district five
OF LEXINGTON & RICHLAND COUNTIES

AGENDA
BOARD OF TRUSTEES
THE CENTER FOR ADVANCED TECHNICAL STUDIES
MAY 20, 2013

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

2. Enter executive session to consider the following:

   a. Legal briefing: Freedom from Religion Foundation versus District Five
   b. Selected employment items (Exhibit A)
   c. Organization of the Administrative Staff for 2013-2014

3. Welcoming remarks at 7:00 p.m.

4. Invocation – Mark Bounds

5. Pledge of Allegiance – Ashley Graham, a student at the Center for Advanced Technical Studies

6. School Board Spotlight

7. Approval of the agenda

8. Approval of the minutes of the May 6, 2013 board meeting

9. Superintendent's report

   a. Financial Services
      (1) Monthly Financial Report (Exhibit B)

   b. New Design and Construction
      (1) Monthly update (Exhibit C)

10. Public participation*

ACTION AGENDA

11. Items considered in executive session

12. Approval of schematic design for new middle school (Exhibit D)

13. First reading approval of proposed revisions to board policy JLCD "Assisting Students with Medications" (Exhibit E)

14. Second reading of proposed revisions to board policy JJ "Student Activities" and add administrative rule JJ-R "Student Activities", JJE-1 "Request/Verification Form for Charter School Student Participation in Extracurricular Activity", and JJ-E-2 "Intent to Participate in Extracurricular Activities" (Exhibit F)

15. First reading approval of proposed revisions to board policies I: replace part of current policy IKC "Teaching About Religion" with new policy IHAL "Teaching About Religion"; add new policy IJNDAA "Distance Online and Virtual Education"; replace current policies IFBGA(1) "Use of Internet Resources" and IFBGA(2) "Use of District Technology Resources" with new policy IJNDB(2) "Use of District Technology Resources"; replace current policy IHA "Grading Systems", IHA-E "State Grade Point Conversion Table" and IHC "Class Rankings" with new policy IKA "Grading/Assessment Systems"; replace current administrative rule IHC-R "Class Rankings" with new administrative rule IKA-R "Grading/Assessment Systems"; replace current policy IHD "Honor Rolls" with new policy IKD "Honor Rolls"; replace current policies IHE "Promotion and Retention" and IDDB "Academic Assistance Programs" with new policy IKE "Promotion and Retention of Students"; replace current policy IKB "Contemporary Issues" with new policy IMB "Teaching About Controversial/Sensitive Issues"; add new policy IMDB "Flag Displays"; and add new policy IMDC "Religious Observances and Displays" (Exhibit G)

16. Approval of proposed rescheduling of June 2013 board meetings (Exhibit H)

17. First reading approval of the 2013-2014 General Fund Budget (Exhibit I)

DISCUSSION AGENDA

18. Adding attorneys to the approved attorney list (Exhibit J)

19. Adjourn by 9:30 p.m. **
**Any items to be submitted by board members for the record must be turned in within 15 minutes of the adjournment.

FOR YOUR INFORMATION

20. The next regular scheduled board meeting will be June 17 , 2013 at The Center for Advanced Technical Studies.

*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/ May 6, 2013

The Board of Trustees of School District Five of Lexington and Richland Counties met at Dutch Fork Elementary School's Mini-Theater with the following members present:

Mr. Robert Gantt, Chairman
Mrs. Beth Burn Watson, Vice Chairman
Mrs. Ellen Baumgardner, Secretary
Mrs. Jondy Loveless
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 Damon Williams, a fifth grade student at Dutch Fork Elementary School.

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

A welcome and brief overview of Dutch Fork Elementary School was given by Julius Scott, principal.

Dr. Hefner presented the superintendent's report.

During the public participation, Vachel Jones spoke regarding Dutch Fork High School; Kim Murphy spoke regarding the budget and an FOIA request; and Angel Lara spoke regarding technology.

Keith McAlister presented the schematic design for the new middle school (Exhibit D).

Michael Harris presented the proposed revisions to board policy JLCD "Assisting Students with Medications" (Exhibit E).

