take the exit exam with accommodations and/or modifications determined to be appropriate by the IEP team and allowable by state and federal statutes and regulations.

Issued 11/17/86; Revised 2/6/89, 6/11/01, ^

## **CAREER/TRANSITION TO WORK EDUCATION**

Code **IHAQ** Issued **DRAFT**

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**Purpose:** To establish the board's vision for career/transition-to-work education.

Career education is the development of the skills and knowledge through which individuals may fulfill their own unique needs with regard to their occupational role, citizen responsibility, leisure activity and family development.

The board is committed to and supports the development and implementation of a statewide initiative to provide students with strong academics and real-world problem solving skills to meet the workforce needs of business and industry.

The district will adhere to the Education and Economic Development Act of 2005 through the implementation of the following components.

### **Career clusters and state academic standards**

A curriculum aligned with state academic standards will be provided to students through career clusters with individualized educational, academic and career-oriented choices and greater exposure to career information and opportunities.

### **Career guidance and counseling/development**

The district will lay the foundation for the clusters of study system for students as follows.

- Provide career awareness activities in elementary school (K-5).
- Identify interests and abilities in middle school and align these with clusters of study for the development of individual graduation plans.
- Provide guidance and curricula for high school students to complete individual graduation plans.
- Provide a variety of work-exploration experiences such as traditional mentoring, shadowing, service learning, school-based activities, internships and cooperative education, youth apprenticeships and extended learning opportunities.

The district will utilize the High Schools That Work (HSTW) whole-school reform model in its high schools or obtain approval from the state department of education to use another cluster or major organizational model.

### **Guidance and counseling model**

The district will follow standards and strategies provided by the state department of education's guidance and counseling model in developing and implementing a comprehensive guidance and counseling program. This model will include a career guidance component for students at the high school level.

### **Parental participation**

The district will encourage parental participation in the clusters of study system by requiring annual parent counseling conferences for students beginning with the eighth grade and continuing through high school. The purpose of these conferences will be to assist in the decisions concerning career choices and the creation of individual graduation plans.

## **PAGE 2 - IHAQ - CAREER/TRANSITION TO WORK EDUCATION**

The district may provide guidance and counseling sessions during hours that are not typically part of the workday, such as in the evenings or on Saturday.

### **Academic assistance programs (at-risk students)**

The district will implement in each high school one or more evidenced-based program models for at-risk students to ensure that these students are given the opportunity to complete the requirements for a state high school diploma and to build skills that prepare them to enter the job market successfully.

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

Adopted ^

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### **Legal references:**

- A. S.C. Code of Laws 1976, as amended:
  - 1. Section 59-59-10, et. seq. - South Carolina Education and Economic Development Act.
- B. State Board of Education Regulations:
  - 1. R43-205 - Administrative and professional personnel qualifications, duties and workloads.
  - 2. R43-234 - Defined program, grades 9-12.
- C. South Carolina State Department of Education:
  - 1. South Carolina Education and Economic Development Act Guidelines (2006).







EXHIBIT E

## **MEMORANDUM**

November 12, 2012

To: Members of the Board of Trustees

From: Keith McAlister   
Director, New Design and Construction

Re: Change Order for Unsuitable Soils for Spring Hill High School and Center  
for Advanced Technical Studies

## **ADMINISTRATION CONSIDERATION**

Administration provides information regarding the change order needed due to unsuitable soils discovered during the road widening at Spring Hill High School and the Center for Advanced Technical Studies.

## **RECOMMENDATION**

Administration recommends the school board approve a change order in the amount of \$561,877.93 for unsuitable soils discovered during the road widening at Spring Hill High School and the Center for Advanced Technical Studies.







## MEMORANDUM

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

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

DATE: November 5, 2012

RE: November 12, 2012 Board Meeting, Discussion Item  
Proposed Revisions and Additions I Policies

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The administration recommends the proposed revisions and additions to the following Board Policies proceed to First Reading approval.

