district five
OF LEXINGTON & RICHLAND COUNTIES

AGENDA
BOARD OF TRUSTEES
THE CENTER FOR ADVANCED TECHNICAL STUDIES
JANUARY 28, 2013

1. Call to order at 6:00 p.m.

2. Enter executive session to consider the following:

   a. Selected employment items (Exhibit A)
   b. Receipt of legal advice regarding employee hearing procedure

3. Welcoming remarks at 7:00 p.m. – Robert Gantt

4. Invocation – Mark Bounds

5. Pledge of Allegiance – Tristan Yates, a student at the Center

6. School Board Spotlight

7. Approval of the agenda

8. Welcome and program overview by Dr. Bob Couch, Director

9. Superintendent's report (45 minutes)

   a. Instructional Services
      (1) English for Speakers of Other Languages (ESOL) Program

   b. Financial Services
      (1) Monthly Financials (Exhibit B)

   c. New Design and Construction
      (1) Monthly Update on Construction (Exhibit C)
      (2) Proposed renovation of warehouse facility (Exhibit D)

10. Public participation*

ACTION AGENDA

11. Items considered in executive session

12. Proposed construction of new middle school (Exhibit E)

13. Second reading approval of proposed revisions to "I" policies: replace current board policy JQH "Drop-Outs" with new policy IHBC "Programs for At-Risk/Disadvantaged Students", Add new policy IJ "Instructional Resources and Materials" and IJ-E "Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)", 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 policies IFCC "Community Resource Persons" and IFCD "School Volunteers" with new policy IJOB/IJOC "Resource Persons/School Volunteers" and add 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)

14. First reading approval of proposed revisions to "I" policies: replace current board policy IDDF "Special Education" and Administrative Rule IDDF-R "Special Education Placement Procedures" with new policy IHBA "Special Education/Programs for Disabled Students", replace current policy IEK "Instruction at Place Other Than School" with new policy IHBG "Homeschooling", replace current Administrative Rule IEK-R "Instruction at Place Other Than School" with new Administrative Rule IHBG-R "Homeschooling", replace current policy ICF "Charter Schools" with new policy IHBH "Charter Schools", add new policy IHBIB "Primary/Pre-Primary Education (Child Development)", add new Administrative Rule IHBIB-R "Primary/Pre-Primary Education (Child Development)", replace current policy IFBGA(3) "Use of District Email Resources" with new policy IJNDB(3) "Use of District Email Resources", replace current policy IHAA "Final Examinations" with new policy IKAA "Tests and Examinations", replace current policy IKA "Teaching Methods" and IHAB "Report Cards" with new policy IKAB "Report Cards/Progress Reports", replace current policy IHAD "Parent-Student-Teacher Conferences" with new policy IKACA "Parent Conferences", and replace current policy IHAE "Placement of Non-Accredited Private and Home School Secondary Students" with new policy IKACC "Placement of Non-Accredited Private and Homeschool Secondary Students" (Exhibit G)

15. Approval of the minutes of the January 14, 2013 board meeting (3 minutes)

DISCUSSION AGENDA

16. Magnet School proposals (Exhibit H)

17. Evaluation of Preschool Program at Irmo Elementary School

18. Staffing Plan for Spring Hill High School (Exhibit I)

19. Proposed revisions to JICDA-R "Code of Conduct" (Exhibit J)

20. 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

21. The next regular scheduled board meeting will be February 11, 2013 at Ballentine Elementary School.

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

district five
OF LEXINGTON & RICHLAND COUNTIES

Minutes/January 14, 2013

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

Mr. Robert Gantt, Chairman
Mrs. Beth Burn Watson, Vice Chairman
Mrs. Ellen Baumgardner, Secretary
Mrs. Jondy Loveless
Mrs. Kim Murphy
Mr. Jim Turner
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 called the meeting to order and gave welcoming remarks.

The Invocation was given by Mark Bounds. The Pledge of Allegiance was led by Bailey Gowans, student body president at Chapin High School, and the NJROTC Color Guard.

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

Dr. Akil Ross gave a welcome and brief overview of Chapin High School.

During the superintendent's report, Dr. Hefner presented a security and safety update, the Vision 2015 #12 update; Helen Anderson presented new magnet program proposals for 2013-2014; Dr. Fulmer presented the monthly financials (Exhibit C), the 8% capital projects (Exhibit D), and a bond referendum expenditure summary (Exhibit E).

During the public participation, Scot Sheely, Lynda Larsson-Wheeler, Tom Fincher and Michael Copeland spoke regarding the flag incident; Toshia Addison spoke regarding the district; and Mr. Valentin spoke regarding medical excuses.

Helen Anderson presented proposed revisions to "I" policies: replace current board policy IDDF "Special Education" and Administrative Rule IDDF-R "Special Education Placement Procedures" with new policy IHBA "Special Education/Programs for Disabled Students", replace current policy IEK "Instruction at Place Other Than School" with new policy IHBG "Homeschooling", replace

current Administrative Rule IEK-R "Instruction at Place Other Than School" with new Administrative Rule IHBG-R "Homeschooling", replace current policy ICF "Charter Schools" with new policy IHBH "Charter Schools", add new policy IHBIB "Primary/Pre-Primary Education (Child Development)", add new Administrative Rule IHBIB-R "Primary/Pre-Primary Education (Child Development)", replace current policy IFBGA(3) "Use of District Email Resources" with new policy IJNDB(3) "Use of District Email Resources", replace current policy IHAA "Final Examinations" with new policy IKAA "Tests and Examinations", replace current policy IKA "Teaching Methods" and IHAB "Report Cards" with new policy IKAB "Report Cards/Progress Reports", replace current policy IHAD "Parent-Student-Teacher Conferences" with new policy IKACA "Parent Conferences", and replace current policy IHAE "Placement of Non-Accredited Private and Home School Secondary Students" with new policy IKACC "Placement of Non-Accredited Private and Homeschool Secondary Students" (Exhibit G).

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of January 14, 2013

	BAUMGARDNER	GANTT	LOVELESS	MURPHY	TURNER	WATSON	WHITE
1. M. Watson S. Baumgardner Enter executive session to consider the following: a) selected employment items (Exhibit A); b) personnel matter: employee grievance request (Exhibit B); c) update on *Freedom from Religion* versus D5 lawsuit; and d) receipt of legal advice re: Act No. 326 of 2002	X	X	X	X	X	X	A
2. M. Watson S. Baumgardner Approve the agenda	X	X	X	R	X	X	A
3. M. Watson S. Baumgardner Approve the selected employment items (Exhibit A)	X	X	X	R	X	X	A
4. M. Watson S. Baumgardner Deny the request for an employee grievance (Exhibit B)	X	X	X	R	X	X	A
5. M. Watson S. Baumgardner I move we adopt the public statement you made earlier tonight on the Kim Murphy residency issue and to work with the District's attorneys to resolve this matter as promptly and quickly as practicable, keeping all Board members and the public appropriately informed of any significant developments.	X	X	X	R	X	X	A
6. M. Watson S. Loveless First reading approval of 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" and IJ-E "Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)", replace current board policy IFAA "Instructional Materials Selection and Adoption" with new policy IJJ "Textbook Selection and Adoption", add new policy IJKA "Technology Resource	X	X	X	R	X	X	A

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

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of January 14, 2013

		BAUMGARDNER	GANTT	LOVELESS	MURPHY	TURNER	WATSON	WHITE
	Selection and Adoption, replace current policies IFCC "Community Resource Persons" and IFCD "School Volunteers" with new policy IJOB/IJOC "Resource Persons/School Volunteers" and add 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)							
7.	M. Watson S. Baumgardner Approve the minutes of the November 19, 2012 board meeting	X	X	X	R	AB	X	A
8.	M. Watson S. Baumgardner Adjourn at 9:47 p.m.	X	X	X	R	X	X	A

A = Absent
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PUBLIC STATEMENT

AS CHAIRMAN OF THE BOARD OF TRUSTEES FOR SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES, I WOULD LIKE TO TAKE THIS OPPORTUNITY TO RESPOND TO CERTAIN INFORMATION THAT APPEARED IN THE MEDIA LAST WEEK REGARDING A CERTIFIED EMPLOYEE OF THE DISTRICT WHO HAS BEEN RECOMMENDED FOR TERMINATION BY DISTRICT SUPERINTENDENT DR. STEVE HEFNER. THAT INFORMATION INDICATED THAT THE BOARD WOULD TAKE ACTION THIS EVENING IN RESPONSE TO THE SUPERINTENDENT'S TERMINATION RECOMMENDATION.

IN FACT, THE BOARD HAS NOT TAKEN ANY ACTION AND WILL NOT TAKE ANY ACTION IN THIS MATTER UNTIL THE EMPLOYEE HAS THE OPPORTUNITY TO REQUEST AN EVIDENTIARY HEARING BEFORE THE BOARD IN REFERENCE TO THE SUPERINTENDENT'S RECOMMENDATION. THAT PROCEDURE IS IN COMPLIANCE WITH THE SOUTH CAROLINA TEACHER EMPLOYMENT AND DISMISSAL ACT, WHICH SETS FORTH THE PROCEDURES TO BE FOLLOWED BY THE BOARD OF TRUSTEES IN CONNECTION WITH A RECOMMENDATION FOR TERMINATION OF A CONTINUING CONTRACT TEACHER.

January 14, 2013

AS CHAIRMAN OF THE BOARD OF TRUSTEES FOR SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES, I WOULD LIKE TO TAKE THIS OPPORTUNITY TO RESPOND TO CERTAIN INFORMATION THAT APPEARED IN THE MEDIA LAST WEEK REGARDING A CERTIFIED EMPLOYEE OF THE DISTRICT WHO HAS BEEN RECOMMENDED FOR TERMINATION BY DISTRICT SUPERINTENDENT DR. STEVE HEFNER. THAT INFORMATION INDICATED THAT THE BOARD WOULD TAKE ACTION THIS EVENING IN RESPONSE TO THE SUPERINTENDENT'S TERMINATION RECOMMENDATION.

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district five
OF LEXINGTON & RICHLAND COUNTIES

PUBLIC STATEMENT
JANUARY 14, 2013

In late October, it came to my attention that Board Member Kim Murphy might not be, in fact, a resident of Richland County, as specifically required by Act No. 326 of 2002 of the South Carolina General Assembly.

Act No. 326 of 2002 addresses the composition of the Board of Trustees of School District Five of Lexington and Richland Counties, specifically providing that three of the Board Members shall be residents of Richland County and four of the Board Members shall be residents of Lexington County. Ms. Murphy is one of three representatives from Richland County, the other two being Robert Gantt (myself) and Edward White.

Based on the information I received, I made a formal inquiry of Bobby Bowers, Director of the Office of Research and Statistics of the South Carolina State Budget and Control Board, whose office has statewide responsibility for election district maps. A copy of my December 20, 2012, letter to Mr. Bowers is attached. I also informed other officers of the Board of my inquiry, along with legal counsel for the District.

On January 12, 2013, I received a formal response to my inquiry from Mr. Bowers. A copy of his response is attached.

Tonight, in Executive Session, I informed the entire Board of Mr. Bowers' response, along with the District Superintendent and legal counsel for the District. Tomorrow, I will send a letter to Ms. Murphy confirming tonight's discussion. I assume that Ms. Murphy will evaluate the information and, if Mr. Bowers' position is correct, will resign her position as a member of the Board, as she was apparently not qualified to represent Richland County at the time of her election.

If there is a dispute about her qualifications to serve, the District, through legal counsel, will make arrangements to refer the matter to an independent, impartial person with extensive judicial experience to publicly hear the facts and law and make a recommendation to the Board. Individual Board members shall make no further comments on this situation but I, as Board Chair, will keep the public informed as events develop.

The Board and District are focused on the well-being of students and moving the District forward, and we look forward to a prompt and efficient resolution of this issue.

Copies of my letter to Ms. Murphy will be made public tomorrow. Any further inquiries should be directed to Mark Bounds, the District's Public Information Officer. Thank you.

Robert Gantt, Board Chairman

district five
OF LEXINGTON & RICHLAND COUNTIES

December 20, 2012

Mr. Bobby Bowers
Office of Research & Statistics
South Carolina State Budget & Control Board
1201 Main Street, Suite 715
Columbia, SC 29201

Re: School District Five of Lexington and Richland Counties

Dear Mr. Bowers:

I am writing to you as Chairman of the Board of Trustees of School District Five of Lexington and Richland Counties. It has come to my attention, from sources which I deem reliable, that Board member Kim Murphy, who currently represents Richland County on the Board of Trustees of School District Five, is not in fact a resident of Richland County as specifically required by Act No. 326 of 2002. As you may be aware, such rumors have been around for some time.

The purpose of my letter is to request that the South Carolina State Budget and Control Board Office of Research and Statistics make a determination as to whether or not Ms. Murphy resides in Richland County, as required by law, and whether she is, in fact, a resident of Richland County legally qualified to represent Richland County on the School District Five Board.

Thank you for your assistance with this matter.

Respectfully submitted,

Robert W. Gantt
Chairman, Board of Trustees

NIKKI HALEY, CHAIRMAN
GOVERNOR

CURTIS M. LOFTIS, JR.
STATE TREASURER

RICHARD ECKSTROM, CPA
COMPTROLLER GENERAL

B&CB

SC BUDGET AND CONTROL BOARD

HUGH K. LEATHERMAN, SR.
CHAIRMAN, SENATE FINANCE COMMITTEE

W. BRIAN WHITE
CHAIRMAN, HOUSE WAYS AND MEANS
COMMITTEE

MARCIA ADAMS
EXECUTIVE DIRECTOR

Division of Research and Statistics
Bobby M. Bowers
DIRECTOR

803-734-3793

January 11, 2013

Mr. Robert W. Gantt
Chairman, Board of Trustees
Richland Lexington School District 5
1020 Dutch Fork Rd.
Irmo, SC 29063

Dear Mr. Gantt,

Per your request we have reviewed the county location of the residence of Ms. Kim Murphy, who currently represents Richland County on the Board of Trustees of School District Five of Richland and Lexington Counties. Our review was based on the address of 154 Old Laurel Ln., Chapin, SC 29036. This information was obtained through the South Carolina State Election Commission voter registration database.

We used three sources to determine the county location of Ms. Murphy's residence: 1. the U.S. Census Bureau, 2. Precinct maps on file with this office based on codified law, and 3. Research and field work conducted by the South Carolina Geodetic Survey.

The U.S. Census Bureau PL94-171 database shows Ms. Murphy's address as being located in U.S. Census Block 450630212042059. This puts Ms. Murphy in the State of South Carolina in Lexington County in Tract 021204 in Block 2059. Based on the database, the entire street of Old Laurel Ln. is located in Lexington County.

The next analysis we conducted was based on the official precinct maps on file with our office. As established in §1-11-360 our office serves as the focal point for verifying official precinct information for the counties and serves as the official repository for precinct maps. The map on file with this office (P-63-10) show Ms. Murphy is a resident of Lexington County and should be voting in the Lexington County Chapin precinct for House District 85, Senate District 18, and Lexington County Council District 6. In addition to Ms. Murphy's address it has come to our attention that another address located on Old Laurel Ln. is also located in the incorrect county, voting in the incorrect precinct and election districts.

The third source is research and field work conducted by the South Carolina Geodetic Survey. Section 4-3-460 of the Code of Laws of South Carolina 1976 defining the Richland County boundary states that Rocky Ford on Wateree Creek is a point on the Richland-Lexington county boundary. GPS was used to determine the coordinates for Rocky Ford. From Rocky Ford, one boundary line segment bears northwest and another bears southwest. The northwest-trending line segment from Rocky Ford to its intersection with Risters Creek has an azimuth of 343° for a distance of 9405 feet. The southwest-trending line segment from Rocky Ford has an azimuth of 243° for a distance of 3920 feet. Plotting this information on orthophotography demonstrates that Ms. Murphy's house is in Lexington County – about 0.1 mile northwest of the boundary.

All three sources show that Ms. Murphy is a resident of Lexington County. Act No. 326 of 2002 requires that four members be elected from the Lexington County portion of the school district and three members are to be elected from the Richland County portion of the district. As Ms. Murphy was elected in 2010 for a seat in Richland County while residing in Lexington County she is and was not qualified to hold her position for which she has been elected. If Ms. Murphy desires, she may run for a seat for the Lexington County portion of School District Five at the next general election.