Helen Anderson presented proposed revisions to board policies I: replace part of current policy IKC "Teaching About Religion" with new policy IHAL "Teaching About Religion"; add new policy IJNDAA "Distance Online and Virtual Education"; replace current policies IFBGA(1) "Use of Internet Resources" and IFBGA(2) "Use of District Technology Resources" with new policy IJNDB(2) "Use of District Technology Resources"; replace current policy IHA "Grading Systems",

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

IHA-E "State Grade Point Conversion Table" and IHC "Class Rankings" with new policy IKA "Grading/Assessment Systems"; replace current administrative rule IHC-R "Class Rankings" with new administrative rule IKA-R "Grading/Assessment Systems"; replace current policy IHD "Honor Rolls" with new policy IKD "Honor Rolls"; replace current policies IHE "Promotion and Retention" and IDDB "Academic Assistance Programs" with new policy IKE "Promotion and Retention of Students"; replace current policy IKB "Contemporary Issues" with new policy IMB "Teaching About Controversial/Sensitive Issues"; add new policy IMDB "Flag Displays"; and add new policy IMDC "Religious Observances and Displays" (Exhibit F).

Mark Bounds presented a proposed rescheduling of the June 2013 board meeting (Exhibit G).

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of May 6, 2013

		BAUMGARDNER	GANTT	LOVELESS		TURNER	WATSON	WHITE
1.	M. Baumgardner S. Loveless Enter executive session to consider the following: a) legal update regarding pending litigation; b) selected employment items (Exhibit A); and c) organization of the administrative staff for 2013-2014	X	X	X		X	A	A
2.	M. Watson S. Baumgardner Approve the agenda	X	X	X		X	X	A
3.	M. Watson S. Loveless Approve the minutes of the April 22, 2013 board meeting	X	X	X		X	X	A
4.	M. Watson S. Baumgardner Approve the selected employment items (Exhibit A)	X	X	X		X	X	A
5.	M. Watson S. Baumgardner Approve first reading of proposed revisions to board policy JJ "Student Activities" and add administrative rule JJ-R "Student Activities, JJ-E-1 "Request/Verification Form for Charter School Student Participation in Extracurricular Activity", and JJ-E-2 "Intent to Participate in Extracurricular Activities" (Exhibit B)	X	X	X		X	X	A
6.	M. Watson S. Baumgardner Approval of proposed Irmo Town Council's action to annex property located at 1020 Dutch Fork Road, Richland County (Exhibit C)	X	X	X		X	X	A
7.	M. Baumgardner S. Watson Nominate Robert Gantt for President-elect of the South Carolina School Boards Association with the endorsement from his sitting board	X	X	X		X	X	A

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SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of May 6, 2013

			BAUMGARDNER	GANTT	LOVELESS		TURNER	WATSON	WHITE
8. M. Baumgardner	S. Loveless		X	X	X		X	X	A
Adjourn at 8:50 p.m.									

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Exhibit B

EXHIBIT B

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

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

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

Date: May 15, 2013

Re: Board Meeting – May 20, 2013
Monthly Financial Reports – April 2013

Attached for your information are the revenue and expenditure reports for April 2013.