- Replace current board policy JQH "Drop-Outs" with new policy IHBC "Programs for At-Risk/Disadvantaged Students"
- Replace current board policy ICC "Research" with new policy IJ "Instructional Resources and Materials"
- Replace current board policy IFAA "Instructional Materials Selection and Adoption" with new policy IJJ "Textbook Selection and Adoption"
- Add new policy IJKA "Technology Resource Selection and Adoption"
- Replace current policy IFCC "Community Resource Persons" and IFCD "School Volunteers" with new policy IJOB/IJOC "Resource Persons/School Volunteers"
- Add new administrative rule IJOB/IJOC-R "Resource Persons/School Volunteers"
- Replace current policy IHAC "Cheating or Plagiarism" with new policy IKABA "Cheating or Plagiarism"
- Replace current policy IHB "Homework" with new policy IKB "Homework"

- Replace current policy IHEB "Acceleration" with new policy IKEA "Acceleration of Students"
- Add new administrative rule IKEA-R "Acceleration"

Attachments:

Current Board Policies: JQH, ICC, IFAA, IFCC, IFCD, IHAC, IHB and IHEB

Recommended Board Policies: IHBC, IJ, IJJ, IJKA, IJOB/IJOC, IJOB/IJOC-R, IKABA, IKB, IKEA and IKEA-R

I will be available at the November 12, 2012 Board Meeting to answer any questions you may have.

**Policy JQH Drop-Outs**

Issued 4/86

As required by the State Department of Education, the administration of each school in the district shall send to the central administrative offices a report, in duplicate, of the numbers and names of students dropping out of the school.

Adopted 1973; Revised 4/28/86

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

Section 59-65-10 et seq. - Compulsory Attendance

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

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## **PROGRAMS FOR AT-RISK/DISADVANTAGED STUDENTS**

Code **IHBC** Issued **DRAFT**

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**Purpose:** To establish the basic structure for district programs for at-risk/disadvantaged students.

The board is concerned with the number of students at risk for being poorly prepared for the next level of study or for dropping out of school. The board is also concerned with providing a learning environment conducive to keeping all students in school. Therefore, the board endorses the implementation in the high schools of a model program geared to motivating students in danger of dropping out of school.

A student at risk of dropping out of school is any student who, because of his/her individual needs, requires temporary or ongoing intervention in order to achieve in school and to graduate with meaningful options for his/her future.

The district will utilize specific objective criteria to identify students falling into this category.

- A review of appropriate assessments in order to diagnose the academic difficulties of students and to select appropriate short and long-term interventions. Careful consideration should be given to students demonstrating declining academic performance.
- Consideration of specific behaviors and characteristics as indicators, predictors and barriers in identifying at-risk students (e.g., being overage for their grade level, working an excessive number of hours, being a single parent, having a history of discipline problems, exhibiting limited proficiency in the English language).

Each high school will implement an at-risk student model, initiative or program from the approved state department of education list or submit a specific alternative model, comprehensive initiative or multi-faceted program.

The district will work with the state department of education to ensure that students are being properly identified and provided timely, appropriate guidance and assistance and that no group is disproportionately represented.

The high school will annually evaluate its drop-out prevention initiative and/or program using, at a minimum, the following criteria to ensure the program is providing students an opportunity to graduate with a high school diploma.

- an identification process including, where appropriate, the number of at-risk students and the specific risk factors
- extent of parental involvement
- number of students served
- formative assessment of strengths and weaknesses of the process
- qualitative assessment of desired outcomes or performance criteria as established by the school

The district and the schools annually will provide the appropriate data to meet reporting requirements of the state department of education.



## **PAGE 2 - IHBC - PROGRAMS FOR AT-RISK/DISADVANTAGED STUDENTS**

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

Adopted 1973; Revised 4/28/86, ^

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### Legal references:

- A. S.C. Code of Laws, 1976, as amended:
  - 1. Section 59-59-150 - South Carolina Education and Economic Development Act; regulations for identifying at-risk students; model programs.
- B. State Board of Education Regulations:
  - 1. R43-205 - Administrative and professional personnel qualifications, duties and workloads.
  - 2. R43-234 - Defined program, grades 9-12.
  - 3. R-43-274.1 - At-risk students.
- C. South Carolina State Department of Education:
  - 1. South Carolina Education and Economic Development Act Guidelines (2006).