Sincerely,

Bobby M. Bowers

BMB:wfr

Exhibit B

EXHIBIT B

DECEMBER 2012 REVENUE

SCHOOL DISTRICT 5 LEXINGTON/RICHLAND CO

REVENUE BUDGET REPORT BY ACCOUNT

FY 2012-2013

CURRENT PERIOD: DECEMBER 2012

		FY 2012-2013 Original Budget	Current Month	Year to Date Revenue	Remaining Balance
Revenue From Local Sources:					
11100	Tax Levies	$ 40,279,123.00	$ 6,664,542.61	$ 10,228,198.67	$ 30,050,924.33
11120	Vehicle Taxes	$ 8,460,642.00	$ 403,876.86	$ 4,535,752.22	$ 3,924,889.78
11130	Current Tax Penalities	$ 377,732.00	$ 2,236.68	$ 179,893.64	$ 197,838.36
11400	Deliquent Taxes & Penalities	$ 1,911,313.00	$ 14,910.94	$ 1,139,693.77	$ 771,619.23
12800	Revenue in Lieu of Taxes	$ 743,709.00	$ -	$ -	$ 743,709.00
13100	Regular School Day Patron	$ 5,000.00	$ -	$ -	$ 5,000.00
13500	Summer School	$ -	$ 280.00	$ 5,831.27	$ (5,831.27)
15100	Interest on Investments	$ 100,000.00	$ 5,659.65	$ 32,563.84	$ 67,436.16
17400	Student Fees	$ 85,000.00	$ -	$ 26,736.70	$ 58,263.30
19100	Rentals	$ 55,000.00	$ 5,250.00	$ 53,846.00	$ 1,154.00
19930	Insurance Settlements	$ -	$ -	$ -	$ -
19500	Refund of Prior Year Expenditures	$ 6,500.00	$ 1,786.84	$ 9,376.17	$ (2,876.17)
19990	Other Local Revenue	$ 10,000.00	$ (7,233.16)	$ 34,740.61	$ (24,740.61)
	Total Local Revenue	$ 52,034,019.00	$ 7,091,310.42	$ 16,246,632.89	$ 35,787,386.11
Revenue From State Sources:					
31600	School Bus Driver Salaries	$ 548,494.00	$ 45,664.55	$ 332,854.00	$ 215,640.00
31800	Fringe Benefits Contributions	$ 13,044,502.00	$ 1,175,531.61	$ 6,787,720.32	$ 6,256,781.68
31810	Retiree Insurance	$ 3,252,096.00	$ 336,029.33	$ 1,821,111.99	$ 1,430,984.01
33000	Education Finance Act	$ 30,938,843.00	$ 2,580,409.25	$ 15,482,455.14	$ 15,456,387.86
33750	Education Foundation Supplement	$ 2,020,581.00	$ -	$ -	$ 2,020,581.00
38100	Act 388 - One Cent Prop. Tax Relief	$ 28,626,522.00	$ 2,862,652.20	$ 8,587,956.60	$ 20,038,565.40
38100	Reimbursement For Prop. Tax Relief	$ 10,580,071.00	$ 9,522,063.94	$ 9,522,063.94	$ 1,058,007.06
38200	Homestead Expemption	$ 1,758,200.00	$ -	$ -	$ 1,758,200.00
38300	Merchant's Inventory Tax	$ 213,955.00	$ -	$ 106,977.56	$ 106,977.44
38400	Manfacturer's Depreciation Reimbursement	$ 303,663.00	$ -	$ -	$ 303,663.00
38900	Motor Carrier Revenue	$ 125,000.00	$ 2,264.26	$ 97,826.34	$ 27,173.66
39900	Other State Revenue	$ 68,000.00	$ -	$ 31,739.87	$ 36,260.13
	Total State Revenue	$ 91,479,927.00	$ 16,524,615.14	$ 42,770,705.76	$ 48,709,221.24
Transfer From Other Funds					
52800	Indirect Costs Transfer	$ 205,550.00	$ 5,247.11	$ 11,958.06	$ 193,591.94
52300	Transfer from EIA	$ 3,606,122.00	$ 300,510.24	$ 1,502,551.20	$ 2,103,570.80
	Total Transfers	$ 3,811,672.00	$ 305,757.35	$ 1,514,509.26	$ 2,297,162.74
385	Maintenance of Effort	$ 1,081,630.00	$ -	$ -	$ 1,081,630.00
19999	Operational Balance	$ 1,373,422.00	$ -	$ -	$ 1,373,422.00
	Total	$ 149,780,670.00	$ 23,921,682.91	$ 60,531,847.91	$ 89,248,822.09

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
REVENUE BUDGET REPORT BY ACCOUNT
CURRENT PERIOD: 12/01/2012 TO 12/31/2012
FY 2012-2013

ACCOUNT		BUDGETED REVENUE	CURRENT REVENUE	YEAR TO DATE REVENUE	REMAINING BALANCE	PCT
100-001-110-0000-00	LEVIES - CUR. OPERATIONS - LEX	27,792,595.00	6,664,387.98	9,463,644.90	18,328,950.10	66
100-001-110-0001-00	LEX. CO. VEHICLE TAXES	4,399,534.00	403,876.86	2,573,030.16	1,826,503.84	42
100-001-110-0002-00	STATE SALES & USE TAX CREDIT	0.00	154.63	715.04	-715.04	0
100-001-110-0003-00	RICH. CO. CURRENT TAXES	12,486,528.00	0.00	763,838.73	11,722,689.27	94
100-001-110-0005-00	LEX. CO. DELINQUENT TAXES	1,070,335.00	14,910.94	627,377.84	442,957.16	41
100-001-110-0006-00	RICH. CO. DELINQUENT TAXES	840,978.00	0.00	512,315.93	328,662.07	39
100-001-110-0007-00	RICH. CO. VEHICLE TAXES	4,061,108.00	0.00	1,962,722.06	2,098,385.94	52
100-001-140-0000-00	PENALTIES/INTEREST - LEX. CO.	219,085.00	2,236.68	92,832.28	126,252.72	58
100-001-140-0001-00	PENALTIES/INTEREST - RICH. CO	158,647.00	0.00	87,061.36	71,585.64	45
100-001-280-0000-00	FEE IN LIEU OF TAXES - LEX	743,709.00	0.00	0.00	743,709.00	100
100-001-310-0000-00	REG. DAY SCHOOL TUITION - FEI	5,000.00	0.00	0.00	5,000.00	100
100-001-350-0003-00	SUMMER SCHOOL TUITION - HIG	0.00	280.00	5,831.27	-5,831.27	0
100-001-510-0000-00	INTEREST ON INVESTMENTS	100,000.00	5,659.65	32,563.84	67,436.16	67
100-001-740-0000-00	REVENUE - STUDENT FEES	85,000.00	0.00	26,736.70	58,263.30	69
100-001-910-0000-00	RENTALS OF PROPERTIES	55,000.00	0.00	0.00	55,000.00	100
100-001-950-0000-00	REFUND ON PRIOR YEAR'S EXPEI	6,500.00	0.00	0.00	6,500.00	100
100-001-950-0001-00	REFUND OF PRIOR YEAR - TEXTE	0.00	1,786.84	9,376.17	-9,376.17	0
100-001-990-0000-00	MISC. LOCAL REVENUE	10,000.00	-7,354.16	7,437.46	2,562.54	26
100-001-990-0007-00	MISC REV - NSF CKS COLLECTED	0.00	0.00	-100.00	100.00	0
100-001-990-0008-00	MISC REVENUE-FACILITIES USAG	0.00	5,250.00	53,846.00	-53,846.00	0
100-001-999-0000-00	ALLOC. OF BEGIN. FUND BALAN(	1,373,422.00	0.00	0.00	1,373,422.00	100
100-003-160-0000-00	BUS DRIVERS SALARY	548,494.00	45,664.55	273,987.30	274,506.70	50
100-003-162-0000-00	BUS DRIVERS WORKERS COMP	0.00	0.00	58,866.70	-58,866.70	0
100-003-180-0000-00	FRINGE BENEFITS - EMPLOYER C	13,044,502.00	1,175,531.61	6,787,720.32	6,256,781.68	48
100-003-181-0000-00	RETIREE FRINGE - EMPLOYER CC	3,252,096.00	336,029.33	1,821,111.99	1,430,984.01	44
100-003-310-0000-00	EFA REVENUE TOTALS	30,938,843.00	0.00	0.00	30,938,843.00	100
100-003-311-0000-00	EFA REVENUE - KINDERGARTEN	0.00	153,441.66	920,649.96	-920,649.96	0
100-003-312-0000-00	EFA REVENUE - PRIMARY	0.00	448,653.53	2,691,921.14	-2,691,921.14	0
100-003-313-0000-00	EFA REVENUE - ELEMENTARY	0.00	714,605.73	4,287,634.34	-4,287,634.34	0
100-003-314-0000-00	EFA REVENUE - SECONDARY	0.00	209,684.98	1,258,109.88	-1,258,109.88	0
100-003-315-0000-00	EFA REVENUE - T.M.H.	0.00	9,916.23	59,497.33	-59,497.33	0
100-003-316-0000-00	EFA REVENUE - SPEECH	0.00	225,634.45	1,353,806.65	-1,353,806.65	0
100-003-317-0000-00	EFA REVENUE - HOMEBOUND	0.00	9,841.53	59,049.13	-59,049.13	0
100-003-321-0000-00	EFA REVENUE - EMOTIONALLY I	0.00	20,436.70	122,620.16	-122,620.16	0
100-003-322-0000-00	EFA REVENUE - E.M.H.	0.00	9,362.06	56,172.36	-56,172.36	0
100-003-323-0000-00	EFA REVENUE - L.D.	0.00	175,321.95	1,051,931.68	-1,051,931.68	0
100-003-324-0000-00	EFA REVENUE - HEARING HANDI	0.00	7,773.54	46,641.24	-46,641.24	0
100-003-325-0000-00	EFA REVENUE - VISUALLY HANC	0.00	5,038.29	30,229.71	-30,229.71	0
100-003-326-0000-00	EFA REVENUE - ORTHOPEDICALI	0.00	5,197.51	31,185.02	-31,185.02	0

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
REVENUE BUDGET REPORT BY ACCOUNT
CURRENT PERIOD: 12/01/2012 TO 12/31/2012
FY 2012-2013

ACCOUNT		BUDGETED REVENUE	CURRENT REVENUE	YEAR TO DATE REVENUE	REMAINING BALANCE	PCT
100-003-327-0000-00	EFA REVENUE - VOCATIONAL	0.00	540,524.21	3,243,145.26	-3,243,145.26	0
100-003-331-0000-00	EFA REVENUE - AUTISM	0.00	44,976.88	269,861.28	-269,861.28	0
100-003-375-0000-00	ED FOUNDATION SUPPLEMENT	2,020,581.00	0.00	0.00	2,020,581.00	100
100-003-810-0000-00	PROPERTY TAX RELIEF REIMB. -	6,611,007.00	5,949,906.73	5,949,906.73	661,100.27	10
100-003-810-0001-00	PROPERTY TAX RELIEF REIMB - I	3,969,064.00	3,572,157.21	3,572,157.21	396,906.79	10
100-003-820-0000-00	HOMESTEAD EXEMPTION - LEX.	1,230,740.00	0.00	0.00	1,230,740.00	100
100-003-820-0001-00	HOMESTEAD EXEMPTION - RICH	527,460.00	0.00	0.00	527,460.00	100
100-003-825-0000-00	TIER III PROPERTY TAX RELIEF	28,626,522.00	2,862,652.20	8,587,956.60	20,038,565.40	70
100-003-830-0000-00	MERCHANTS INV TAX RELIEF - L	196,881.00	0.00	98,440.40	98,440.60	50
100-003-830-0001-00	MERCHANT INV TAX RELIEF - RI	17,074.00	0.00	8,537.16	8,536.84	50
100-003-840-0000-00	MANUFACTURERS DEPR REIMB -	300,626.00	0.00	0.00	300,626.00	100
100-003-840-0001-00	MANUFACTURERS DEPR REIMB -	3,037.00	0.00	0.00	3,037.00	100
100-003-890-0000-00	MOTOR CARRIER VEH TAX REIM	87,500.00	2,264.26	68,720.22	18,779.78	21
100-003-890-0001-00	MOTOR CARRIER VEH TAX REIM	37,500.00	0.00	29,106.12	8,393.88	22
100-003-990-0000-00	OTHER STATE REVENUE	68,000.00	0.00	0.00	68,000.00	100
100-003-992-0000-00	STATE FOREST COMMISSION RE	0.00	0.00	31,739.87	-31,739.87	0
100-005-230-0000-00	TRANSFER FROM EIA FUND	3,606,122.00	300,510.24	1,502,551.20	2,103,570.80	58
100-005-280-0000-00	TRANS FROM OTHER FUNDS - IN	205,550.00	5,247.11	11,958.06	193,591.94	94
100-005-300-0001-00	SALE OF FIXED ASSET	0.00	121.00	27,403.15	-27,403.15	0
		148,699,040.00	23,921,682.91	60,531,847.91	88,167,192.09	59
Maintenance of Effort		1,081,630.00			1,081,630.00	
Total		149,780,670.00			89,248,822.09	

DECEMBER 2012 EXPENDITURES

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE REPORT BY FUND

CURRENT PERIOD: 12/01/2012 TO 12/31/2012

FY 2012-2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
KINDERGARTEN PROGRAMS-K5						
1 Salaries & Bonuses	4,338,685.44	375,308.77	1,677,897.39	0.00	2,660,788.05	61
2 Fringe Benefits	1,633,413.43	134,731.95	626,077.23	0.00	1,007,336.20	62
3 Contracted Services	450.00	0.00	195.24	0.00	254.76	57
4 Supplies & Materials, etc	57,477.60	2,326.81	32,345.41	878.50	24,253.69	42
111 KINDERGARTEN PROGRAMS-K5	6,030,026.47	512,367.53	2,336,515.27	878.50	3,692,632.70	61
PRIMARY PROGRAMS(1-3)						
1 Salaries & Bonuses	13,045,753.33	1,016,276.36	4,554,733.75	0.00	8,491,019.58	65
2 Fringe Benefits	4,538,596.03	335,880.66	1,559,353.71	0.00	2,979,242.32	66
3 Contracted Services	73,244.00	0.00	70,764.00	0.00	2,480.00	3
4 Supplies & Materials, etc	204,175.25	8,021.91	120,054.35	6,844.66	77,276.24	38
112 PRIMARY PROGRAMS(1-3)	17,861,768.61	1,360,178.93	6,304,905.81	6,844.66	11,550,018.14	65
ELEMENTARY PROGRAMS(4-8)						
1 Salaries & Bonuses	19,133,054.95	1,681,575.69	7,522,121.54	0.00	11,610,933.41	61
2 Fringe Benefits	6,596,579.62	559,539.65	2,583,064.43	0.00	4,013,515.19	61
3 Contracted Services	17,550.00	0.00	17,531.69	1,319.31	-1,301.00	-7
4 Supplies & Materials, etc	352,178.80	16,025.11	170,141.95	14,899.67	167,137.18	47
113 ELEMENTARY PROGRAMS(4-8)	26,099,363.37	2,257,140.45	10,292,859.61	16,218.98	15,790,284.78	61
HIGH SCHOOL PROGRAM(9-12)						
1 Salaries & Bonuses	14,756,819.40	1,183,977.37	5,426,649.58	0.00	9,330,169.82	63
2 Fringe Benefits	4,918,645.48	379,936.71	1,784,419.74	0.00	3,134,225.74	64
3 Contracted Services	148,090.00	28,997.99	68,539.71	50,000.00	29,550.29	20
4 Supplies & Materials, etc	386,111.00	19,389.45	206,604.94	12,971.33	166,534.73	43
6 Insurance, Principal, etc	6,065.00	5,000.00	5,000.00	0.00	1,065.00	18
114 HIGH SCHOOL PROGRAM(9-12)	20,215,730.88	1,617,301.52	7,491,213.97	62,971.33	12,661,545.58	63
CATE-VOCATIONAL PROGRAMS						
1 Salaries & Bonuses	2,476,254.81	216,331.88	1,017,408.62	0.00	1,458,846.19	59
2 Fringe Benefits	858,307.29	71,696.57	341,418.78	0.00	516,888.51	60
3 Contracted Services	1,030.00	0.00	499.51	-92.51	623.00	60
4 Supplies & Materials, etc	105,809.00	63,726.05	113,270.20	30,972.34	-38,433.54	-36
115 CATE-VOCATIONAL PROGRAMS	3,441,401.10	351,754.50	1,472,597.11	30,879.83	1,937,924.16	56
EDUCABLE MENTALY HANDICAP						
1 Salaries & Bonuses	574,482.80	53,461.50	240,550.13	0.00	333,932.67	58
2 Fringe Benefits	208,611.90	18,222.33	83,991.35	0.00	124,620.55	60