KEF:tl

Attachment

APRIL 2013 - REVENUE

SCHOOL DISTRICT 5 LEXINGTON/RICHLAND CO

REVENUE BUDGET REPORT BY ACCOUNT

FY 2012-2013

CURRENT PERIOD: APRIL 2013

	FY 2012-2013 Original Budget	Current Month	Year to Date Revenue	Remaining Balance
Revenue From Local Sources:				
11100 Tax Levies	$ 40,279,123.00	$ 506.31	$ 39,294,940.29	$ 984,182.71
11120 Vehicle Taxes	$ 8,460,642.00	$ 532,839.44	$ 7,836,894.45	$ 623,747.55
11130 Current Tax Penalities	$ 377,732.00	$ 21,551.46	$ 295,610.97	$ 82,121.03
11400 Deliquent Taxes & Penalities	$ 1,911,313.00	$ 142,823.24	$ 1,425,081.34	$ 486,231.66
12800 Revenue in Lieu of Taxes	$ 743,709.00	$ 30,603.73	$ 846,630.80	$ (102,921.80)
13100 Regular School Day Patron	$ 5,000.00			$ 5,000.00
13500 Summer School	$ -	$ -	$ 5,831.27	$ (5,831.27)
15100 Interest on Investments	$ 100,000.00	$ 6,594.78	$ 62,607.85	$ 37,392.15
17400 Student Fees	$ 85,000.00	$ -	$ 30,197.84	$ 54,802.16
19100 Rentals	$ 55,000.00	$ 5,340.00	$ 81,107.17	$ (26,107.17)
19930 Insurance Settlements	$ -			$ -
19500 Refund of Prior Year Expenditures	$ 6,500.00	$ -	$ 13,529.61	$ (7,029.61)
19990 Other Local Revenue	$ 10,000.00	$ 846.06	$ 50,953.62	$ (40,953.62)
Total Local Revenue	$ 52,034,019.00	$ 741,105.02	$ 49,943,385.21	$ 2,090,633.79
Revenue From State Sources:				
31600 School Bus Driver Salaries	$ 548,494.00	$ 45,664.55	$ 515,512.21	$ 32,981.79
31800 Fringe Benefits Contributions	$ 13,044,502.00	$ 1,127,383.11	$ 11,297,252.77	$ 1,747,249.23
31810 Retiree Insurance	$ 3,252,096.00	$ 336,029.33	$ 3,165,229.33	$ 86,866.67
33000 Education Finance Act	$ 30,938,843.00	$ 2,525,376.29	$ 25,583,960.17	$ 5,354,882.83
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	$ 20,038,565.40	$ 8,587,956.60
38100 Reimbursement For Prop. Tax Relief	$ 10,580,071.00	$ -	$ 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	$ -	$ 160,466.34	$ 53,488.66
38400 Manfacturer's Depreciation Reimbursement	$ 303,663.00	$ 351,440.67	$ 351,440.67	$ (47,777.67)
38900 Motor Carrier Revenue	$ 125,000.00	$ 1,379.17	$ 129,297.29	$ (4,297.29)
39900 Other State Revenue	$ 68,000.00	$ -	$ 60,680.60	$ 7,319.40
Total State Revenue	$ 91,479,927.00	$ 7,249,925.32	$ 70,824,468.72	$ 20,655,458.28
Transfer From Other Funds				
52800 Indirect Costs Transfer	$ 205,550.00	$ 32,059.65	$ 47,336.33	$ 158,213.67
52300 Transfer from EIA	$ 3,606,122.00	$ -	$ 2,103,571.68	$ 1,502,550.32
Total Transfers	$ 3,811,672.00	$ 32,059.65	$ 2,150,908.01	$ 1,660,763.99
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	$ 8,023,089.99	$ 122,918,761.94	$ 26,861,908.06

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
REVENUE BUDGET REPORT BY ACCOUNT
FY 2012-2013
CURRENT PERIOD: 04/01/2013 TO 04/30/2013