## Policy ICC Research

Issued 1/88

All research projects are evaluated to determine if they would be of value to the district, students or teachers in Lexington County School District Five. The following procedures are to be followed.

All requests for research are directed to the assistant superintendent for instruction or designee

Upon receipt of the request, the assistant superintendent for instruction or designee will ask the person submitting the proposal to provide an abstract and any surveys or questionnaires which will be used along with the complete proposal.

All information is sent to a permanent review committee which will consist of the assistant superintendent for instruction or designee, one principal or designee and one teacher from the elementary, middle and high school levels

After the information is read the committee will meet with the person requesting permission to do the research. This screening committee will have the responsibility of determining if this research meets the criteria to be approved or disapproved for Lexington District Five.

At the conclusion of the interview, the committee will inform in writing the individual of the decision.

If the screening committee approved the proposal, the individual must go to the school principal where the research is to be conducted and seek permission to do the research in that school. Approval by the screening committee does not guarantee that the research will indeed be permitted within a particular school

At the individual school level, the principal and all other staff members affected by the proposal will critique the request and collectively render a decision regarding its appropriateness. If students are directly involved or if their opinions are to be solicited in such a proposal, prior written parental permission must be endorsed upon the face of the proposal setting forth the information and opinions to be sought

The decision made at the school level will be reported by the principal to the assistant superintendent for instruction or designee on the appropriate forms

A letter from the assistant superintendent for instruction or designee will be sent to the applicant apprising him of the final approval of the project by the district superintendent.

At the conclusion of the research, a copy of the study indicating the results will be forwarded to the assistant superintendent for instruction or designee as information

Adopted 11/17/86; Revised 1/25/88

## INSTRUCTIONAL RESOURCES AND MATERIALS

Code **IJ** Issued **DRAFT**

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**Purpose:** To establish the board's vision for instructional materials and the basic structure for parental examination of certain materials.

Instructional materials are all materials designed for use by students and their teachers as a learning resource. They may be printed or non-printed and may include, but not limited to, books, audiovisual materials and kits.

The professional staff will have primary responsibility for the selection of instructional materials and resources. They will seek the involvement of parents and other community members in selecting instructional materials. The selection of instructional materials will follow state board of education regulations as well as other legal requirements. All materials will support the schools' educational philosophy, goals and objectives. The board will handle challenges to materials as provided in policy KEC.

### **Parental inspection of certain materials**

Parents/legal guardians of district students have the right to inspect all instructional materials including teacher's manuals, films, tapes or other supplementary materials which will be used in connection with any survey, analysis or evaluation as part of any applicable program. The district will make the materials available for inspection at appropriate locations.

The district will not require any student to submit to a survey, analysis or evaluation that reveals information prohibited by law as cited in the references below.

The district will give parents and students effective notice of their rights under the law.

Adopted 11/17/86; Revised 1/25/88, ^

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Legal references:

A. 20 U.S.C. Code, Section 1232h, as amended:

1. SEC.439.

- (a) All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children.
- (b) No student shall be required, as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning --
  - (1) political affiliations;
  - (2) mental and psychological problems potentially embarrassing to the student or his family;
  - (3) sex behavior or attitudes;
  - (4) illegal, anti-social, self-incriminating and demeaning behavior;
  - (5) critical appraisals of other individuals with whom respondents have close family relationships;
  - (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
  - (7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior



## **PAGE 2 - IJ - INSTRUCTIONAL RESOURCES AND MATERIALS**

- consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.
- (c) educational agencies and institutions shall give parents and students effective notice of their rights under this section.

## Policy IFAA Instructional Materials Selection and Adoption

Issued 6/96

A district instructional materials selection and adoption committee will be established in each area of the curriculum when needed for the purpose of evaluating and selecting the instructional materials to be used in all schools.

The committee will be established by the chief instructional services officer. The committee will be composed of at least one teacher from each school affected by the adoption, at least one parent from each school affected, and other persons whom the chairperson of the committee may appoint. Committee members from each school will be selected by the principal/director.