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE REPORT BY FUND

CURRENT PERIOD: 12/01/2012 TO 12/31/2012

FY 2012-2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
4 Supplies & Materials, etc	1,750.00	126.00	307.65	55.11	1,387.24	79
121 EDUCABLE MENTALY HANDIC/	784,844.70	71,809.83	324,849.13	55.11	459,940.46	59
TRAINABLE MENTALLY HANDIC						
1 Salaries & Bonuses	651,943.60	48,328.99	209,706.25	0.00	442,237.35	68
2 Fringe Benefits	263,168.96	17,484.22	80,815.54	0.00	182,353.42	69
4 Supplies & Materials, etc	1,500.00	172.54	644.28	0.00	855.72	57
122 TRAINABLE MENTALLY HANDI	916,612.56	65,985.75	291,166.07	0.00	625,446.49	68
ORTHOPEDICALLY HANDICAP						
1 Salaries & Bonuses	193,475.46	4,729.46	22,578.34	0.00	170,897.12	88
2 Fringe Benefits	84,271.99	1,634.08	7,908.81	0.00	76,363.18	91
4 Supplies & Materials, etc	50.00	0.00	0.00	0.00	50.00	100
123 ORTHOPEDICALLY HANDICAP	277,797.45	6,363.54	30,487.15	0.00	247,310.30	89
VISUALLY HANDICAPPED						
1 Salaries & Bonuses	118,377.50	9,864.76	41,960.43	0.00	76,417.07	65
2 Fringe Benefits	39,092.13	3,264.47	14,372.84	0.00	24,719.29	63
4 Supplies & Materials, etc	630.00	0.00	0.00	0.00	630.00	100
124 VISUALLY HANDICAPPED	158,099.63	13,129.23	56,333.27	0.00	101,766.36	64
HEARING HANDICAPPED						
1 Salaries & Bonuses	138,801.00	11,566.78	52,050.51	0.00	86,750.49	62
2 Fringe Benefits	46,663.91	4,303.05	20,151.29	0.00	26,512.62	57
4 Supplies & Materials, etc	330.00	0.00	0.00	0.00	330.00	100
125 HEARING HANDICAPPED	185,794.91	15,869.83	72,201.80	0.00	113,593.11	61
SPEECH HANDICAPPED						
1 Salaries & Bonuses	1,114,342.40	78,920.02	352,513.37	0.00	761,829.03	68
2 Fringe Benefits	380,149.57	25,874.93	119,112.02	0.00	261,037.55	69
3 Contracted Services	75,000.00	2,925.00	2,925.00	9,457.50	62,617.50	83
4 Supplies & Materials, etc	6,503.00	119.60	2,075.81	0.00	4,427.19	68
126 SPEECH HANDICAPPED	1,575,994.97	107,839.55	476,626.20	9,457.50	1,089,911.27	69
LEARNING DISABILITIES						
1 Salaries & Bonuses	3,894,651.36	360,531.39	1,607,246.28	0.00	2,287,405.08	59
2 Fringe Benefits	1,351,205.08	118,239.85	542,639.87	0.00	808,565.21	60
3 Contracted Services	780.00	0.00	750.00	0.00	30.00	4
4 Supplies & Materials, etc	25,573.00	1,038.60	11,007.45	150.45	14,415.10	56
127 LEARNING DISABILITIES	5,272,209.44	479,809.84	2,161,643.60	150.45	3,110,415.39	59

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE REPORT BY FUND

CURRENT PERIOD: 12/01/2012 TO 12/31/2012

FY 2012-2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
EMOTIONALLY HANDICAPPED						
1 Salaries & Bonuses	855,705.60	59,817.75	266,144.85	0.00	589,560.75	69
2 Fringe Benefits	334,362.07	21,484.61	101,141.61	0.00	233,220.46	70
4 Supplies & Materials, etc	3,650.00	133.44	673.95	0.00	2,976.05	82
128 EMOTIONALLY HANDICAPPED	1,193,717.67	81,435.80	367,960.41	0.00	825,757.26	69
CEISEARLY INTERVENING SVC						
1 Salaries & Bonuses	270,157.40	20,881.48	93,966.72	0.00	176,190.68	65
2 Fringe Benefits	103,031.72	7,084.27	32,328.98	0.00	70,702.74	69
129 CEISEARLY INTERVENING SVC	373,189.12	27,965.75	126,295.70	0.00	246,893.42	66
PRE-SCHL HAND SPEECH 3-4						
4 Supplies & Materials, etc	200.00	0.00	62.26	0.00	137.74	69
135 PRE-SCHL HAND SPEECH 3-4	200.00	0.00	62.26	0.00	137.74	69
PRESCH HAND ITINERANT 3-4						
1 Salaries & Bonuses	11,321.85	943.50	4,245.75	0.00	7,076.10	62
2 Fringe Benefits	3,737.90	310.99	1,445.76	0.00	2,292.14	61
136 PRESCH HAND ITINERANT 3-4	15,059.75	1,254.49	5,691.51	0.00	9,368.24	62
PRE-SCHL HAND SELF-CONT 3						
1 Salaries & Bonuses	881,701.20	91,699.96	365,135.96	0.00	516,565.24	59
2 Fringe Benefits	335,222.85	34,896.75	139,110.06	0.00	196,112.79	59
4 Supplies & Materials, etc	300.00	0.00	293.17	0.00	6.83	2
137 PRE-SCHL HAND SELF-CONT 3	1,217,224.05	126,596.71	504,539.19	0.00	712,684.86	59
PRE-SCHL HAND HOMEBASED 3						
1 Salaries & Bonuses	8,407.10	700.60	3,152.70	0.00	5,254.40	62
2 Fringe Benefits	2,783.09	231.70	1,077.37	0.00	1,705.72	61
4 Supplies & Materials, etc	300.00	0.00	74.20	0.00	225.80	75
138 PRE-SCHL HAND HOMEBASED 3	11,490.19	932.30	4,304.27	0.00	7,185.92	63
FOUR YEAR OLD EARLY CHILD						
1 Salaries & Bonuses	565,817.50	47,048.93	212,032.52	0.00	353,784.98	63
2 Fringe Benefits	204,833.52	16,513.59	77,865.43	0.00	126,968.09	62
3 Contracted Services	210.00	0.00	0.00	0.00	210.00	100
139 FOUR YEAR OLD EARLY CHILD	770,861.02	63,562.52	289,897.95	0.00	480,963.07	62
GIFTED & TALENTED ACADEM						
1 Salaries & Bonuses	528,176.97	49,238.39	216,716.46	0.00	311,460.51	59
2 Fringe Benefits	190,816.94	16,706.26	76,765.53	0.00	114,051.41	60

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE REPORT BY FUND

CURRENT PERIOD: 12/01/2012 TO 12/31/2012

FY 2012-2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
141 GIFTED & TALENTED ACADEM	718,993.91	65,944.65	293,481.99	0.00	425,511.92	59
ADVANCED PLACEMENT						
1 Salaries & Bonuses	610,965.57	48,630.38	219,151.72	0.00	391,813.85	64
2 Fringe Benefits	195,533.57	15,361.39	71,733.39	0.00	123,800.18	63
143 ADVANCED PLACEMENT	806,499.14	63,991.77	290,885.11	0.00	515,614.03	64
HOMEBOUND						
1 Salaries & Bonuses	110,000.00	7,672.00	43,908.25	0.00	66,091.75	60
2 Fringe Benefits	13,795.54	1,741.11	9,844.37	0.00	3,951.17	29
3 Contracted Services	11,800.00	350.00	3,000.00	0.00	8,800.00	75
145 HOMEBOUND	135,595.54	9,763.11	56,752.62	0.00	78,842.92	58
GIFTED & TALENTED ARTISTC						
1 Salaries & Bonuses	8,040.04	1,530.50	2,162.25	0.00	5,877.79	73
2 Fringe Benefits	2,282.14	366.52	550.01	0.00	1,732.13	76
148 GIFTED & TALENTED ARTISTC	10,322.18	1,897.02	2,712.26	0.00	7,609.92	74
PPPSC-OTHER SPEC PROG						
1 Salaries & Bonuses	1,025,320.94	40,722.32	231,536.33	0.00	793,784.61	77
2 Fringe Benefits	293,704.97	14,333.05	72,836.20	0.00	220,868.77	75
149 PPPSC-OTHER SPEC PROG	1,319,025.91	55,055.37	304,372.53	0.00	1,014,653.38	77
AUTISM						
1 Salaries & Bonuses	951,352.50	78,150.24	332,649.58	0.00	618,702.92	65
2 Fringe Benefits	372,182.54	27,195.72	126,204.96	0.00	245,977.58	66
4 Supplies & Materials, etc	3,426.00	77.00	578.87	0.00	2,847.13	83
161 AUTISM	1,326,961.04	105,422.96	459,433.41	0.00	867,527.63	65
HIGH SCH SUMMER SCH 9-12						
1 Salaries & Bonuses	30,000.00	0.00	652.50	0.00	29,347.50	98
2 Fringe Benefits	0.00	0.00	152.64	0.00	-152.64	0
173 HIGH SCH SUMMER SCH 9-12	30,000.00	0.00	805.14	0.00	29,194.86	97
ADULT ED BASIC EDUC PROG						
1 Salaries & Bonuses	171,634.00	15,277.80	93,676.16	0.00	77,957.84	45
2 Fringe Benefits	53,695.17	4,833.67	28,484.92	0.00	25,210.25	47
3 Contracted Services	1,800.00	185.00	447.56	0.00	1,352.44	75
181 ADULT ED BASIC EDUC PROG	227,129.17	20,296.47	122,608.64	0.00	104,520.53	46
ADULT ED SECONDARY EDUC						
3 Contracted Services	500.00	0.00	0.00	0.00	500.00	100

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE REPORT BY FUND

CURRENT PERIOD: 12/01/2012 TO 12/31/2012

FY 2012-2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
4 Supplies & Materials, etc	10,570.00	1,473.38	2,351.24	0.00	8,218.76	78
182 ADULT ED SECONDARY EDUC	11,070.00	1,473.38	2,351.24	0.00	8,718.76	79
PARENTING/FAMILY LITERACY						
1 Salaries & Bonuses	29,885.00	0.00	0.00	0.00	29,885.00	100
2 Fringe Benefits	13,390.29	0.00	0.00	0.00	13,390.29	100
188 PARENTING/FAMILY LITERACY	43,275.29	0.00	0.00	0.00	43,275.29	100
PUPIL ACTIVITY-INSTRUCTL						
1 Salaries & Bonuses	358,174.34	28,406.78	140,360.02	0.00	217,814.32	61
2 Fringe Benefits	84,947.92	6,648.60	31,819.27	0.00	53,128.65	63
6 Insurance, Principal, etc	26,384.00	888.62	11,001.26	1,890.63	13,492.11	51
190 PUPIL ACTIVITY-INSTRUCTL	469,506.26	35,944.00	183,180.55	1,890.63	284,435.08	61
ATTENDANCE & SOCIAL WORK						
1 Salaries & Bonuses	939,220.00	66,236.86	336,128.57	0.00	603,091.43	64
2 Fringe Benefits	375,211.26	25,277.43	129,386.19	0.00	245,825.07	66
3 Contracted Services	7,000.00	626.25	1,512.90	0.00	5,487.10	78
4 Supplies & Materials, etc	4,030.00	0.00	1,435.54	499.00	2,095.46	52
211 ATTENDANCE & SOCIAL WORK	1,325,461.26	92,140.54	468,463.20	499.00	856,499.06	65
GUIDANCE SVCS						
1 Salaries & Bonuses	3,059,144.91	248,784.32	1,245,195.35	0.00	1,813,949.56	59
2 Fringe Benefits	1,017,800.34	78,877.20	396,813.09	0.00	620,987.25	61
3 Contracted Services	2,142.00	0.00	1,232.52	0.00	909.48	42
4 Supplies & Materials, etc	20,435.00	539.23	7,123.18	69.82	13,242.00	65
212 GUIDANCE SVCS	4,099,522.25	328,200.75	1,650,364.14	69.82	2,449,088.29	60
HEALTH SVCS						
1 Salaries & Bonuses	1,367,376.85	95,531.12	435,598.34	0.00	931,778.51	68
2 Fringe Benefits	397,244.55	29,783.84	139,391.49	0.00	257,853.06	65
3 Contracted Services	525.00	80.00	240.00	160.00	125.00	24
4 Supplies & Materials, etc	22,639.19	341.97	9,320.33	226.86	13,092.00	58
213 HEALTH SVCS	1,787,785.59	125,736.93	584,550.16	386.86	1,202,848.57	67
PSYCHOLOGICAL SVCS						
1 Salaries & Bonuses	1,033,085.20	78,838.98	396,411.46	0.00	636,673.74	62
2 Fringe Benefits	315,873.70	23,099.01	116,337.85	0.00	199,535.85	63
3 Contracted Services	6,000.00	0.00	2,585.03	0.00	3,414.97	57
4 Supplies & Materials, etc	6,562.00	0.00	7,013.69	0.00	-451.69	-7
214 PSYCHOLOGICAL SVCS	1,361,520.90	101,937.99	522,348.03	0.00	839,172.87	62

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE REPORT BY FUND

CURRENT PERIOD: 12/01/2012 TO 12/31/2012

FY 2012-2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
CAREER SPEC. SERVICES						
1 Salaries & Bonuses	99,968.62	8,330.72	37,488.24	0.00	62,480.38	62
2 Fringe Benefits	52,187.35	3,065.91	14,119.65	0.00	38,067.70	73
4 Supplies & Materials, etc	1,050.00	154.75	433.89	0.00	616.11	59
217 CAREER SPEC. SERVICES	153,205.97	11,551.38	52,041.78	0.00	101,164.19	66
IMPROV INSTRUCT-CURR DEV						
1 Salaries & Bonuses	3,124,516.77	294,978.62	1,572,215.08	0.00	1,552,301.69	50
2 Fringe Benefits	920,314.08	86,036.49	469,309.22	0.00	451,004.86	49
3 Contracted Services	448,000.00	10,572.78	259,451.31	59,187.75	129,360.94	29
4 Supplies & Materials, etc	240,877.00	2,246.34	55,805.49	39,919.30	145,152.21	60
6 Insurance, Principal, etc	1,650.00	0.00	1,181.18	0.00	468.82	28
221 IMPROV INSTRUCT-CURR DEV	4,735,357.85	393,834.23	2,357,962.28	99,107.05	2,278,288.52	48
LIBRARY & MEDIA SERVICES						
1 Salaries & Bonuses	1,879,393.03	160,516.35	717,054.21	0.00	1,162,338.82	62
2 Fringe Benefits	666,249.35	54,002.83	252,943.81	0.00	413,305.54	62
3 Contracted Services	800.00	0.00	0.00	0.00	800.00	100
4 Supplies & Materials, etc	307,504.84	20,111.15	109,559.30	18,451.56	179,493.98	58
222 LIBRARY & MEDIA SERVICES	2,853,947.22	234,630.33	1,079,557.32	18,451.56	1,755,938.34	62
SUPERVISION OF SPECI PROG						
1 Salaries & Bonuses	354,285.80	31,964.38	183,000.63	0.00	171,285.17	48
2 Fringe Benefits	181,182.32	9,053.88	52,255.93	0.00	128,926.39	71
3 Contracted Services	1,325.00	0.00	0.00	0.00	1,325.00	100
4 Supplies & Materials, etc	4,500.00	44.33	246.01	0.00	4,253.99	95
223 SUPERVISION OF SPECI PROG	541,293.12	41,062.59	235,502.57	0.00	305,790.55	56
IMPROV INSTRUCT-INSERV TR						
1 Salaries & Bonuses	13,561.75	0.00	5,855.00	2,387.34	5,319.41	39
2 Fringe Benefits	21.61	0.00	1,353.55	0.00	-1,331.94	-6,164
3 Contracted Services	118,012.00	1,991.43	46,912.27	130.00	70,969.73	60
4 Supplies & Materials, etc	5,749.50	206.96	3,584.62	50.00	2,114.88	37
224 IMPROV INSTRUCT-INSERV TR	137,344.86	2,198.39	57,705.44	2,567.34	77,072.08	56
BOARD OF EDUCATION						
1 Salaries & Bonuses	13,750.00	1,875.00	11,250.00	0.00	2,500.00	18
2 Fringe Benefits	870.75	250.80	1,741.50	0.00	-870.75	-100
3 Contracted Services	339,275.00	10,980.20	122,637.80	0.00	216,637.20	64

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE REPORT BY FUND

CURRENT PERIOD: 12/01/2012 TO 12/31/2012

FY 2012-2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
6 Insurance, Principal, etc	206,680.00	0.00	269,738.00	0.00	-63,058.00	-31
231 BOARD OF EDUCATION	560,575.75	13,106.00	405,367.30	0.00	155,208.45	28
OFFICE OF SUPERINTENDENT						
1 Salaries & Bonuses	261,672.00	22,295.60	133,932.30	0.00	127,739.70	49
2 Fringe Benefits	81,568.88	5,078.53	31,249.39	0.00	50,319.49	62
3 Contracted Services	12,000.00	24.00	3,726.25	0.00	8,273.75	69
4 Supplies & Materials, etc	10,470.00	86.29	629.15	0.00	9,840.85	94
6 Insurance, Principal, etc	6,100.00	0.00	300.00	0.00	5,800.00	95
232 OFFICE OF SUPERINTENDENT	371,810.88	27,484.42	169,837.09	0.00	201,973.79	54
SCHOOL ADMINISTRATION						
1 Salaries & Bonuses	7,829,670.24	664,886.81	3,720,163.23	0.00	4,109,507.01	52
2 Fringe Benefits	2,584,503.06	205,516.29	1,148,912.36	0.00	1,435,590.70	56
3 Contracted Services	193,098.50	5,411.13	58,756.31	23,857.74	110,484.45	57
4 Supplies & Materials, etc	214,381.12	10,952.59	74,347.67	18,274.54	121,758.91	57
5 Equip. & Improvements	5,000.00	0.00	727.60	0.00	4,272.40	85
6 Insurance, Principal, etc	49,663.50	194.00	25,927.88	478.00	23,257.62	47
233 SCHOOL ADMINISTRATION	10,876,316.42	886,960.82	5,028,835.05	42,610.28	5,804,871.09	53
STU TRANS FED/DIST MANDAT						
1 Salaries & Bonuses	1,578.80	137.92	3,065.02	0.00	-1,486.22	-94
2 Fringe Benefits	597.80	36.77	804.57	0.00	-206.77	-35
3 Contracted Services	2,345.00	0.00	0.00	0.00	2,345.00	100
251 STU TRANS FED/DIST MANDAT	4,521.60	174.69	3,869.59	0.00	652.01	14
FISCAL SERVICES						
1 Salaries & Bonuses	815,565.00	67,814.21	408,742.84	0.00	406,822.16	50
2 Fringe Benefits	277,292.79	21,207.05	130,117.60	0.00	147,175.19	53
3 Contracted Services	55,000.00	1,561.73	13,303.56	2,483.71	39,212.73	71
4 Supplies & Materials, etc	65,250.00	2,245.13	7,147.49	162.94	57,939.57	89
5 Equip. & Improvements	6,250.00	0.00	0.00	0.00	6,250.00	100
6 Insurance, Principal, etc	4,500.00	0.00	1,190.50	0.00	3,309.50	74
252 FISCAL SERVICES	1,223,857.79	92,828.12	560,501.99	2,646.65	660,709.15	54
OPER & MAINT OF PLANT						
1 Salaries & Bonuses	5,884,374.60	501,119.60	2,990,341.30	0.00	2,894,033.30	49
2 Fringe Benefits	2,454,260.74	189,962.03	1,128,343.37	0.00	1,325,917.37	54
3 Contracted Services	3,189,901.20	172,281.64	1,707,485.99	410,247.45	1,072,167.76	34