ACCOUNT		BUDGETED REVENUE	CURRENT REVENUE	YEAR TO DATE REVENUE	REMAINING BALANCE	PCT
100-001-110-0000-00	LEVIES - CUR. OPERATIONS - LEX. CO.	27,792,595.00	474.10	28,646,104.64	-853,509.64	-3
100-001-110-0001-00	LEX. CO. VEHICLE TAXES	4,399,534.00	532,839.44	4,430,212.48	-30,678.48	-1
100-001-110-0002-00	STATE SALES & USE TAX CREDIT	0.00	32.21	1,058.23	-1,058.23	0
100-001-110-0003-00	RICH. CO. CURRENT TAXES	12,486,528.00	0.00	10,647,777.42	1,838,750.58	15
100-001-110-0005-00	LEX. CO. DELINQUENT TAXES	1,070,335.00	142,823.24	831,773.22	238,561.78	22
100-001-110-0006-00	RICH. CO. DELINQUENT TAXES	840,978.00	0.00	593,308.12	247,669.88	29
100-001-110-0007-00	RICH. CO. VEHICLE TAXES	4,061,108.00	0.00	3,406,681.97	654,426.03	16
100-001-140-0000-00	PENALTIES/INTEREST - LEX. CO. TAXI	219,085.00	21,551.46	168,615.53	50,469.47	23
100-001-140-0001-00	PENALTIES/INTEREST - RICH. CO. TAX	158,647.00	0.00	126,995.44	31,651.56	20
100-001-280-0000-00	FEE IN LIEU OF TAXES - LEX	743,709.00	30,603.73	846,630.80	-102,921.80	-14
100-001-310-0000-00	REG. DAY SCHOOL TUITION - FEES	5,000.00	0.00	0.00	5,000.00	100
100-001-350-0003-00	SUMMER SCHOOL TUITION - HIGH	0.00	0.00	5,831.27	-5,831.27	0
100-001-510-0000-00	INTEREST ON INVESTMENTS	100,000.00	6,594.78	62,607.85	37,392.15	37
100-001-740-0000-00	REVENUE - STUDENT FEES	85,000.00	0.00	30,197.84	54,802.16	64
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 EXPENDIT	6,500.00	0.00	4,113.15	2,386.85	37
100-001-950-0001-00	REFUND OF PRIOR YEAR - TEXTBOOK	0.00	0.00	9,416.46	-9,416.46	0
100-001-990-0000-00	MISC. LOCAL REVENUE	10,000.00	10.00	7,774.46	2,225.54	22
100-001-990-0007-00	MISC REV - NSF CKS COLLECTED - FA	0.00	0.00	-100.00	100.00	0
100-001-990-0008-00	MISC REVENUE-FACILITIES USAGE FE	0.00	5,340.00	81,107.17	-81,107.17	0
100-001-999-0000-00	ALLOC. OF BEGIN. FUND BALANCE	1,373,422.00	0.00	0.00	1,373,422.00	100
100-003-131-0000-00	STATE REVENUE - HANDICAPPED TR/	0.00	0.00	16,339.68	-16,339.68	0
100-003-160-0000-00	BUS DRIVERS SALARY	548,494.00	45,664.55	456,645.51	91,848.49	17
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 CONT	13,044,502.00	1,127,383.11	11,297,252.77	1,747,249.23	13
100-003-181-0000-00	RETIREE FRINGE - EMPLOYER CONTR	3,252,096.00	336,029.33	3,165,229.33	86,866.67	3
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	170,825.77	1,603,953.04	-1,603,953.04	0
100-003-312-0000-00	EFA REVENUE - PRIMARY	0.00	430,499.16	4,413,917.78	-4,413,917.78	0
100-003-313-0000-00	EFA REVENUE - ELEMENTARY	0.00	693,603.54	7,062,048.48	-7,062,048.48	0
100-003-314-0000-00	EFA REVENUE - SECONDARY	0.00	151,594.81	1,864,489.12	-1,864,489.12	0
100-003-315-0000-00	EFA REVENUE - T.M.H.	0.00	5,375.15	80,997.90	-80,997.90	0
100-003-316-0000-00	EFA REVENUE - SPEECH	0.00	207,839.93	2,185,166.36	-2,185,166.36	0
100-003-317-0000-00	EFA REVENUE - HOMEBOUND	0.00	4,086.53	75,395.25	-75,395.25	0
100-003-321-0000-00	EFA REVENUE - EMOTIONALLY HANI	0.00	17,583.03	192,952.26	-192,952.26	0
100-003-322-0000-00	EFA REVENUE - E.M.H.	0.00	4,214.62	73,030.81	-73,030.81	0
100-003-323-0000-00	EFA REVENUE - L.D.	0.00	180,163.82	1,772,586.96	-1,772,586.96	0
100-003-324-0000-00	EFA REVENUE - HEARING HANDI.	0.00	3,012.83	58,692.56	-58,692.56	0
100-003-325-0000-00	EFA REVENUE - VISUALLY HANDI.	0.00	9,608.60	68,664.11	-68,664.11	0

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
REVENUE BUDGET REPORT BY ACCOUNT
FY 2012-2013
CURRENT PERIOD: 04/01/2013 TO 04/30/2013