The chairperson will meet with the committee to present an overview of the procedures to be used in the adoption process. In addition, the chairperson will be responsible for conducting the selection process used by the committee in recommending instructional materials from the list adopted by the State Department of Education.

Instructional materials being considered for adoption will be made available by the publisher to each school. The district will have a complete set of all materials under consideration for adoption for public review.

A representative of each company with instructional materials on the list for possible adoption will be given an opportunity to make a brief presentation to the committee. Following the presentations by company representatives, and after a thorough evaluation by all committee members, the committee will recommend one or more publishers for the subject area under consideration.

During the entire study, these proposed instructional materials will be available for review at each school and at a designated location. Public notification will be given each December or January of the subject areas for which textbooks are to be adopted that year. The chief instructional services officer will make recommendations in May to the board of trustees for its approval of new instructional materials to be adopted for use in the district.

Adopted 2/24/69; Revised 11/16/81, 11/21/83, 1/25/88, 6/3/96

Constitutional & Statutory Provisions:

S.C. Code, 1976, as amended:

Section 59-5-60 (7) - State Board to prescribe textbooks and other instructional materials.

Section 59-31-30 - Use of uniform series of textbooks.

State Board of Education Regulations:

R-43-70 through 72 - Textbook Regulations.

## TEXTBOOK SELECTION AND ADOPTION

Code **IJJ** Issued **DRAFT**

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**Purpose:** To establish the board's vision and basic structure for the selection and adoption of textbooks to be used by the district.

In adopting textbooks for use in the school system, the board must carefully consider the rights, freedoms and responsibilities of students, parents and teachers.

The board's first commitment in the selection and adoption of textbooks will be the preservation of the student's right to learn in an atmosphere of academic freedom. The board supports the rights of teachers to exercise professional judgement in their work; but, at the same time, will require teachers to balance this right with an awareness of their responsibility to meet the district's educational goals and objectives, as well as standards established by state law.

The board recognizes the rights of parents to influence the education of their children. The board will not, however, allow the wishes of any individual to infringe upon the rights of the majority of the students in any class.

### **Selection process**

The superintendent will be responsible for selecting and recommending to the board for adoption all basic textbooks to be used in the district's program of education.

The superintendent will recommend textbooks in specific curriculum areas based upon the recommendation of textbook committees composed of teachers, department chairs, supervisors, directors and principals. The committee may seek comments from interested parents, community members and students.

The committee will select texts from those on the approved list of the state department of education. The content of these textbooks will reflect the substance and level of performance outlined in grade specific educational standards adopted by the state board of education.

The district may request that the state board of education add a textbook or series to the approved list under the following circumstances.

- The textbook or series must be one that was reviewed by the state board, but not adopted.
- The boards of five or more districts may request in writing an addition to the approved state board list.
- The boards of two or more districts with a combined student population of 25,000 or more may request in writing an addition to the approved state board list.

The district will set up procedures for principals and teachers to request these additions.

### **Beginning classes**

Schools may begin a course if textbooks or other materials are not available on the first day of class or if the delivery date is after the first two weeks of classes.

Adopted 2/24/69; Revised 11/16/81, 11/21/83, 1/25/88, 6/3/96, ^



## PAGE 2 - IJJ - TEXTBOOK SELECTION AND ADOPTION

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### Legal references:

- A. S.C. Code, 1976, as amended:
  - 1. Section 59-5-60(7) - General powers of state board.
  - 2. Section 59-31-30 - Use of uniform series of textbooks; exceptions.
  - 3. Section 59-31-40 - Adoption of new books; books to be error free.
  - 4. Section 59-31-45 - Selection of textbooks; requests; procedures.
  - 5. Section 59-31-70 - Purchase of textbooks; reimbursement from state school textbook funds.
  - 6. Section 59-31-75 - Textbooks required for classes to begin.
- B. State Board of Education Regulations:
  - 1. R 43-70 - Textbook adoption.
  - 2. R 43-71 - Free textbooks.

## **TECHNOLOGY RESOURCE SELECTION AND ADOPTION**

Code **IJKA** Issued **DRAFT**

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Purpose: To establish the basic structure for the selection and adoption of computer hardware and software.