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE REPORT BY FUND

CURRENT PERIOD: 12/01/2012 TO 12/31/2012

FY 2012-2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
4 Supplies & Materials, etc	4,481,250.00	358,590.44	1,779,030.02	34,512.87	2,667,707.11	60
6 Insurance, Principal, etc	35,310.00	26.00	4,681.00	0.00	30,629.00	87
254 OPER & MAINT OF PLANT	16,045,096.54	1,221,979.71	7,609,881.68	444,760.32	7,990,454.54	50
PUPIL TRANSP STATE MANDAT						
1 Salaries & Bonuses	3,102,930.53	244,317.35	1,224,260.07	0.00	1,878,670.46	61
2 Fringe Benefits	872,936.66	65,244.05	328,747.48	0.00	544,189.18	62
3 Contracted Services	389,900.00	1,562.21	30,513.49	121,023.41	238,363.10	61
4 Supplies & Materials, etc	67,235.00	1,950.43	32,853.30	5,114.37	29,267.33	44
6 Insurance, Principal, etc	450.00	0.00	264.00	0.00	186.00	41
255 PUPIL TRANSP STATE MANDAT	4,433,452.19	313,074.04	1,616,638.34	126,137.78	2,690,676.07	61
INTERNAL SERVICES						
1 Salaries & Bonuses	330,500.76	22,401.86	136,039.16	0.00	194,461.60	59
2 Fringe Benefits	113,713.04	7,067.34	43,685.22	0.00	70,027.82	62
3 Contracted Services	687,576.75	28,656.36	252,303.46	260,272.63	175,000.66	25
4 Supplies & Materials, etc	46,030.00	-295.55	-17,869.83	1,545.80	62,354.03	135
257 INTERNAL SERVICES	1,177,820.55	57,830.01	414,158.01	261,818.43	501,844.11	43
SCHOOL SECURITY						
1 Salaries & Bonuses	141,812.00	5,908.84	35,453.04	0.00	106,358.96	75
2 Fringe Benefits	47,332.82	1,948.99	11,707.33	0.00	35,625.49	75
3 Contracted Services	542,585.13	72,777.90	219,753.15	104,705.78	218,126.20	40
258 SCHOOL SECURITY	731,729.95	80,635.73	266,913.52	104,705.78	360,110.65	49
INFORMATION SERVICES						
1 Salaries & Bonuses	202,378.00	18,512.64	108,975.52	0.00	93,402.48	46
2 Fringe Benefits	61,783.14	5,150.89	29,702.97	0.00	32,080.17	52
3 Contracted Services	76,400.29	1,039.03	5,517.79	9,983.60	60,898.90	80
4 Supplies & Materials, etc	32,898.71	989.86	7,925.43	4,038.22	20,935.06	64
6 Insurance, Principal, etc	13,835.00	245.53	-1,680.08	214.00	15,301.08	111
263 INFORMATION SERVICES	387,295.14	25,937.95	150,441.63	14,235.82	222,617.69	57
STAFF SERVICES						
1 Salaries & Bonuses	545,287.64	45,053.66	267,614.07	0.00	277,673.57	51
2 Fringe Benefits	169,392.73	16,138.34	85,253.00	0.00	84,139.73	50
3 Contracted Services	65,750.00	4,530.36	18,838.42	597.50	46,314.08	70
4 Supplies & Materials, etc	63,824.00	2,403.16	35,077.49	0.00	28,746.51	45
6 Insurance, Principal, etc	825.00	0.00	652.50	0.00	172.50	21
264 STAFF SERVICES	845,079.37	68,125.52	407,435.48	597.50	437,046.39	52

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE REPORT BY FUND

CURRENT PERIOD: 12/01/2012 TO 12/31/2012

FY 2012-2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
TECH/DATA PROCESSING SVCS						
1 Salaries & Bonuses	1,221,746.00	109,281.79	570,268.93	0.00	651,477.07	53
2 Fringe Benefits	459,843.72	34,242.37	178,551.96	0.00	281,291.76	61
3 Contracted Services	159,264.82	2,011.90	44,290.51	2,634.47	112,339.84	71
4 Supplies & Materials, etc	12,300.00	906.28	3,590.93	1,455.00	7,254.07	59
266 TECH/DATA PROCESSING SVCS	1,853,154.54	146,442.34	796,702.33	4,089.47	1,052,362.74	57
PUPIL SERVICE ACTIVITIES						
1 Salaries & Bonuses	1,149,586.51	107,165.84	612,922.98	0.00	536,663.53	47
2 Fringe Benefits	313,490.06	27,368.50	150,573.49	0.00	162,916.57	52
3 Contracted Services	19,700.00	0.00	13,792.17	0.00	5,907.83	30
6 Insurance, Principal, etc	363,168.00	0.00	305,768.00	0.00	57,400.00	16
271 PUPIL SERVICE ACTIVITIES	1,845,944.57	134,534.34	1,083,056.64	0.00	762,887.93	41
OTHER COMMUNITY SVCS						
3 Contracted Services	15,120.00	1,440.00	5,760.00	0.00	9,360.00	62
4 Supplies & Materials, etc	6,800.00	0.00	0.00	0.00	6,800.00	100
390 OTHER COMMUNITY SVCS	21,920.00	1,440.00	5,760.00	0.00	16,160.00	74
PYMT STATE DEPT OF EDUC						
7 Transfers & Payments	25,000.00	0.00	0.00	0.00	25,000.00	100
411 PYMT STATE DEPT OF EDUC	25,000.00	0.00	0.00	0.00	25,000.00	100
PYMT OTHER GOVERNMT UNITS						
7 Transfers & Payments	152,200.00	0.00	36,267.87	0.00	115,932.13	76
412 PYMT OTHER GOVERNMT UNIT	152,200.00	0.00	36,267.87	0.00	115,932.13	76
PYMT NONPROFIT 1ST STEPS						
7 Transfers & Payments	3,200.00	0.00	0.00	0.00	3,200.00	100
415 PYMT NONPROFIT 1ST STEPS	3,200.00	0.00	0.00	0.00	3,200.00	100
TSF GEN FUND EXCLUDE IC						
7 Transfers & Payments	40,215.00	0.00	0.00	0.00	40,215.00	100
420 TSF GEN FUND EXCLUDE IC	40,215.00	0.00	0.00	0.00	40,215.00	100
TRANSF TO SPEC REV FUND						
7 Transfers & Payments	134,531.00	0.00	0.00	0.00	134,531.00	100
421 TRANSF TO SPEC REV FUND	134,531.00	0.00	0.00	0.00	134,531.00	100
TRANSF TO FOOD SERV FUND						
7 Transfers & Payments	521,745.00	0.00	0.00	0.00	521,745.00	100
425 TRANSF TO FOOD SERV FUND	521,745.00	0.00	0.00	0.00	521,745.00	100

SCHOOL DIST 5 LEXINGTON/RICHLAND CO

EXPENDITURE REPORT BY FUND

CURRENT PERIOD: 12/01/2012 TO 12/31/2012

FY 2012-2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
TRANSF TOPUPIL ACTIV FUND						
7 Transfers & Payments	30,000.00	0.00	0.00	0.00	30,000.00	100
426 TRANSF TOPUPIL ACTIV FUND	30,000.00	0.00	0.00	0.00	30,000.00	100
	149,780,669.68	11,922,933.62	59,890,895.21	1,252,030.65	88,637,743.82	59

Exhibit C

district five
OF LEXINGTON & RICHLAND COUNTIES

District Five of Lexington & Richland Counties Construction Update January 28, 2013

EXHIBIT C

CUMMING
Building Value Through Expertise

Chapin High School

Project Manager:	**Forrest L. King**
Completion:	**December 2014**
Architectural Firm:	**Stevens & Wilkinson**
Contractor:	**China Construction America of S.C., Inc.**
Construction Budget:	**$32,778,594.00**
Committed Construction Cost:	**$45,930,500.00**
Capital Renewal Incorporated in Project:	**$5,264,000.00**

Project Description:

Construct a new classroom addition and bring the student capacity to 1,700 students. Construct new gymnasium with stage. Expand the cafeteria and media center. Site upgrades to include new practice fields and an end zone athletic facility. Improve parking and traffic flow.

Status:

- The track area has been paved, the finish installed. The color has been installed and striping is to be installed the week of 1/28/13.
- The new masonry walls and slab areas for the office area are complete and the roof has been dried in.
- The first floor slab for the classroom areas are complete for areas 'B' and 'C'.
- Masonry walls are in progress in the two story classroom addition of areas 'B' and 'C'.
- Steel installation is in progress for the roof at the two story classroom addition areas 'B' and 'C'.
- The slab pours for the new gym area 'A' are in progress
- The newly resurfaced football field is in use.
- Parking lot #3 grading is complete and is being used for construction storage.
- The site retaining walls at the field areas are being installed.
- The Softball Field installation is in progress.
- Site grassing is in progress.

Achievements/Key Issues:

- The capital renewal accomplished as part of this project includes: clock system, fire alarm, hardware systems, HVAC, PA/intercom, roofing and interior finishes.

Schedule/Budget Issues:

- Due to continuous delays, the final completion date of the project will be December 2014.
- Elert is managing the Technology issues.

CUMMING
Building Value Through Expertise

Chapin High School

district five
OF LEXINGTON & RICHLAND COUNTIES

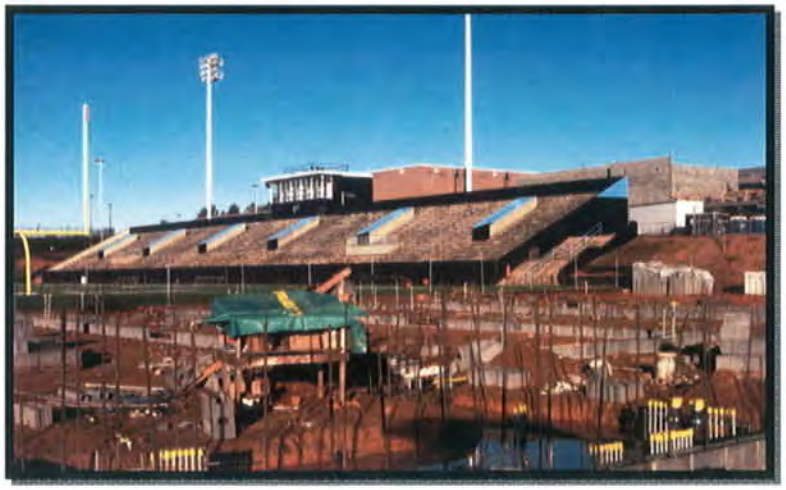




CUMMING
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Chapin High School

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Chapin High School

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CATE Center and Site Package

Project Manager:	**Forrest L. King**
Completion:	**August 2012**
Architectural Firm:	**McMillan Smith & Partners**
Site Contractor:	**Richardson Construction Co. of Columbia, SC, Inc.**
CATE Center Contractor:	**Edcon, Inc.**

Project Description:

Construct a new stand alone Career Center. This was originally to be a wing of the New High School #4.

Status:

- School has opened and all areas of the building are being utilized.
- Punch list and Warranty work is in progress throughout the building.
- The Road Widening Paving and Striping Punch list has been generated by SCDOT and corrections are underway.

Achievements/Key Issues:

- The City has reimbursed the School District of the onsite water lines that are part of the City's Capital Improvement Project.
- Underground utility relocation and installations are complete.

Schedule/Budget Issues:

- The final completion date for the CATE Center have been impacted by permitting and other delays.
- Technology issues are being managed by Elert

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CATE Center

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CATE Center

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CATE Center

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Spring Hill High School

Project Manager:	**Forrest L. King**
Completion:	**August 2013**
Architectural Firm:	**McMillan Smith & Partners**
High School #4 Contractor:	**Edcon, Inc.**
Total Construction Budget (Incl. Contingency):	**$61,111,169.00**
Committed Const. Cost (Incl. CATE & Site):	**$61,954,924.00**

Project Description:

Construct a new 267,000 square foot high school with a capacity of 1,700 students.

Status:

- Building footings are 100% complete. Canopy and connector footings are yet to be completed.
- Floor slabs have been poured in all areas of the first floor. Second floor slabs have been poured.
- Overhead MEP ceiling rough-in is in progress in areas. Ceiling grid is in progress in area 'E' and 'D'. Light fixture installation in grid is in progress.
- The Kitchen Hood and the Cooler Freezer Units have been installed.
- Roofing is installed in all areas except a portion of 'F', low 'G', low 'H', low 'B' and 'A'.
- Window frame installation is in progress . Painting and finishing of sheetrock is in progress.
- The exterior Boilers have been set. The slab has been poured and the Cooling Tower is to be set on 1/24/13.

Achievements/Key Issues:

- The City of Columbia redefined the first phase of the City Capital Improvement Project to run the 24" water line from the Waterfall Subdivision to the CATE Center.

Schedule/Budget Issues:

- The final completion date for the New High School has been impacted by permitting and other delays.
- Technology issues are being managed by Elert
- An additional $3 million will be required to complete the project due to the construction of approximately 52,000SF (CATE Center) above and beyond what was originally budgeted.

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Spring Hill High School

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Spring Hill High School

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Dutch Fork High School

Project Manager:	**Joe Huggins**
Completion:	**August 2014**
Architectural Firm:	**Stevens & Wilkinson**
Contractor:	**Contract Construction**
Total Construction Budget (Incl. Contingency):	**$12,743,814.00**
Committed Const. Cost:	**$13,847,815.00**

Project Description:

Construct a new health science building and a new visitor's concessions/restroom facility. Construct a new middle/high connector road to improve traffic flow along with additional parking. Various other athletic improvements.

Status:

- Front Parking Lot complete and ready for use by the District
- The first wall pour at the Health Science building is scheduled for the week of 1/21/12 and foundation work continues.
- Clearing and grubbing at the bridge area for the new entry road is underway.
- Visitor side football field concessions and storage building has been demolished and grading for the new building is underway.

Achievements/Key Issues:

- Student athletic conditioning is underway without interruption from construction.

Schedule/Budget Issues:

- Project was delayed due to permitting.

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Building Value Through Expertise

Dutch Fork High School

district five
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CUMMING
Building Value Through Expertise

Dutch Fork High School

district five
OF LEXINGTON & RICHLAND COUNTIES





Irmo High School

Project Manager:	**Joe Huggins**
Completion:	**August 2014**
Architectural Firm:	**Stevens & Wilkinson**
High School #4 Contractor:	**China Construction America of S.C., Inc.**
Total Construction Budget (Incl. Contingency):	**$24,661,313.00**
Committed Const. Cost (Incl. Site):	**$23,017,828.00**

Project Description:

Construct a new 600 seat auditorium and a new field house. Interior renovations to allow for removal of portable classrooms.

Status:

- Footings and underground rough in has started at the Field House.
- Demolition is complete at the CATE
- MEP rough in has started at the CATE
- Demolition is complete at the Auditorium
- Building pad placement and underground rough in has started at the Auditorium.

Achievements/Key Issues:

- None

Schedule/Budget Issues:

- Project was delayed due to unforeseen site conditions.