ACCOUNT		BUDGETED REVENUE	CURRENT REVENUE	YEAR TO DATE REVENUE	REMAINING BALANCE	PCT
100-003-326-0000-00	EFA REVENUE - ORTHOPEDICALLY H.	0.00	3,613.87	45,640.48	-45,640.48	0
100-003-327-0000-00	EFA REVENUE - VOCATIONAL	0.00	595,576.40	5,625,450.86	-5,625,450.86	0
100-003-331-0000-00	EFA REVENUE - AUTISM	0.00	47,778.23	460,974.20	-460,974.20	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. - LEX	6,611,007.00	0.00	5,949,906.73	661,100.27	10
100-003-810-0001-00	PROPERTY TAX RELIEF REIMB - RICH	3,969,064.00	0.00	3,572,157.21	396,906.79	10
100-003-820-0000-00	HOMESTEAD EXEMPTION - LEX. CO.	1,230,740.00	0.00	0.00	1,230,740.00	100
100-003-820-0001-00	HOMESTEAD EXEMPTION - RICH. CO.	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	20,038,565.40	8,587,956.60	30
100-003-830-0000-00	MERCHANTS INV TAX RELIEF - LEX. C	196,881.00	0.00	147,660.60	49,220.40	25
100-003-830-0001-00	MERCHANT INV TAX RELIEF - RICH. C	17,074.00	0.00	12,805.74	4,268.26	25
100-003-840-0000-00	MANUFACTURERS DEPR REIMB - LEX	300,626.00	351,440.67	351,440.67	-50,814.67	-17
100-003-840-0001-00	MANUFACTURERS DEPR REIMB - RICI	3,037.00	0.00	0.00	3,037.00	100
100-003-890-0000-00	MOTOR CARRIER VEH TAX REIMB - L	87,500.00	1,379.17	91,226.20	-3,726.20	-4
100-003-890-0001-00	MOTOR CARRIER VEH TAX REIMB - R	37,500.00	0.00	38,071.09	-571.09	-2
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 REVENU	0.00	0.00	31,739.87	-31,739.87	0
100-003-999-0000-00	REVENUE FROM OTHER STATE SOUR	0.00	0.00	12,601.05	-12,601.05	0
100-005-230-0000-00	TRANSFER FROM EIA FUND	3,606,122.00	0.00	2,103,571.68	1,502,550.32	42
100-005-280-0000-00	TRANS FROM OTHER FUNDS - IND CO	205,550.00	32,059.65	47,336.33	158,213.67	77
100-005-300-0001-00	SALE OF FIXED ASSET	0.00	836.06	43,279.16	-43,279.16	0
		148,699,040.00	8,023,089.99	122,918,761.94	25,780,278.06	17
MAINTENANCE OF EFFORT		1,081,630.00			1,081,630.00	
TOTAL		149,780,670.00			26,861,908.06	

APRIL 2013 - EXPENDITURES

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
EXPENDITURE BUDGET REPORT BY FUNCTION
FY 2012-2013
CURRENT PERIOD: 04/01/2013 TO 04/30/2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
KINDERGARTEN PROGRAMS-K5						
1 Salaries & Bonuses	4,338,685.44	378,267.07	3,186,562.03	0.00	1,152,123.41	27
2 Fringe Benefits	1,633,413.43	137,661.91	1,174,987.64	0.00	458,425.79	28
3 Contracted Services	300.00	0.00	195.24	0.00	104.76	35
4 Supplies & Materials, etc	57,450.08	6,813.37	50,267.43	3,180.55	4,002.10	7
111 KINDERGARTEN PROGRAMS-K5	6,029,848.95	522,742.35	4,412,012.34	3,180.55	1,614,656.06	27
PRIMARY PROGRAMS(1-3)						
1 Salaries & Bonuses	13,045,753.33	998,926.88	8,444,709.79	0.00	4,601,043.54	35
2 Fringe Benefits	4,538,596.03	334,635.29	2,863,579.98	0.00	1,675,016.05	37
3 Contracted Services	73,244.00	234.24	71,110.74	0.00	2,133.26	3
4 Supplies & Materials, etc	202,213.38	16,568.93	174,343.06	8,712.07	19,158.25	9
112 PRIMARY PROGRAMS(1-3)	17,859,806.74	1,350,365.34	11,553,743.57	8,712.07	6,297,351.10	35
ELEMENTARY PROGRAMS(4-8)						
1 Salaries & Bonuses	19,127,054.95	1,659,342.29	14,149,136.99	0.00	4,977,917.96	26
2 Fringe Benefits	6,596,579.62	560,479.16	4,827,441.28	0.00	1,769,138.34	27
3 Contracted Services	22,050.00	1,563.21	20,222.90	0.00	1,827.10	8
4 Supplies & Materials, etc	361,712.98	23,624.95	281,894.75	44,509.11	35,309.12	10
113 ELEMENTARY PROGRAMS(4-8)	26,107,397.55	2,245,009.61	19,278,695.92	44,509.11	6,784,192.52	26
HIGH SCHOOL PROGRAM(9-12)						
1 Salaries & Bonuses	14,737,619.40	1,201,271.27	10,245,762.50	0.00	4,491,856.90	30
2 Fringe Benefits	4,918,645.48	390,262.18	3,348,215.23	0.00	1,570,430.25	32
3 Contracted Services	174,052.00	5,144.78	133,402.04	25,000.00	15,649.96	9
4 Supplies & Materials, etc	388,482.01	33,772.54	318,450.09	33,939.83	36,092.09	9
6 Insurance, Principal, etc	6,065.00	0.00	5,000.00	0.00	1,065.00	18
114 HIGH SCHOOL PROGRAM(9-12)	20,224,863.89	1,630,450.77	14,050,829.86	58,939.83	6,115,094.20	30
CATE-VOCATIONAL PROGRAMS						
1 Salaries & Bonuses	2,476,254.81	218,399.96	1,897,468.41	0.00	578,786.40	23
2 Fringe Benefits	858,307.29	73,066.81	635,310.32	0.00	222,996.97	26
3 Contracted Services	1,030.00	0.00	1,108.74	-92.51	13.77	1
4 Supplies & Materials, etc	105,809.00	12,357.65	173,379.54	60,509.94	-128,080.48	-121
115 CATE-VOCATIONAL PROGRAMS	3,441,401.10	303,824.42	2,707,267.01	60,417.43	673,716.66	20
EDUCABLE MENTALY HANDICAP						
1 Salaries & Bonuses	574,482.80	53,798.88	457,167.87	0.00	117,314.93	20
2 Fringe Benefits	208,611.90	18,579.73	158,546.65	0.00	50,065.25	24
4 Supplies & Materials, etc	1,750.00	772.03	1,460.06	5.35	284.59	16