The district will select and purchase computer software, electronic materials and hardware in accordance with district policies on selection of instructional materials and equipment and purchasing.

### **Software**

The district will select educational computer software or electronic materials in the same manner in which other instructional material is selected, giving care to avoid sexual, ethnic, racial or religious stereotypes or biases.

All software purchased by the district or any of its schools will remain the official property of the district.

All software will be subject to systematic and on-going evaluation with respect to quality, appropriateness and contribution to curricular objectives.

### **Hardware**

The purchase of computer hardware will be in keeping with state bidding regulations and with the district's best analysis of the suitability of specific equipment.

Adopted ^

**File: IFCC Community Resource Persons**

Issued 11/81

The Board encourages the enrichment of curriculum and the widening of educational horizons by inviting persons from outside the school with special knowledge, talents, or interesting careers to address students. It is very important, however, that teachers plan effective ways of utilizing resource persons so that strong curricular ties are maintained.

The time given by the resource person and the limitations imposed by the necessity to schedule the regular program of studies must be considered when arranging for speakers.

Approval for each such visit or program must be given by the principal/director.

Adopted 11/16/81

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SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

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**File: IFCD School Volunteers**

Issued 11/81

District Five schools welcome parent and community assistance. Effective planning, however, is the key to a successful volunteer program. These volunteers usually provide the following:

Tutorial assistance to individuals and groups of students

Enrichment activities

General assistance for teachers and administrators

The proper orientation of the volunteers is a key to the success of the entire program. All members of the school staff may be involved with the orientation of volunteers. The responsibility for the orientation of the volunteers lies with the principal/director.

Adopted 11/16/81

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

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## RESOURCE PERSONS/SCHOOL VOLUNTEERS

Code **IJOB/IJOC** Issued **DRAFT**

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Purpose: To establish the board's vision for the use of resource persons and school volunteers in the district's programs.

The board supports resource persons and volunteer programs which are professionally organized and promote increased student achievement. The board believes in using resource persons in the community to provide enrichment opportunities and give more individual attention to students. The board also believes that the appropriate use of volunteers will increase the effective utilization of staff time and skills as well as promote greater community involvement.

A professionally run resource persons and volunteer program serves as a means of coordinating all volunteer activity in the schools. The resource persons and volunteer program is school-oriented, meaning that all projects and requests originate within the school and are supervised by the professional staff. The board encourages teachers to use resource persons and volunteers, but that use is optional. Resource persons and volunteers will work with students under the immediate supervision and direction of a certificated person.

The resource persons and volunteer program will be decentralized. Each principal or teacher plans for resource person or volunteer help in areas that fulfill a different need in each school. At the district level, the superintendent or his/her designee serves as a consultant in areas of implementation, coordination, training, placement, evaluation and recognition. The resource persons or volunteers, though unpaid, have been and will continue to be professional and dependable in the donation of their time.

The superintendent will establish procedures for securing and screening resource persons or volunteers. A person who has been convicted of criminal sexual conduct with a minor, as defined by state law, is prohibited from being a resource person or volunteer.

Adopted 11/16/81; Revised ^

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### Legal references:

#### A. South Carolina Code of Laws, 1976, as amended:

1. Section 16-3-655 - Criminal sexual conduct with a minor; aggravating and mitigating circumstances; penalties; repeat offenders.



## RESOURCE PERSONS/SCHOOL VOLUNTEERS

Code **IJOB/IJOC-R** Issued **DRAFT**

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### Definition

Resource persons and volunteers are persons who work at school sites or at school-sponsored activities without compensation or employee benefits of any kind. They support district instructional programs and activities by assisting employees in providing individualization and enrichment of instruction and by strengthening school/community relations.

The board expects the administration to appropriately screen resource persons and volunteers to assure the safety of the students. Approval of resource persons and volunteers will be done by the principal.

Resource persons and volunteers will be under the immediate supervision and direction of a certificated person when assisting in an instructional setting. They will be under the supervision of appropriate approved personnel when assisting in a non-instructional setting.

Use of resource persons and volunteers within the district is not to conflict with or replace any regularly authorized personnel position.

Resource persons and volunteers are expected to comply with all rules and regulations set forth by the district.