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Irmo High School

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CUMMING
Building Value Through Expertise

Irmo High School

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Exhibit D

EXHIBIT D

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

January 28, 2013

To: Members of the Board of Trustees

From: Keith McAlister
Director, New Design and Construction

Re: Proposed Renovations for Warehouse Facility

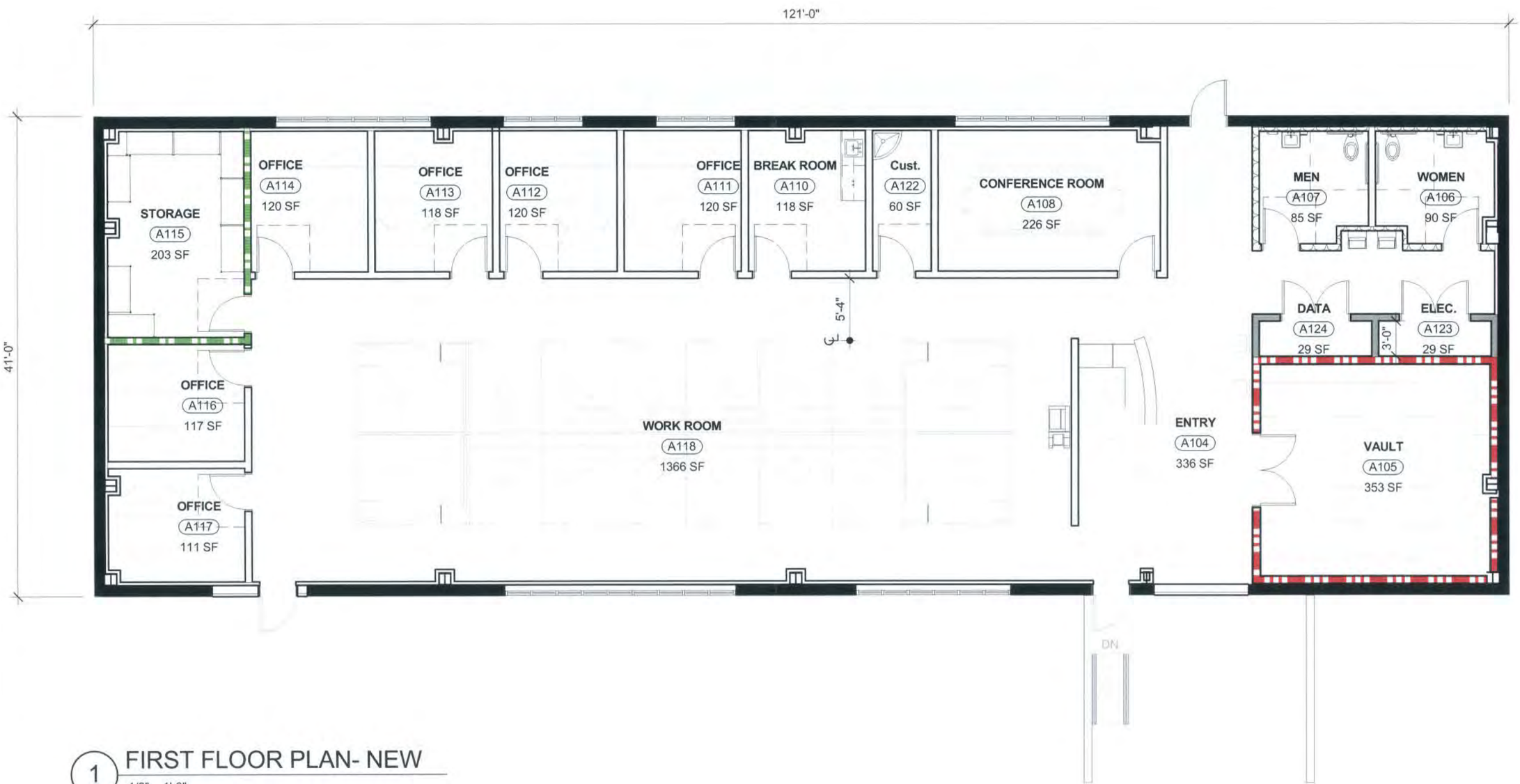
ADMINISTRATION CONSIDERATION

Administration seeks discussion in reference to the proposed renovation to the warehouse facility.

RECOMMENDATION

Administration recommends board approval to proceed with renovations to the warehouse facility.

ATTACHMENT
Exhibit



1 FIRST FLOOR PLAN- NEW

1/8" = 1'-0"

Exhibit E

EXHIBIT E

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

January 28, 2013

To: Members of the Board of Trustees

From: Keith McAlister
Director, New Design and Construction

Re: New Middle School

ADMINISTRATION CONSIDERATION

Administration seeks approval of the Superintendent's recommendation to construct a New Middle School.

RECOMMENDATION

Administration seeks approval to proceed with construction of the New Middle School.

district five

NEW MIDDLE SCHOOL

PROJECT BUDGET

Funding Source:	
8% Bond Funds:	$0
2008 Bond Ref. Funds:	$35,238,558
Reallocated Funds:	-$22,315,558
Total Budget:	**$12,923,000**

Construction Contract Award Price (CCAP):	BUDGET CODE	AMOUNT
General Construction - New Construction		$16,909,900
General Construction - Renovation		
General Construction - Canopies		
Site Improvements		$3,623,550
SUBTOTAL:		**$20,533,450**
Design Consultant:		
General Design & Reimbursables		$1,026,673
Educational Planning		$10,000
Constructability Reviews		$10,000
SUBTOTAL:		**$1,046,673**
Miscellaneous Expense:		
Management Expense "In House" (See Below)		$269,194
Construction Management Fees (See Below)		$1,135,341
Professional Services (Geotech, Survey, ULS, etc.)		$650,000
Misc. Applications/Fees		$130,000
Utility Costs		$20,000
Materials Testing/Insp.		$510,000
Misc. Construction Exp. (Inc. Mobiles)		
Asbestos Abatement/Environmental		
Commissioning		
Contingency & Escalation - 7.5%		$1,540,009
SUBTOTAL:		**$4,254,544**
Furniture, Fixtures & Equipment		$1,207,850
Technology (Computers, Smart Boards, etc.)		$1,500,000
SUBTOTAL:		**$2,707,850**
Land Acquisition		
New		
SUBTOTAL:		
Total Project Budget:		**$28,542,516**
Transfer in House Management Expense to Management Budget		$269,194
Transfer Construction Management Fees to Management Budget		$1,135,341
TOTAL ADJUSTED PROJECT BUDGET		$27,137,981

Funding
Vision 2015

Presentation to Board of Trustees

January 14, 2013

Funds Available From Referendum

Total Bonds Sold To Date	$243,155,000
Bid Premiums On Bonds	11,779,228
Interest Earned Through 2012	624,724
Underwriter Discount on Bonds	(1,430,687)
Issuance Costs	(957,813)
Bonds Remaining To Be Sold	500,000
Total Funds Available	$253,670,452

January 14, 2013

Bond Referendum Funds Available for New Middle School

Total Bond Funds Available	$253,670,452
Total Bond Funds Allocated	(240,747,452)
Remaining Bond Funds Available	$ 12,923,000
Projected Cost of New M. S.	$ 28,542,516
Bond Funds Available	(12,923,000)
Funds Needed From Other Sources	$ 15,619,516

Sources of Other Funds

No Increase In Millage for Debt Service

Use Unallocated 8% Funds 2012	$ 1,762,707
Use Part of 8% Funds 2013-14	1,500,000
Use Part of 8% Funds 2014-15	1,500,000
Use Part of 8% Funds 2015-16	1,500,000
Defer Some Maintenance 2014-15	4,000,000
Use Part of General Fund Balance	5,000,000
Other Miscellaneous Sources	356,809
Total Other Funds	$15,619,516

Exhibit F

EXHIBIT F

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

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

FROM: Ms. Helen Anderson HHA
Chief Instructional Services Officer

DATE: January 23, 2013

RE: January 28, 2013 Board Meeting, Second Reading Approval
Proposed Revisions and Additions I Policies

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

- Replace current board policy JQH "Drop-Outs" with new policy IHBC "Programs for At-Risk/Disadvantaged Students"
- Add new policy IJ "Instructional Resources and Materials" and IJ-E "Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)"
- 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"

I will be available at the January 28, 2013 Board Meeting to answer any questions you may have.

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

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

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

PROGRAMS FOR AT-RISK/DISADVANTAGED STUDENTS

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

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.

 (see next page)

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

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

Adopted 1973; Revised 4/28/86, ^

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).

INSTRUCTIONAL RESOURCES AND MATERIALS

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

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, kits, **and electronic media**.

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, ^

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

 (see next page)

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.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to the following.

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (protected information survey) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED).

  - political affiliations or beliefs of the student or student's parent
  - mental or psychological problems of the student or student's family
  - sex behavior or attitudes
  - illegal, anti-social, self-incriminating or demeaning behavior
  - critical appraisals of others with whom respondents have close family relationships
  - legally recognized privileged relationships, such as with lawyers, doctors or ministers
  - religious practices, affiliations or beliefs of the student or parents
  - income, other than as required by law to determine program eligibility

- *Receive* notice and an opportunity to opt a student out of the following.

  - any other protected information survey, regardless of funding
  - any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under state law
  - activities involving collection, disclosure or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others

- *Inspect*, upon request and before administration or use, the following.

  - protected information surveys of students
  - instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes
  - instructional material used as part of the educational curriculum

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

(School district will/has develop[ed] and adopt[ed]) policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes. The district will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The district will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his/her child out of participation of the specific activity or survey. The district will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement.

- collection, disclosure or use of personal information for marketing, sales or other distribution
- administration of any protected information survey not funded in whole or in part by ED
- any non-emergency, invasive physical examination or screening as described above

Parents who believe their rights have been violated may file a complaint with the following.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

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**

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, ^

 (see next page)

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**

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 polices 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

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

RESOURCE PERSONS/SCHOOL VOLUNTEERS

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

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 ^

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**

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.

 (see next page)

- 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

CHEATING OR PLAGIARISM

Code **IKABA** *Issued* **DRAFT**

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

In order to foster an environment of mutual trust and respect, we believe, within the community of School District 5 of Lexington and Richland Counties, each individual should accept the personal responsibility to exhibit and promote academic and social integrity.

We expect all students to:

- Use electronic devices such as calculators, computers, cell phones, and PDAs in a legal and appropriate manner as directed by the school or teacher.
- Work independently and without assistance from others and avoid giving assistance to others unless specific permission is given by the teacher with regard to that particular assignment.
- Prepare properly for a test or graded assignment without accepting information in advance from others who have already completed this work and without disseminating information to someone who has not yet taken a test or worked on a graded assignment.
- Follow teacher directions for the taking of tests or graded assignments without the use of notes or other sources of information unless specifically allowed to do so.
- Be forthright in properly acknowledging the source(s) of all non-original words, phrases, and ideas by using standard rules of documentation or other appropriate stylistic formats approved by a teacher.

Guidelines for all students 9-12:

- View a presentation with examples of plagiarism and cheating to be shown at all middle schools and high schools during the first week of school.
- Sign the Honor Code signature sheet agreeing to abide by the Belief Pledge, and Code. This may be done on all courses or in one class at the beginning of the year.
- Write the word "PLEDGE" followed by a student signature on every major test/assignment turned in for all classes.

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

HOMEWORK

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

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

ACCELERATION OF STUDENTS

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

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, ^

Legal references:

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

ACCELERATION

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

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 ^

Exhibit G

EXHIBIT G

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

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

FROM: Ms. Helen Anderson
Chief Instructional Services Officer

DATE: January 23, 2013

RE: January 28, 2013 Board Meeting, First Reading
Proposed Revisions and Additions I Policies

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

- Replace current board policy IDDF "Special Education" and administrative rule IDDF-R "Special Education Placement Procedures" with new policy IHBA "Special Education/Programs for Students with Disabilities"
- Replace current policy IEK "Instruction at Place Other Than School" with new policy IHBG "Homeschooling"
- Replace current administrative rule IEK-R "Instruction at Place Other Than School" with new administrative rule IHBG-R "Homeschooling"
- Replace current policy ICF "Charter Schools" with new policy IHBH "Charter Schools"
- Add new policy IHBIB "Primary/Pre-Primary Education (Child Development)"
- Add new administrative rule IHBIB-R "Primary/Pre-Primary Education (Child Development)"
- Replace current policy IFBGA(3) "Use of District Email Resources" with new policy IJNDB(3) "Use of District Email Resources"

- Replace current policy IHAA "Final Examinations" with new policy IKAA "Tests and Examinations"

- Replace current policy IKA "Teaching Methods" and IHAB "Report Cards" with new policy IKAB "Report Cards/Progress Reports"

- Replace current policy IHAD "Parent-Student-Teacher Conferences" with new policy IKACA "Parent Conferences"

- Replace current policy IHAE "Placement of Non-Accredited Private and Home School Secondary Students" with new policy IKACC "Placement of Non-Accredited Private and Homeschool Secondary Students"

I will be available at the January 28, 2013 Board Meeting to answer any questions you may have.

Attachments:
Current Board Policies: IDDF, IDDF-R, IEK, IEK-R, ICF, IFBGA(3), IHAA, IKA, IHAD, IHAE

Recommended Board Policies: IHBA, IHBG, IHBG-R, IHBH, IHBIB, IHBIB-R, IJNDB(3), IKAA, IKAB, IKACA, IKACC

Policy IDDF Special Education
Issued 8/94

Special education programs and related services will be provided as needed to meet the needs of students with disabilities within the school district. Programs for preschool children will be provided to all children with disabilities ages three through five whose developmental progress is significantly delayed to the extent that special education is required. Children with deficits in cognitive, social, emotional, perceptual, visual, hearing, motor and speech/language abilities are included. All special education programs and related services for students with disabilities will be established and operated in compliance with federal and state law and state board of education regulations.

Special education programs may include self-contained, resource, itinerant and homebound programs. Related services may include, but not be limited to: physical or occupational therapy, speech/language therapy, adaptive physical education, counseling and assistive technology.

The above programs and services are regulated under the S.C. Code; Public Law 94-142, as amended; Family Educational Rights and Privacy Act of 1974; Section 504 of the Vocational Rehabilitation Act of 1973; and South Carolina State Board of Education regulations. Placement will be made in the least restrictive environment in which the student can function appropriately.

Every effort will be made to involve the parents (or guardians) in the placement and program planning process for their child. Due process of law will be honored in all dealings with the parents and the student with disabilities.

Parent surrogates for students with disabilities

When a student is officially designated a ward of the state, or when a student's parents or guardian are unknown or unavailable, a School District Five resident -- but not an employee of either the state or School District Five -- will be appointed in writing by the district superintendent (or designated representative) to serve as a legal surrogate for the absent parents or guardian.

This parent surrogate will be appointed only after thoughtful input has been received from the principal/director of the school attended by the student, any assigned district psychologist, the district's director of special services or other parties deemed appropriate. Specifically mandated by Public Law 94-142, these procedural guidelines are intended to legally safeguard the inherent rights of students with disabilities in educational decision-making, identification, evaluation and placement.

Adopted 10/30/78; Revised 11/16/81, 4/2/90, 6/20/94

AR IDDF-R Special Education Placement Procedures
Issued 4/90

Referral

Teachers, parents(s), students or other persons suspecting a student of being physically, emotionally or mentally handicapped may refer a student for evaluation. A referral should be made on the appropriate form to the school principal/director or his/her designee. The person making a referral must sign the referral forms to verify who referred the child for evaluation.

Screening

A district-wide program of screening shall be implemented in the areas of hearing, vision, health, speech and achievement. Students identified through the screening process as candidates for special services shall be referred to the office of special services for further evaluation.

Evaluation

A developmental history of the student and permission to evaluate shall be secured from the parent(s) prior to an evaluation. The type of testing to be done and the possible educational changes which could result shall be explained to the parent(s) or guardian and to the student when appropriate.

The parent(s) shall be given a copy of the Parent Handbook to Special Education and have an explanation of their rights under Public Law 94-142.

When the evaluation is completed, the parent shall be notified of the results.

A copy of the report shall be sent to the school to be included in the student's special services record and to be used by the special education placement committee in determining appropriate placement.

Placement

When placement in a special education program is recommended, a meeting for this purpose shall be scheduled by the school's placement committee chairperson. The parents and, when appropriate, the student, shall be invited and encouraged to attend the meeting.

All special services placements shall be made in complete compliance with Public Law 94-142 and Section 504 of the Vocational Rehabilitation Act of 1973.

Prior to placement in a special education program, an Individual Education Program (IEP) shall be developed in accordance with the requirements of Public Law 94-142. The parent(s) and, when appropriate, the student, shall be encouraged to participate in the development of the plan. The student's IEP shall determine the student's placement. The parent shall be asked to grant written permission for the student's placement.

The psychologist or appropriate specialist shall sign the placement form verifying that all necessary components of the evaluation have been completed. Records shall be maintained to document that the student qualifies for placement. The placement committee chairperson shall sign the placement form to verify that the placement is appropriate. The director of special services shall sign the placement form granting approval for the student to be placed.

The placement committee chairperson shall notify appropriate persons to complete the placement process. The original IEP and appropriate special education due process forms shall be sent to the office of special services. A copy of all forms shall remain in the school.

Review

A special education student's status may be re-evaluated at any time upon request by the parent(s) or appropriate school personnel. The parents shall be informed of their right to an independent evaluation if they do not concur with the evaluation completed by school personnel. Each student's status shall be re-evaluated on a regular basis as required under Public Law 94-142.

Issued 4/28/86; Revised 1/25/88, 4/2/90

SPECIAL EDUCATION/PROGRAMS FOR STUDENTS WITH DISABILITIES

Code **IHBA** *Issued* **DRAFT**

Purpose: To establish the board's vision for educating children with exceptional educational needs.

In keeping with its responsibilities to educate all children in the district, the board will provide special education programs for those children with disabilities under the Individuals with Disabilities Education Improvement Act (IDEA '04).

The board believes that students with educational needs should be served in regular classrooms whenever possible. To this extent, the board views special education as an integral part of the general education program offered to all students.

Every child has a right to an appropriate educational program in which he/she can experience success. If a child has a disabling condition, this success may be contingent upon an adjustment of the techniques and materials of instruction to meet his/her individual needs.