### Procedures

- All resource persons and volunteers must submit an application which includes the requirement of a background check by the district.
- Schools will thoroughly orient resource persons and volunteers to the duties they are to perform, including providing the individual a copy of this administrative rule and other pertinent information. District consultants and supervisors may help with this whenever applicable. The staff member to whom the individual is assigned is responsible for explaining specifically what is expected of the individual.
- The school will give all resource persons and volunteers some acquaintance with the overall operation of the school, including what the school expects of all persons who work with it.
- All resource persons and volunteers are under the direct supervision of and accountable to the principal or his/her designee.
- Each resource person or volunteer must register in the school's main office at the beginning of each visit and wear a name tag while in the building or at school-sponsored activities.
- No one will give resource persons or volunteers the authority to have access to student records. Resource persons or volunteers may only see those records that pertain to their own children in compliance with policy JRA and administrative rule JRA-R.
- The school principal will make periodic assessments to ensure that the resource persons and volunteers are working productively with students.
- Resource persons and volunteers are helpers only. The direction of students, particularly in strictly teaching areas, is the responsibility of the certificated teacher and cannot be turned over to a resource person or volunteer.

## **PAGE 2 - IJOB/IJOC-R - RESOURCE PERSONS/SCHOOL VOLUNTEERS**

- Health room resource persons or volunteers are to work under the supervision of the school principal or his/her designee. These individuals will follow district policy concerning first aid and emergency care.
- Principals should commend, thank and publicly recognize resource persons and volunteers whenever justified and possible.

### **Areas of use**

Resource persons and volunteers may be used in many capacities including, but not limited to, the following.

- for non-teaching duties not requiring instructional judgment or evaluation of students
- to assist with academic programs under a certificated teacher's immediate supervision
- as a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval
- as supervisors, chaperones or sponsors for non-academic school activities

Issued ^

## Policy IHAC Cheating or Plagiarism

Issued 1/89

In order to help promote both equitable and consistent evaluation, every district teacher and administrator should establish a learning atmosphere inherently conducive to responsible student scholarship. In this regard, teachers should fully explain their own particular academic expectations to each class, be stationed in their classrooms and circulating among students at all times during tests and examinations, and exert realistic preventive measures to reduce the possibility of unethical student conduct. Teachers will announce to each class the district policy for dealing with confirmed cases of cheating or plagiarism.

If a teacher observes a suspected case of cheating or plagiarism, the teacher and accused student will seek to resolve the issue. The principal will be informed of the resolution of such a case. If no reasonable solution can be agreed upon by both parties, the principal/director will work with both parties to make the final decision in the matter; he/she reserves the right to involve parents, guidance counselors (when employed in that particular school) and others when appropriate.

If either the student or teacher is dissatisfied with the eventual decision, either one retains the prerogative of a formal grievance appeal through proper administrative channels: policy JCE, Student Complaints and Grievances and policy GAE, Grievances, for students and employees, respectively.

Adopted 11/16/81; Revised 4/24/85, 1/23/89

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SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES



## **CHEATING OR PLAGIARISM**

Code **IKABA**

Issued **DRAFT**

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Purpose: To establish the basic structure for addressing unethical conduct on the part of students.

In order to help promote both equitable and consistent evaluation, every district teacher and administrator should establish a learning atmosphere inherently conducive to responsible student scholarship. In this regard, teachers should fully explain their own particular academic expectations to each class, be stationed in their classrooms and circulating among students at all times during tests and examinations, and exert realistic preventive measures to reduce the possibility of unethical student conduct. Teachers will announce to each class the district policy for dealing with confirmed cases of cheating or plagiarism.

If a teacher observes a suspected case of cheating or plagiarism, the teacher and accused student will seek to resolve the issue. The principal will be informed of the resolution of such a case. If no reasonable solution can be agreed upon by both parties, the principal/director will work with both parties to make the final decision in the matter; he/she reserves the right to involve parents/legal guardians, guidance counselors (when employed in that particular school) and others, when appropriate.