The board ensures that all students with disabilities between the ages of 3 and 21, inclusive, have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs. Students who turn 21 after September 1 of the school year, and have not received a high school diploma, will be permitted to enroll and complete the school year.

The district will provide special education and related services in accordance with the provisions of the state and federal laws and regulations.

Adopted 10/30/78; Revised 11/16/81, 4/28/86, 1/25/88, 4/2/90, 6/20/94, ^

Legal references:

A. Federal Legislation:
   1. Education of the Handicapped Act, Public Law 93-380, amended by Public Law 94-142, Education of All Handicapped Children Act.
   2. 20 USCA Sections 1400-1485 - The Individuals with Disabilities Education Act.
   3. The Individuals with Disabilities Education Improvement Act of 2004.
   4. McKinney-Vento Homeless Education Improvements Act of 2001, P.L. 107-110, 42 U.S.C. Sections 11431-11435.

B. S.C. Code, 1976, as amended:
   1. Sections 59-21-510, et seq. and 59-33-10, et seq.- Mandates that the state board education establish a program for all students with disabilities including rules, regulations and policies for implementation.
   2. Section 59-21-580 - The state board will establish rules and regulations for identification and assignment of disabled students and for determining certification requirements.

C. State Board of Education Regulations.
   1. R 43-80 - Transportation.
   2. R 43-243.1 - Criteria for entry into programs of special education for students with disabilities.
   3. R 43-243 - Special education; education of students with disabilities.

D. State Department of Education: Criteria for Program Entry into Programs of Special Education for Students with Disabilities.

Policy IEK Instruction at Place Other Than School

Issued 6/93

The board recognizes that parents or guardians have a right to teach their children at home.

The parent or guardian wanting to teach a child at home may do so if the instruction is conducted under the auspices of the South Carolina Association of Independent Schools (SCAIS). Bona fide members of the association who comply with the academic standards of the association do not need board approval for home schooling programs.

If a parent or guardian does not choose to be a member of SCAIS, the parent or guardian must submit an application for home schooling on a form provided by the district. The applicant will supply all the information required by law prior to the board's consideration of his/her request. (See IEK-R)

The district will notify the parent in advance of the date, place and time of the meeting at which the application is considered by the board. The applicant may be heard at the meeting.

If the board disapproves the proposed program or course of study, the board will notify the applicant of his/her right to appeal. The applicant must appeal to the South Carolina State Board of Education within 10 days from the date of the disapproval.

Adopted 2/6/89; Revised 5/3/93

Constitutional and Statutory Provisions:

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

Section 59-65-10 - Responsibility of parent or guardian.

Section 59-65-40 - Instruction at place other than school.

State Department of Education Regulations:

R-43-246 - Place other than school.

HOME SCHOOLING

Code **IHBG** *Issued* **DRAFT**

Purpose: To establish the basic structure in which parents/legal guardians may educate their children at home instead of enrolling them in district schools.

The board recognizes that parents/legal guardians have a right to teach their children at home.

Home school association

The parent/legal guardian wanting to teach a child at home may do so if the instruction is conducted under the auspices of the South Carolina Association of Independent Home Schools (SCAIHS). Home school associations must meet standards set out in state law.

Board approval

The parent/legal guardian must submit an application for home schooling on a form provided by the district. The applicant will supply all the information required by law prior to the board's consideration of his/her request (see IHBG-R).

The district will notify the parent/legal guardian in advance of the date, place and time of the meeting at which the application is considered by the board.

If the board disapproves the proposed program or course of study, the board will notify the parent/legal guardian of his/her right to appeal. The parent/legal guardian must appeal to the South Carolina state board of education within 10 days from the date of the disapproval.

Adopted 2/6/89; Revised 5/3/93, ^

Legal references:

A. S. C. Code of Laws, 1976, as amended.
   1. Section 59-65-10 - Responsibility of parent or guardian.
   2. Section 59-65-40 - Instruction at place other than school.
   3. Section 59-65-45 - Alternative home schooling requirements.
   4. Section 59-65-47 - Home schooling.
   5. Section 59-16-10, et. seq. - South Carolina Virtual School Program.

B. State Department of Education Regulations:
   1. R-43-246 - Instruction at place other than school.

AR IEK-R Instruction At Place Other Than School
Issued 6/93

The board will approve home schooling programs which meet the following standards:

The parent/guardian must hold at least a high school diploma or equivalent GED certificate.

The instructional day is at least four and one-half hours, excluding lunch and recess.

The instructional year is at least 180 days.

The curriculum includes, but is not limited to, the basic instructional areas of reading, writing, mathematics, science and social studies and in grades seven through 12, composition and literature.

The parent/guardian agrees to submit and submits a semiannual progress report including attendance records and individualized assessments of the student's academic progress in each of the basic instructional areas specified in number four, above, to the school district.

The parent/guardian presents a system for maintaining and maintains the following records for inspection upon reasonable notice by a representative of the school district:

- a plan book, diary or other written record indicating subjects taught and activities in which the student and parent engage;
- a portfolio of samples of the student's academic work; and
- a record of evaluations of the student's academic progress.

Students have access to library facilities.

The parent/guardian agrees for students to participate and students participate in the annual statewide testing program and the Basic Skills Assessment Program. The test will be administered by a certified school district employee either with public school students or by special arrangement at the student's place of instruction. Should the parent/guardian choose to have the test administered at the student's home, the parent/guardian is responsible for paying the test administrator.

The parent/guardian agrees in writing to hold harmless the district, the district board of trustees and the district's employees for any educational deficiencies sustained by the student as a result of home instruction.

Withdrawal of approval

Whenever the school district determines that the parent/guardian is not maintaining the home school program in keeping with the standards specified in this section the board will notify the parent/guardian to correct the deficiency within 30 days. if the deficiencies are not corrected within 30 days, the district board of trustees may withdraw its approval.

Readiness for first grade

Within the first 15 instructional days of the public school year, students participating in home instruction and eligible for enrollment in the first grade of the public schools will be tested to determine their readiness for the first grade using the readiness instrument approved by the state board of eduction for public school students. if a student is determined to be "not ready" or is determined to lack the necessary emotional maturity, appropriate school district personnel will advise the parent/guardian whether a kindergarten or a first grade curriculum should be used for the child.

Placement of student scoring below test requirement

Should a student in a home-schooling program score below the test requirement of the promotion standard prescribed for public school students for one year, the board will decide whether or not the student will receive appropriate instructional placement in the public school, special services as a handicapped student, or home schooling with an instructional support system at parental expense.

Issued 2/6/89; Revised 5/3/93

HOME SCHOOLING

Code **IHBG-R** *Issued* **DRAFT**

The district board will approve home schooling programs that meet the following standards.

- The parent/legal guardian has earned a baccalaureate degree or holds at least a high school diploma or the equivalent GED certificate.
- The instructional day is at least four and one-half hours, excluding lunch and recess.
- The instructional year is at least 180 days.
- The curriculum includes, but is not limited to, the following basic instructional areas.
  - Reading/ELA
  - writing
  - mathematics
  - science
  - social studies
  - composition and literature (for grades seven through 12)
- The parent/legal guardian agrees to submit and submits a semi-annual progress report including attendance records and individualized assessments of the student's academic progress in each of the basic instructional areas specified in the paragraph above to the school district.
- The parent/legal guardian establishes a system for maintaining, and will maintain, the following records for inspection upon reasonable notice by a representative of the school district.
  - plan book, diary or other written record indicating subjects taught and activities in which the student and parent/legal guardian engage
  - portfolio of samples of the student's academic work
  - a record of evaluations of the student's academic progress
- Students have access to library facilities.
- The parent/legal guardian agrees for the student to participate in and the student will participate in the annual statewide testing program. The test will be administered by a certified school district employee either with public school students or by special arrangement at the student's place of instruction. Should the parent/legal guardian choose to have the test administered at the student's home, the parent/legal guardian is responsible for paying the test administrator.
- The parent/legal guardian agrees in writing to hold the district, the district board and the district's employees harmless for any educational deficiencies of the student sustained as a result of home instruction.

Withdrawal of approval

At any time the school district determines that the parent/legal guardian is not maintaining the home school program in keeping with the standards specified in this section, the board will notify

 (see next page)

the parent/legal guardian to correct the deficiency within 30 days. If the deficiencies are not corrected within 30 days, the board may withdraw its approval.

Readiness for first grade

Within the first 15 instructional days of the public school year, students participating in home instruction and eligible for enrollment in the first grade of the public schools will be tested. This test will determine their readiness for the first grade by using the readiness instrument approved by the state board of education for public school students. If a student is determined to be "not ready" or is determined to lack the necessary emotional maturity, appropriate school district personnel will advise the parent/legal guardian whether a kindergarten or a first grade curriculum should be used for the child.

Placement of student scoring below test requirement

Should a student in home schools program score below the test requirement of the promotion standard prescribed for public school students for one year, the board will decide whether or not the student will receive one of the following alternatives.

- appropriate instructional placement in the public school
- home schooling with an instructional support system at parental expense

Reporting

All associations will report the number and grade level of students home schooled through the associations to the students' respective school districts.

Issued 2/6/89; Revised 5/3/93, ^

Policy ICF Charter Schools

Issued 9/96

A charter school is a public, nonsectarian, nonreligious, nonhome-based, nonprofit corporation forming a school which operates within a public school district as specified under S.C. Code Section 59-40-10, the *South Carolina Charter Schools Act of 1996*. A charter school approved for operation in School District Five is accountable to the Board of Trustees.

A charter school is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, gender, national origin, religion, ancestry or need for special education services. Charter school enrollment must not differ from the racial composition of School District Five by more than 10 percent. The charter school will not charge tuition or charges of any other kind unless approved by the Board of Trustees annually.

Applications shall be made in writing to the School District Five Board of Trustees by November 1 prior to the fiscal year in which the charter school is to operate. Application packets are available from School District Five upon request.

Upon receipt of a charter school application, the Board of Trustees will hold a community meeting to obtain information to assist in their consideration of the charter school application. A decision of approval or disapproval will be made by the Board of Trustees within 90 days after receiving the application. if granted, a charter school's application may be approved for up to three years. Annual reports are required. if denied, a charter school applicant may a) amend the application to conform with the reasons for denial and reapply to the School District Five Board of Trustees, which will approve or disapprove the amended application with 30 days, or b) appeal the decision of the Board of Trustees to the State Board of Education. An appeal to the State Board of Education must be made within 10 days of notice of the local board's decision. if an applicant appeals to the State Board of Education, notice of the appeal shall also be sent to School District Five's Board of Trustees.

A charter school is responsible for its own operation including preparation of a budget, contracting for services, and personnel matters. A charter school may negotiate and contract with School District Five or other parties for the use and operation of a school building and grounds for educational program services.

The approved charter school application, submitted in accordance with School District Five procedures, will become part of a contract between the charter school committee and the School District Five Board of Trustees. The contract will reflect all agreements, including the release of the charter school from any School District Five policies. The Board of Trustees and the charter school must approve a material revision of the terms of the contract.

A charter school will establish an education program which reflects student achievement and curriculum standards that meet or exceed any content standards adopted by School District Five.

Adopted 9/16/96

CHARTER SCHOOLS

Code **IHBH** *Issued* **DRAFT**

Purpose: To establish the basic structure for the board's decision to grant a charter.

To achieve its goal of promoting cultural diversity, educational improvement and academic excellence for all students, the board supports the establishment of charter schools within the district.

A charter school is a public, nonsectarian, nonreligious, nonhome-based, nonprofit corporation forming a school that operates within a public school district or the South Carolina Public Charter School District.

A charter school is accountable to the local school board or charter district board that grants its charter and will meet the following conditions.

- Be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. Enrollment must not differ from the racial composition of the school district or that of the targeted student population of the charter school by more than 20 percent.

- Open enrollment to any child who resides in the district subject to space limitations. The charter school will not charge tuition or charges of any other kind unless allowed by the sponsor and as comparable to the charges of the district.

- Assume responsibility for its own operation including preparation of a budget, contracting for services, curriculum and personnel matters.

- Have an education program, curriculum and student achievement standards that meet or exceed the state curriculum standards and any content standards adopted by the district.

- Follow the application process as required by law. In the case of sponsorship by the Charter School District, the applicant must provide notice of the application to the district for informational purposes only.

If the school board has information that an approved application by the South Carolina Public Charter School District adversely affects the other students in the district, as defined in state regulation, or that the approval of the application fails to meet the spirit and intent of the law, the school board may appeal the granting of the charter to the state board of education.

The performance of students attending a charter school sponsored by the district will be reflected on a separate line on the district's report card and will not be included in the overall rating of the school district.

The sponsor may deny, revoke or not renew a charter under certain conditions outlined in the law. This decision may be appealed to the state board of education for review according to the provisions of law.

Adopted 9/16/96; Revised ^

 (see next page)

Legal references:

A. S.C. Code of Laws, 1976, as amended:
   1. Section 59-5-60 - General powers of board.
   2. Sections 59-40-10 through 59-40-210 - South Carolina Charter Schools Act of 1996, as amended by the Charter Schools Act of 2005 and the South Carolina Public Charter School District Act.
   3. Section 59-18-900 - Annual report cards and performance ratings.
   4. Section 59-18-920 - Requirements of report cards.
   5. Section 59-16-10, et. seq. - South Carolina Virtual School Program.

B. State Board of Education Regulations:
   1. R43-600 - Charter school appeals.
   2. R43-601 - Procedures and standards for review of charter school applications.

PRIMARY/PRE-PRIMARY EDUCATION (CHILD DEVELOPMENT)

Code **IHBIB** *Issued* **DRAFT**

Purpose: To establish the basic structure for the district's delivery of primary/pre-primary child development education.

Four year-old program

The South Carolina Education Improvement Act of 1984 and the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) require school districts to establish and provide for the education of four year-old children with predicted significant readiness deficiencies. South Carolina law provides for at least a half-day early childhood development program for these four year-old children.

Students with Disabilities

The district will make available special education and related services to all preschool children with disabilities. These children are ages three to five and have delayed developmental progress requiring a special education and related services. Included in this category are four year-old vision and hearing impaired children as well as children with the following deficits.

- cognitive
- social
- emotional
- visual
- hearing
- motor abilities
- speech-language abilities

The district will implement procedures to identify preschool children with disabilities and begin services upon their third birthday. The district will also publicize the availability of the program for four year-olds (and three year-olds, if appropriate) to the public to recruit children whose participation is difficult to obtain.

Screening criteria

The district will apply the following criteria when screening children for enrollment in the program.

- a screening instrument approved by the state department of education for use in determining each child's developmental level
- an entrance age requirement which specifies a child must be three (if the program serves three-year-olds) or four years of age on or before September 1 of the applicable school year
- legal birth certificate
- South Carolina certificate of immunization

- a comprehensive health appraisal (before or within 120 days of enrollment) as developed by the South Carolina Department of Health and Environmental Control and approved by the state board of education

The district will include ongoing staff development as a part of the long-range comprehensive plan.

The administration will develop appropriate regulations to assure that the district conducts the program under state board of education guidelines.

Adopted ^

Legal references:

A. United States Code:
   1. 20 U.S.C.A., Sections 1412-1420 - Individuals with Disabilities Education Act.
   2. Public Law 107-110 - No Child Left Behind, revised Elementary and Secondary Education Act (ESEA) of 2001, Title 1, Part A, Subpart 1, Section 1119 - Qualifications for teachers and paraprofessionals.

B. S. C. Code, 1976, as amended:
   1. Section 59-19-340 - Allows local boards of trustees to provide programs for children reaching age four on or before September 1 and programs for three- and four-year-olds.
   2. Section 59-67-425 - Three, four or five year-old children attending public school sponsored programs of child development can ride state-owned buses to the extent that funds are made available by the General Assembly or as long as transportation services may be provided at no additional cost to the state.
   3. Section 59-5-65 (8) - School districts may contract with appropriate groups and agencies to provide part or all of the programs.
   4. Section 59-139-05, et seq. - Early Childhood Development and Academic Assistance Act of 1993.
   5. Section 59-36-10 - Preschool Programs for Children with Disabilities.

C. State Board of Education Regulations:
   1. R-43-264.1 - Half-day child development programs for four-year-olds.
   2. R-43-243.1 - Criteria for entry into programs of special education for students with disabilities.

PRIMARY/PRE-PRIMARY EDUCATION (CHILD DEVELOPMENT)

Code **IHBIB-R** *Issued* **DRAFT**

Organization

A major part of the curriculum will be a developmental educational program in a classroom setting.

The district will integrate the planning and direction of a program with the Early Childhood Initiative.

Educational program

Schools will implement the educational program specified by the state department of education or an alternate program approved by the state board of education.

Program length

The classroom program will operate five days a week (or the equivalent) for at least two and one-half hours of instructional time exclusive of breakfast, lunch and transportation. Classroom staff will conduct a minimum of four parent-teacher conferences per year.

Program year for both components will be 190 days of operation for staff (180 days service to children).

Staff ratio and group size

One certified teacher and one teaching assistant will staff each classroom. A maximum of 20 four-year-old children will be in each classroom.

Staffing

The staffing patterns for the child development program will vary according to the size of program and amount of district-level supervision.