If either the student or teacher is dissatisfied with the eventual decision, either one retains the prerogative of a formal grievance appeal through proper administrative channels: policy JII, Student Concerns, Complaints and Grievances and policy GBK, Staff Concerns, Complaints and Grievances, for students and employees, respectively.

Adopted 11/16/81; Revised 4/24/85, 1/23/89, ^

**Policy IHB HOMEWORK**

Issued 1/88

Homework shall be assigned regularly as an independent activity which allows students to practice and apply what they have learned in class. The amount and frequency of homework assigned will vary among grade levels, subjects taught and course levels. At the beginning of each course, the teacher shall explain her/his homework policy to students and parents including its influence on report card grades.

Adopted 11/21/83; Revised 1/25/88

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

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## **HOMEWORK**

*Code* **IKB** *Issued* **DRAFT**

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Purpose: To establish the basic structure for the assignment of homework in the schools.

Homework will be assigned regularly as an independent activity which allows students to practice and apply what they have learned in class. The amount and frequency of homework assigned will vary among grade levels, subjects taught and course levels. At the beginning of each course, the teacher will explain his/her homework policy to students and parents/legal guardians, including its influence on report card grades.

Adopted 11/21/83; Revised 1/25/88, ^

**Policy IHEB Acceleration**

Issued 11/81

Any student who, in the opinion of his principal/director and teacher(s), warrants consideration for acceleration and/or adjustment either by grade or subject, shall be carefully tested in order to determine an educational program in his best interests. The criteria shall include the following: scholastic ability and achievement level, mental capacity, experiential background, emotional and social development and maturation, complexity of curricular program. All such criteria shall be supported by recommendations from the teacher(s) and principal/director and by authorized standardized tests, when applicable.

Acceleration for the gifted or academically talented student may be accomplished by one or more of the following instructional arrangements: subject grouping, omission of a grade level, content of a higher order of experiential complexity, advanced placement programming, provision for opportunities and activities extended in both scope and depth.

Acceleration into a higher grade level for the gifted or academically talented student shall require the expressed consent and approval of the parent or guardian.

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

Constitutional & Statutory Provisions:

S.C. Code, 1976, as amended:

Section 59-39-110 - High schools to offer accelerated programs.

State Board of Education Regulations:

R-43-258 - Acceleration

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

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## ACCELERATION OF STUDENTS

Code **IKEA** Issued **DRAFT**

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Purpose: To establish the basic structure for the acceleration of students.

Any student who, in the opinion of his principal/director and teacher(s), warrants consideration for acceleration and/or adjustment either by grade or subject, will be carefully tested in order to determine an educational program in his/her best interests. The criteria will include the following.

- scholastic ability and achievement level
- mental capacity
- experiential background
- emotional and social development and maturation
- complexity of curricular program

All such criteria will be supported by recommendations from the teacher(s) and principal/director and by authorized standardized tests, when applicable.

Acceleration for the gifted or academically talented student may be accomplished by one or more of the following instructional arrangements.

- subject grouping
- omission of a grade level
- content of a higher order of experiential complexity
- advanced placement programming
- provision for opportunities
- activities extended in both scope and depth

Acceleration into a higher grade level for the gifted or academically talented student will require the expressed consent and approval of the parent/legal guardian.

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

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Legal references:

- A. S. C. Code, 1976, as amended:
1. Section 59-39-110 - Accelerated program of study.

## ACCELERATION

Code **IKEA-R** Issued **DRAFT**

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### **Acceleration of a student into five-year-old kindergarten**

The superintendent or his/her designee will follow these guidelines when considering a request to accelerate a student into five-year-old kindergarten (place students into K5 classes who are not five years old by September 1).

- A student must be four years old by September 1 in order to be considered for acceleration.
- The family must be willing to pay tuition to the district in the amount of the state EFA K5 reimbursement amount. The specifics of the payment will be determined by the district administration.
- Each student requesting acceleration must be assessed regarding readiness and school ability to insure that the student is not inappropriately placed in an advanced grade. The district's decision is final.
- The district reserves the right to determine the placement of a student in a particular school.
- The parent/legal guardian must be willing to provide transportation for the student in the event a student is not placed in the student's home school.

Issued 4/14/08; Revised ^