Director/head teacher/principal

- Ratio requirements
  - A director, head teacher or elementary principal will supervise each program. When the child development program is not located in the elementary school, or does not come under the direct supervision of an elementary school principal, the program must meet the following requirements.
    - -- A child development program serving 120 or more children must employ a full-time director.
    - -- A child development program serving less than 120 children must employ a head teacher who devotes half time to administration and supervision and half-time to teaching in the center.

 (see next page)

-- The director or head teacher will be appropriately certified and highly qualified as required by federal law.

Teacher

- Ratio requirements
  - There will be a full-time, certified teacher employed for each session serving 20 children per class. Maximum class size is 20 four-year-olds with an adult/child ratio of 1 to 10, using one certified teacher and one assistant.
- Qualifications
  - Classroom teachers will hold a valid certificate in early childhood education, hold a bachelor's degree in child development or have a bachelor's degree with at least six semester hours in early childhood education and be highly qualified as required by federal law.

Teaching assistant

- Ratio requirements
  - There will be one teaching assistant for each half-day class with a maximum of 20 children per session.
- Qualifications
  - Teaching assistants will be highly qualified as established by federal law.

Other staff positions

- The qualifications of all staff providing supervision and/or support services will be not less than the general requirements for other district employees in similar positions (South Carolina Defined Program) and federal law.

Staff development

The district's staff development plan will include and describe appropriate activities in the district's comprehensive plan. Principals, directors, teachers and teaching assistants will participate in training sponsored by the district and/or the state department of education.

Evaluation

Program success will involve two evaluation measures.

- Districts will examine their program's success by determining compliance with state board of education regulations.
- Districts will participate in evaluation efforts coordinated by the state department of education to include tracking of eligible children through at least the third grade to determine the program's impact on school success.

 (see next page)

Attendance reports

Staff will keep individual records of daily attendance for each child in the program. Schools cannot carry any child in membership after the date of official withdrawal or beyond 10 consecutive days of unlawful absenteeism.

Schools will submit periodic attendance reports to the department of education. The department will establish due dates on an annual basis.

Cumulative records

The school district must begin a permanent record for each child entering the program. The school district will maintain information on the child's growth and development and will forward all information to the child's teacher each year.

Nutrition standards

Schools will provide one nutritional supplement (snack) daily for each child in each session. Participation in a breakfast or lunch program is adequate to meet this requirement for half day sessions.

Facilities

Schools will provide appropriate and adequate physical facilities. Classrooms must provide a minimum of 35 square feet per child and include a sink area. The bathroom facility must be either within the classroom or close by. Schools must provide outdoor play space at a minimum of 100 square feet per child.

Issued ^

Policy IFBGA(3) Use of District Email Resources
Issued 1/07

Purpose: To establish the basic structure for the use of email resources.

Objective

The policy for governing the use of the district's email resources is intended to allow the district to acquire the benefits of increased efficiency through the use of technology. In addition, this policy is intended to protect the district's information assets, the instructional and operational integrity of the district, and the rights of students and district employees.

Scope

This policy applies to the following entities.

- all the district's employees including regular, temporary, part-time and contract employees
- all students enrolled in schools located within the district
- all other users of any of the district's technology resources regardless of their affiliation
- all district-owned or operated technology systems which are subscribed to and/or paid for by the district

Use of email

Email accounts are provided by School District Five of Lexington and Richland Counties (District Five) as a communication resource for conducting official district business. Users of the district email system are obligated to use this resource in a responsible, effective and lawful manner.

All messages and electronic transmissions distributed via the school district's email system are the property of District Five. The district reserves the right to monitor personal use of email to the same extent that it monitors business use. There are no expectations of privacy in any item created, stored, sent or received on the District Five email system.

Employees should exercise the same restraint and caution in drafting and transmitting e-mail messages as when writing a formal memorandum on district or school letterhead. Users should assume that messages will be saved and reviewed by someone other than the original addressee.

Although email seems to be less formal than other written communication, the same federal, state and local laws apply to email that apply to written communications. If any user disregards the rules set out in this email policy, the user will be fully liable for all damages incurred as a result of the misuse. District Five will disassociate itself from the user as far as legally possible in such occurrences.

Acceptable use guidelines

All teachers and staff and, when applicable, students, will have an e-mail account provided by District Five. In order to ensure appropriate use of these accounts, all recipients of district email accounts should adhere to the following guidelines.

- Email accounts cannot be used to send or forward emails containing libelous, defamatory, offensive, racist or obscene remarks.
- Email accounts cannot be used to send solicitations that are not related to official school business.

- Email accounts cannot be used to disguise or attempt to disguise the user's identity when sending email.
- Email account bearers may not use email to consume system resources beyond a reasonable margin.
- The district's email system will not be used to set up or run a personal business.
- Email accounts cannot be used for any use that will be in conflict or violation of local, state and/or federal laws.
- Political purposes.

Confidential information

Although the district email systems have security mechanisms in place, there is no way to ensure total security of the district's system. Confidential information should never be sent via email.

Ramifications for inappropriate use

Staff

Failure to follow this policy can result in disciplinary action.

Students

For student guidelines for email usage, please refer to the student acceptable use policy. Disciplinary action for misuse of email resources will be determined by the student disciplinary code. In the event there is an allegation that a student has violated this policy, the student will be provided with a notice and opportunity to be heard in the manner set forth in the student disciplinary code.

Adopted 1/22/07

Legal references:

Federal law:

47 USC Section 254(h) - Children's Internet Protection Act.

The Digital Millennium Copyright Act of 1998, Section 512 - Limitations on liability relating to material online.

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

Section 10-1-205 - Computers in public libraries; regulation of Internet access.

Section 16-3-850 - Encountering child pornography while processing film or working on a computer.

Section 16-15-305 - Disseminating, procuring or promoting obscenity unlawful; definitions; penalties; obscene material designated contraband.

USE OF DISTRICT EMAIL RESOURCES

Code **IJNDB(3)** *Issued* **DRAFT**

Purpose: To establish the basic structure for the use of email resources.

Objective

The policy for governing the use of the district's email resources is intended to allow the district to acquire the benefits of increased efficiency through the use of technology. In addition, this policy is intended to protect the district's information assets, the instructional and operational integrity of the district, and the rights of students and district employees.

Scope

This policy applies to the following entities.

- all the district's employees including regular, temporary, part-time and contract employees
- all students enrolled in schools located within the district
- all other users of any of the district's technology resources regardless of their affiliation
- all district-owned or operated technology systems which are subscribed to and/or paid for by the district

Use of email

Email accounts are provided by School District Five of Lexington and Richland Counties (District Five) as a communication resource for conducting official district business. Users of the district email system are obligated to use this resource in a responsible, effective and lawful manner.

All messages and electronic transmissions distributed via the school district's email system are the property of District Five. The district reserves the right to monitor personal use of email to the same extent that it monitors business use. There are no expectations of privacy in any item created, stored, sent or received on the District Five email system.

Employees should exercise the same restraint and caution in drafting and transmitting e-mail messages as when writing a formal memorandum on district or school letterhead. Users should assume that messages will be saved and reviewed by someone other than the original addressee.

Although email seems to be less formal than other written communication, the same federal, state and local laws apply to email that apply to written communications. If any user disregards the rules set out in this email policy, the user will be fully liable for all damages incurred as a result of the misuse. District Five will disassociate itself from the user as far as legally possible in such occurrences.

Acceptable use guidelines

All teachers and staff and, when applicable, students, will have an e-mail account provided by District Five. In order to ensure appropriate use of these accounts, all recipients of district email accounts should adhere to the following guidelines.

- Email accounts cannot be used to send or forward emails containing libelous, defamatory, offensive, racist or obscene remarks.

 (see next page)

- Email accounts cannot be used to send solicitations that are not related to official school business.
- Email accounts cannot be used to disguise or attempt to disguise the user's identity when sending email.
- Email account bearers may not use email to consume system resources beyond a reasonable margin.
- The district's email system will not be used to set up or run a personal business.
- Email accounts cannot be used for any use that will be in conflict or violation of local, state and/or federal laws.
- Political purposes.

Confidential information

Although the district email systems have security mechanisms in place, there is no way to ensure total security of the district's system. **Confidential information should only be sent via the Internet on secure websites represented by (https:). District Five does not accept liability for any lost or stolen information sent or received via the district's Internet resources.**

Ramifications for inappropriate use

Staff

Failure to follow this policy can result in disciplinary action including termination.

Students

For student guidelines for email usage, please refer to the student acceptable use policy. Disciplinary action for misuse of email resources will be determined by the student disciplinary code.

Adopted 1/22/07; Revised ^

Legal references:

A. Federal law:
   1. 47 USC Section 254(h) - Children's Internet Protection Act.
   2. The Digital Millennium Copyright Act of 1998, Section 512 - Limitations on liability relating to material online.

B. S.C. Code of Laws, 1976, as amended:
   1. Section 10-1-205 - Computers in public libraries; regulation of Internet access.
   2. Section 16-3-850 - Encountering child pornography while processing film or working on a computer.
   3. Section 16-15-305 - Disseminating, procuring or promoting obscenity unlawful; definitions; penalties; obscene material designated contraband.

Policy IHAA Final Examinations

Issued 10/90

Methods of evaluation of student progress within a given school or class-room are the responsibility of the personnel of the school involved and the district instructional staff. Periodic evaluation of practices and procedures will be made by individual schools to insure that maximum benefit is gained by the current practice. Secondary students, grades 9-12, will be given examinations at the conclusion of each semester. Specific procedures for administering examinations will be the responsibility of the principal.

A student who qualifies as a senior at the beginning of the school year may exempt the final examination for a course if she/he:

- has an overall A or B average in the course; and
- has had no suspensions (in-school or out) during the entire academic year.

With regard to a semester course, this final examination occurs at the end of either semester.

(Cf. IHEA)

Adopted 6/16/86; Revised 1/25/88, 1/23/89, 10/22/90

TESTS AND EXAMINATIONS

Code **IKAA** *Issued* **DRAFT**

Purpose: To establish the board's vision and the basic structure for evaluating students in the district's schools.

Student evaluation is an integral part of the teaching-learning process. Teacher communication with the parent/legal guardian regarding individual student achievement is a central part of the evaluative process. The classroom teacher is responsible for student evaluation, subject to the supervision of the school principal. All current applicable state laws and regulations will be implemented.

Adopted 6/16/86; Revised 1/25/88, 1/23/89, 10/22/90, ^

Policy IKA Teaching Methods

Issued 11/81

The classroom teacher will be responsible for properly presenting to the students the courses of study prescribed by the school administration. All teachers will be expected to employ acceptable and effective procedures in order to promote maximum student growth and development.

Adopted 11/16/81

Policy »IHAB« Report Cards

Issued 10/03

Progress reports should indicate the level of individual growth in learning. Report cards will be distributed to students in grades three through twelve on a nine-week basis. Interim reports will be issued at the mid-point of each grading period to all students in grades six through twelve.

Adopted 1973; Revised 11/16/81, 11/21/83, 3/16/92, 10/27/03

Legal references:

State Board of Education Regulation:

R-43-257 - Report cards.

REPORT CARDS/PROGRESS REPORTS

Code **IKAB** *Issued* **DRAFT**

Purpose: To establish the board's vision and the basic structure for issuing report cards for students.

The district recognizes that regularly issued report cards, combined with scheduled parent-teacher conferences, serve to promote a process of continuous evaluation of student performance. At all levels, the information provided on report cards should give the parent/legal guardian insight into the student's achievement.

Progress reports should indicate the level of individual growth in learning. Report cards will be distributed to students in grades three through twelve on a nine-week basis. Interim reports will be issued at the mid-point of each grading period to all students in grades six through twelve.

Students in primary grades (K-2) will receive report cards but will not have the same numerical grading system as used in grades 3-5.

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. These grades will be based on the uniform grading scale as established by the state board of education (see policy IKA).

Adopted 1973; Revised 11/16/81, 11/21/83, 3/16/92, 10/27/03, ^

Legal references:

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

Policy IHAD Parent-Student-Teacher Conferences

Issued 1/89

The need exists for diversified approaches to communication between the home and the school. Therefore, school personnel are encouraged to plan and schedule teacher-parent conferences, teacher-student conferences, and teacher-student-parent conferences in addition to report cards.

Adopted 1973; Revised 11/16/81, 1/23/89

PARENT CONFERENCES

Code **IKACA** *Issued* **DRAFT**

Purpose: To establish the board's vision of the importance of conferences.

Close communication between home and school is an important factor in establishing a highly effective school program. Planned conferences between parents/legal guardians and teachers is an important way to bring about understanding and close cooperation between the home and school. Teachers should maintain close communication with all parents/legal guardians, not just with those where academic or other problems suggest the need for closer communication.

Personal conferences between parents/legal guardians and teachers supplement the formal reporting system. These conferences are one way of creating better understanding between the home and school. They also provide an opportunity for open communication regarding the following.

- administrative procedures
- instructional programs
- goals and objectives
- pertinent information regarding student progress

The board encourages parent/legal guardian conferences involving teacher, student and principal as appropriate.

Adopted 1973; Revised 11/16/81, 1/23/89, ^

Policy IHAE Placement of Non- Accredited Private and Home School Secondary Students

Issued 6/01

When enrolling students from home schools or private schools that are not accredited by the Southern Association of Colleges and Schools (SACS), secondary school administrators will adhere to the following guidelines.

Check all course documentation and test scores that are presented from the private or home school and compare with similar courses offered in the District's high school(s). if a preponderance of the documentation reflects similarities with courses offered in district schools (title, course description, syllabi, assignments, assessments, etc.), the principal may award probationary credit for the course. in such case, the student will be tentatively assigned in classes for a probationary period. During this probationary period, the student will have to meet requirements (subject standards, satisfactory completion of designated assignments, etc.) determined by the principal or his/her designee before a decision is made granting class placement and/or Carnegie credit.

End of the year exams will be administered for courses that are not justified by the review of the private and home school documentation. if the student successfully passes the end of the year exam (s), the student may be placed in the next grade on the level deemed appropriate by the principal or his/her designee based on the test results and review of documentation.

The student is assigned a class rank, grades for the credited courses and a grade point average. Students will not receive honors or advanced placement weighting regarding the calculation of grade point averages.

All requirements for graduation must be completed, such as physical education and the exit exam.

For elective credit, documentation from the private or home school should be compared with the courses offered to determine if end of year testing is appropriate.

Science courses with extensive labs may not be credited to the student unless there is substantial documentation of the same lab work done in the private or home school or the student passes the end of year test.

Adopted 6/11/01

PLACEMENT OF NON-ACCREDITED PRIVATE AND HOME SCHOOL SECONDARY STUDENTS

Code **IKACC** *Issued* **DRAFT**

Purpose: To establish the basic structure for placement of students from non-accredited private and/or home schools.

When enrolling students from home schools or private schools that are not accredited by the Southern Association of Colleges and Schools (SACS), secondary school administrators will adhere to the following guidelines.

- Check all course documentation and test scores that are presented from the private or home school and compare with similar courses offered in the district's high school(s). If a preponderance of the documentation reflects similarities with courses offered in district schools (title, course description, syllabi, assignments, assessments, etc.), the principal may award probationary credit for the course. In such case, the student will be tentatively assigned to classes for a probationary period. During this probationary period, the student will have to meet requirements (subject and state standards, satisfactory completion of designated assignments, etc.) determined by the principal or his/her designee before a decision is made granting class placement and/or Carnegie credit.

- End of the year exams will be administered for courses that are not justified by the review of the private and home school documentation. If the student successfully passes the end of the year exam(s), the student may be placed in the next grade on the level deemed appropriate by the principal or his/her designee based on the test results and review of documentation.

- The student is assigned a class rank, grades for the credited courses and a grade point average. Students will not receive honors or advanced placement weighting regarding the calculation of grade point averages.

- All requirements for graduation must be completed, such as physical education and the exit exam.

- For elective credit, documentation from the private or home school should be compared with the courses offered to determine if end of year testing is appropriate.

- Students from home schools or non-accredited private schools entering the ninth grade may not receive high school credit for courses that are not offered to District Five middle school students.

- Science courses with extensive labs will not be credited to the student unless there is substantial documentation of the same lab work done in the private or home school or the student passes the end of year test.

Adopted 6/11/01; Revised ^

Exhibit H

EXHIBIT H

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

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

FROM: Ms. Helen Anderson HAA
Chief Instructional Services Officer

DATE: January 23, 2013

RE: January 28, 2013 Board Meeting, Discussion Item
Magnet Schools Proposal

Here is the information requested concerning Irmo Middle School and H.E. Corley Elementary School magnet programs.

The principals and I will be available at the January 28, 2013 Board Meeting to answer any questions you may have about the Magnet Schools Proposal.

Name of School: Irmo Middle School

Magnet Theme: International Studies

Opening Date: 2012-2013

Rationale for Choice:

Irmo Middle School is home to a diverse and uniquely talented population of students. With seventeen countries and fifteen native languages represented, our learners offer an array of talents and skills that are reflective of their own interests and cultures. Moreover, South Carolina is home to over 1,200 international operations and the Sonoco International Business Department at the University of South Carolina consistently earns top rankings among collegiate polls and publications. Therefore, we decided to capitalize on the strengths already presented by our diverse student body coupled with the wealth of resources available in our community in order to create an international magnet school, which will prepare students to collaborate and compete in the global community.

According to the *Harvard International Review* (2009), it is critical that 21st century schools equip students with the skills to understand modern global challenges because of the growing interdependence of nations. We believe that enhancing students' global competencies, or capacity to understand and act upon globally significant issues and events, will better enable them to compete for the high-demand, high-wage jobs of the future.

Brief Description to include type of activities for student engagement:

The internationally themed magnet will inspire learners to compete and collaborate in the global community through developing competencies in leadership, communication, fine arts, and entrepreneurship. To achieve this mission in the core courses - math, science, English language arts, and social studies - students will explore standards-based curriculum through a specific focus on globalization and international studies. Using web-based technologies, students will collaborate, share opinions, and research with students in classrooms across the globe. Together, they will investigate real world problems and then engage in performance-based assessments and authentic learning expeditions.

In exploratory classes, students will develop a diverse range of talents and skills by engaging in: partnerships with international guest performers, artists, and professors, communications with learners from other nations, creation of multi-cultural works and products, and field studies based on international arts and business. Exploratory course offerings will include: music, art, and dance from around the world, Mandarin Chinese, French, Spanish, German, cultural studies, and technology and design.

Timeline:

2011-2012 School year:

- Attended Magnet Schools of America Conference
- Focus group meeting with district and school leadership
- Visited Charlotte Mecklenburg School District magnet programs with international themes

2012-2013 School year:

- Introduced the concept to the faculty and staff
- Working with a design and graphic consultant
- Created magnet design team (this team meets weekly on Thursdays)
- Explored successful international middle level magnet programs
- Began working on the MSAP Grant Proposal with Dr. Gail Widner and District Senior Staff/Directors
- Developed a school concept and formally introduced it to the faculty in October
- Attended the MSA Technical Assistance Conference in Washington DC
- Visited several magnet schools in Columbia, Charleston, and Winston-Salem, NC
- Arranged a meeting with Expeditionary Learning
- Planning Prof. Dev. with Dr. Morrison from Winston-Salem, NC
- Met with and arranged partnerships with the following groups:
    - Alliance Francaise'
    - Study Abroad Office from USC
    - The Walker Institute from USC
    - The Confucious Institute from USC

Next Steps

- Complete our curriculum framework with infused monthly themes, indicators, and student outcomes
- Complete all grant documents with Dr. Widner
- Restructure our school into international themed learning communities

H.E. Corley Elementary School
Magnet Program

In 2013-14, H.E. Corley plans to become a magnet school, attracting students from across the district as well as maintaining the current cadre of students. A magnet school is a public school offering special instruction unavailable elsewhere, designed to attract a diverse student body. HECE will continue to concentrate on academics, expand the current CHAMPS program so that it also encompasses Steven Covey's, *7 Habits of Highly Effective People* first published in 1989. In August 2011, *Time Magazine* listed *7 Habits* as one of "The 25 Most Influential Business Management Books". *The Leader in Me* is an innovative, school wide model that emphasizes a culture of student empowerment and helps unleash each child's full potential. Applying *The 7 Habits of Highly Effective People*, teachers and students internalize timeless leadership principles that nurture the skills students need for success in the 21st century.

This leadership model has received national recognition for its emphasis on developing leadership in young children. It is grounded in the belief that building cooperative relationships and nurturing responsibility, kindness and good judgment is the basis for creating a successful community of learners. By developing the WHOLE child - socially, emotionally, academically and ethically - the program fosters a climate of principle-centered and personal leadership.

The principles of Dr. Stephen R. Covey will be embedded in the school's culture and guide the student, faculty and staff in building the leadership model. In addition, as part of a collaboration with the PTO, community members and families will be given the opportunity through seminars to learn about and apply these principles. Each quarter of the school year, students identify and set their own personal academic goals. Using data collection and data analysis practices, H.E. Corley students will track their progress and growth over the course of the school year. Students will also learn social etiquette and develop communication and presentation skills through student-led programming including a daily news broadcast, school-wide assemblies, community service projects, and an innovative leader program featuring local, state and national leaders.

A timeline of accomplishments has been included for your review illustrating the training and commitment by the H.E. Corley faculty and staff for implementing *The Leader in Me* at HECE!

The Leader in Me at H.E. Corley

The Leader in Me is a whole-school transformation model that acts like the operating system of a computer — it improves performance of all other programs. Based on The *7 Habits of Highly Effective People®*, *The Leader in Me* produces transformational results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. Better yet, *The Leader in Me* equips students with the self-confidence and skills they need to thrive in the 21st century economy.

This is reality at *The Leader in Me* schools across the country. It started in 1999 when struggling school A.B. Combs Elementary was asked to reinvent itself or be shut down. When principal, Muriel Summers, asked parents and business leaders what they wanted in their schools, she heard the following:

Leadership

Accountability

Adaptability

Initiative and Self-direction

Cross-cultural Skills

Responsibility

Problem Solving

Communication

Creativity

Teamwork

This feedback represents what most people believe — that our schools should not merely be focused on improving test scores, but should provide opportunities for students to develop their full potential. As Muriel searched for answers she attended a 7 Habits seminar and noticed how comprehensive the habits were in covering the same needs expressed by her community. She and staff developed a leadership theme and a school mission statement: To Develop Leaders, One Child at a Time. They taught the 7 Habits not as a curriculum, but in a ubiquitous fashion, integrating them into the curriculum, traditions, systems, and culture of AB Combs Elementary School.

As Muriel Summers, principal of A.B. Combs Elementary, sat among business leaders, she could not help but wonder why the 7 Habits were not taught to young people. Please read the following synopsis of the habits in kids' language and see if you come to the same conclusion.

In 2006 A.B. Combs became the #1 magnet school in the country. The leadership model began to be replicated by other schools with similar results. In 2008, Dr. Stephen R. Covey, published the book—*The Leader in Me*—which documents the leadership model these schools pioneered and its outcomes for staff, students, parents and community.

The Leader in Me Implementation Timeline

Year 1, 2012-2013:

Establishing a Culture of Leadership

Vision

7 Habits Signature Training and Certification

Year 2, 2013-2014:

Applying the Tools of Leadership

Empowerment Day

Achieving Schoolwide Goals

Year 3+, 2014 - beyond:

Maximizing Results

Customized Consulting and Resources

Exhibit I

EXHIBIT I

district five
OF LEXINGTON & RICHLAND COUNTIES

Memorandum

To: Members of the Board of Trustees

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

From: Angela H. Bain, Ph.D.
Chief Human Resources Officer

Date: January 24, 2013

Re: Spring Hill High School Phase I Staffing Plan

Issue: Administrative and Non-Duplicated Position Recommendations

Background: The attached document provides 2013-2014 recommendations for Phase I for your consideration.

Recommendation: Request Board of Trustees Approval for Advanced Advertising and Hiring

AHB

Attachment - Board Packet

Exhibit

Spring Hill High School Staffing Plan 2013-2014
Phase I Administrative and Non – Duplicated Positions
Requesting Board Approval

Phase I –
Administrative and Non-Duplicated Certified Staff
Per Staffing Guidelines for High Schools

Position	FTE	Contract Days
Assistant Principal for Instruction	1.0	240
Guidance Director	1.0	240
Assistant Principal	1.0	190
Media Specialist	1.0	190

Exhibit J

EXHIBIT J

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

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

FROM: Mr. Michael R. Harris
Director of Student Services

DATE: January 22, 2013

RE: January 28, 2013 Board Meeting, Discussion Item.
"Proposed Revisions to Board Policy JICDA-R "Code of Conduct"

- Change Category Offense Code Numbers to Power School Code Numbers according to SC Department of Education Power School Incident Management. (new numbers in blue)
- Page 8, added to Offense 102 "mace and pepper spray".
- Page 8, deleted from Offense103/1.680 "marijuana (including marijuana seeds), hallucinogenic drugs, inhalants or any other controlled or illegal substance".
- Page 8, deleted from Offense 103/1.580/1.570/1.575 "Since alcohol consumption is illegal by minors, consumption of any amount of alcohol will constitute a violation of this section."

Recommendation:
The administration recommends that the proposed revisions to Board J Policies proceed to First Reading approval.

Attachments: Recommended New Polices

Mr. Michael Harris will be available to answer any questions at the January 28th meeting.

Administrative Rule

CODE OF CONDUCT

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

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

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

These regulations are effective during the following times and places.

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

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

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

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

Harassment, intimidation or bullying

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Definitions of terms

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

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

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

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

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

 (see next page)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

 (see next page)

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

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

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

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

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

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

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

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

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

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

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

 (see next page)

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

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

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

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

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

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

Suspension from school or transportation and appeals

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

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

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

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

 (see next page)

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

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

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

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

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

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

Expulsion from school

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

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

Law enforcement involvement

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

 (see next page)

Dismissal of expelled students from the alternative school

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

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

Category 1 offenses

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

101. 1.789 ***Possession, transfer or use of a firearm.

102. 1.789 ***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, mace and pepper spray, 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). **SC 16-23-430.) (See Glossary)**

103. 1.680 ***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 1) (See Glossary).

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.

103. 1.580/1.570/1.575 ***Possession (1.580), transfer (1.570), distribution (1.570, use in any amount or being under the influence of *alcohol,* (1.575) 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 1) (See Glossary).

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. 1.610 ***Sexual assault.

 (see next page)

105. 1.520 ***Assault of a staff member or any other adult designated by the school to supervise students, including volunteers (See Glossary).

106. 1.500 ***Arson, which is the intentional damage of school property or attempted arson of school property (See Glossary).

107. 1.260 ***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. 1.700 ***Possession or transfer of dangerous explosives, plastic explosives, chemical reaction-type and pipe bomb materials including, but not limited to, Molotov cocktails and dynamite.

109. 1.510 ***Active participation in an act of mob violence, to include lynching. A mob is described as two or more people (See Glossary).

110. 1.350 ***Unauthorized tampering with security, fire, access control of surveillance system or alarms.

111. 1.690 ***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. 1.540 ***Burglary to a school, portable classroom, school district building or any structure on school district property.

113. 1.700 ***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.

 (see next page)

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.

- 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.

 (see next page)

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. 2.760/2.670 *** Vandalism or theft of personal or school district property where value is $50.00 or more.

202. 2.027 ** Making serious threats to a staff member or any other person authorized by the school to supervise students.

203. 2.750 ** Trespassing (See Glossary).

204. 2.750 Being on any school property or present at any school-sponsored event while under suspension.

205. 2.010 ** Detonating (in any way causing to go off) fireworks, incendiary devices, smoke and/or stink bombs or other noxious gas devices.

206. 2.004 *** 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. 2.004 ** 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. 2.52 *** Physical assault of a student (See Glossary).

209. 2.789 ***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. 2.004 ** Possession of any item of drug paraphernalia (See Glossary).

211. 2.789 *** 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. 2.700 ** 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.)

 (see next page)

213. 2.390 *** Possession or use of mace or pepper gas or spray.

214. 2.013 ** Sexual harassment (See Glossary).

215. 2.019 *** Indecent exposure (See Glossary).

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. 2.220 ** 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. 2.270 ** 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. 2.620 *** Fraudulent request for emergency services.

222. 2.651 Pattern of threatening, bullying or intimidating other students.

223. 2.009 ** Fighting (See Glossary).

224. 2.520 ** Simple Assault (Middle and High School only) (See Glossary).

225. 2.270 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.

 (see next page)

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.

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

302. 3.560 ** Planning and/or organizing and/or instigating and/or participating in an activity that causes substantial disruption to the educational program.

303. 3.750 ** Unauthorized entry to school building or property (this includes school-sponsored events).

304. 3.630 Gambling (games of chance for money or profit).

305. 3.230 Possession/use or transfer of tobacco or tobacco products.

 (see next page)

306. 3.220 ** 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. 3.270 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. 3.007 Creating or participating in a classroom disturbance that interferes with the instructional process.

309. 3.160/3.150 Cutting class (3.160) /school (3.150).

310. 3.310 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. 3.320 Walking out of a class (without teacher approval).

312. 3.016 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. 3.407 Provoking or simulating a fight.

314. 3.220 ** 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. 3.220 ** 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.

316. 3.220 ** Unauthorized access or duplication of computer programs, systems or data files.

317. 3.220 ** Use of any computer access accounts other than those assigned to the individual.

318. 3.651/3.650/3.652 Threatening, bullying (3.651) or intimidating (3.650) 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. 3.018 Unauthorized striking or lighting a match/lighter or igniting caps or use of poppers on school property.

321. 3.710 Possession/Distribution of pornographic or obscene material.

322. 3.210/3.290 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. 3.017 Inappropriate sexual gesture/behavior.

324. 3.017/3.003/3.029 Health code violation (3.017, Biting (3.003, Urination (3.029), Defication *(middle and high school only).*

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

 (see next page)

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.

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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.
- 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.

 (see next page)

** 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.
- 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.

 (see next page)

Category 4 Offenses

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

401. 4.006/4.011 Lying or giving false information either verbally or in writing to a teacher, administrator or school staff member (4.008). Examples: deliberate forgery of parent/educator signatures (4.011) 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. 4.360 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. 4.017 Disrespect to teacher or staff member or other adult approved by the school to supervise students, including volunteers.

404. 4.270 * Persistent disobedience (see third bulleted item under "consequences").

405. 4.007/4.340 Class disruption or disruption of school activities/environment (4.007), including school bus (4.340).

406. 4.600 Extortion or attempting to extort through threat of force.

407. 4.022/4.014 Inappropriate physical contact including, but not limited to, pushing or shoving.

408. 4.010 Possession of fireworks, live ammunition or other incendiary devices (This includes stink/ smoke bombs and vials of noxious gases/liquids).

409. 4.023 Unauthorized or inappropriate use of school equipment including, but not limited to, computers.

410. 4.330/4.390 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.

411. 4.180 Excessive tardiness/early dismissals.

412. 4.271 Missing Afterschool detention.

413. 4.650 Hazing (see hazing policy JICFA) (See Glossary).

414. 4.018 Possession, sale or distribution of unauthorized materials at school.

415. 4.012 Harassment (See Glossary).

416. 4.300/4.305 Violation of parking and driving regulations.

417. 4.017 Violation of cafeteria rules.

418. 4.004 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. 4.002 Failure to sign in/sign out from school in the office when required.

 (see next page)

420. 4.200 Being in an unauthorized area/inappropriate use of facilities.

421. 4.015 Inappropriate display of affection between students.

422. 4.023 Unauthorized use of locker.

423. 4.190 Cheating (see Honor Code) (See Glossary).

424. 4.390 Possession of radios, tape players, electronic entertainment devices, MP3, I-Pods and walkmans (not related to instruction) on school grounds during school hours.

425. 4.390 Possession/Use of annoyances at school such as laser lights, water pistols, water balloons, whistles, etc.

426. 4.390 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. 4.390 Unauthorized card playing.

428. 4.028 Throwing rocks or other objects.

429. 4.370 Littering school grounds.

430. 4.280 Dress code violations.

431. 4.028 Violation of safety rules. This includes propelling objects i.e. rocks, spitballs or food items at others, science lab rule violations, etc.

432. 4.210/4.290 Profanity (4.210) /Obscene gesture (4.290) directed toward another student or directed towards no one in particular.

433. 4.390 Possession of a lighter or matches.

434. 4.270 Failure to obey a staff member.

435. 4.017 Disrespect to others, i.e. verbal ridicule, pulling wedgies, ankling/zipping, etc. (Ankling/ Zipping is defined as pulling down the pants of another).

436. 4.280 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. 4.271 Failure to attend/complete Saturday detention or In-school suspension.

438. 4.001 Aiding and/or abetting another student(s) who is committing any rules violation (See Glossary).

439. 4.430 * Violation of a behavior contract (see third bulleted item under "consequences").

440. 4.430 Violation of District-Level behavior contract.

 (see next page)

441. 4.760/4.670 ** Vandalism or theft of school or personal property where value is $50.0 or less (this includes cafeteria items).

442. 4.700 Planning or creating a situation that may lead to a crime or rule violation.

443. 4.250 Participation in gangs/gang-related activity (refer to policy JICF).

444. 4.340 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).
- 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.

 (see next page)

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.
- Never tamper with the emergency exits or any other part of the bus equipment, including fire extinguishers and first aid equipment unless there are reasonable grounds to believe that an actual emergency situation exits.
- Board and exit the bus at their designated stop or school.
- Be at the bus stop five minutes prior to scheduled pick-up time.

Offenses committed on the bus or in a school vehicle

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

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

 (see next page)

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

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

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

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

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

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

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

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

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

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

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

 (see next page)

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

- First offense - (K-grade 5) - Five-day to indefinite suspension.
  (Grades 6-12) - Five-day suspension.
- Second offense - (K-grade 5) - Five-day to indefinite suspension.
  (Grades 6-12) - 15-day suspension.
- Third offense - (K-grade 5) - Five-day to indefinite suspension.
  (Grades 6-12) - 30-day suspension.
- Fourth offense - (K-grade 5) - Five-day to indefinite suspension.
  (Grades 6-12) - 45-day suspension.
- Fifth offense - (K-grade 5) - Five-day to indefinite suspension.
  (Grades 6-12) - Suspension pending expulsion hearing determination.

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

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

Technology offenses

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

Note: See individual categories for specific offenses and consequences.

Discipline of students with disabilities

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

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

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

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

Expulsion from school

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

Transfer in lieu of expulsion

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

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

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

School board policies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Authority of the hearing officer

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

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

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