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
EXPENDITURE BUDGET REPORT BY FUNCTION
FY 2012-2013
CURRENT PERIOD: 04/01/2013 TO 04/30/2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
121 EDUCABLE MENTALY HANDICAP	784,844.70	73,150.64	617,174.58	5.35	167,664.77	21
TRAINABLE MENTALLY HANDIC						
1 Salaries & Bonuses	651,943.60	51,527.85	421,273.54	0.00	230,670.06	35
2 Fringe Benefits	263,168.96	18,125.66	156,667.60	0.00	106,501.36	40
4 Supplies & Materials, etc	1,500.00	0.00	1,165.59	279.96	54.45	4
122 TRAINABLE MENTALLY HANDIC	916,612.56	69,653.51	579,106.73	279.96	337,225.87	37
ORTHOPEDICALLY HANDICAP						
1 Salaries & Bonuses	193,475.46	4,780.21	41,749.93	0.00	151,725.53	78
2 Fringe Benefits	84,271.99	1,670.53	14,601.63	0.00	69,670.36	83
123 ORTHOPEDICALLY HANDICAP	277,747.45	6,450.74	56,351.56	0.00	221,395.89	80
VISUALLY HANDICAPPED						
1 Salaries & Bonuses	118,377.50	9,864.76	81,494.47	0.00	36,883.03	31
2 Fringe Benefits	39,092.13	3,307.63	27,620.84	0.00	11,471.29	29
4 Supplies & Materials, etc	630.00	0.00	315.73	204.36	109.91	17
124 VISUALLY HANDICAPPED	158,099.63	13,172.39	109,431.04	204.36	48,464.23	31
HEARING HANDICAPPED						
1 Salaries & Bonuses	138,801.00	11,566.78	98,317.63	0.00	40,483.37	29
2 Fringe Benefits	46,663.91	3,914.76	35,777.14	0.00	10,886.77	23
4 Supplies & Materials, etc	230.00	5.20	81.10	0.00	148.90	65
125 HEARING HANDICAPPED	185,694.91	15,486.74	134,175.87	0.00	51,519.04	28
SPEECH HANDICAPPED						
1 Salaries & Bonuses	1,114,342.40	78,504.80	666,193.04	0.00	448,149.36	40
2 Fringe Benefits	380,149.57	26,125.39	223,556.34	0.00	156,593.23	41
3 Contracted Services	75,000.00	1,300.00	16,720.00	8,515.00	49,765.00	66
4 Supplies & Materials, etc	6,334.25	883.45	4,754.89	0.00	1,579.36	25
126 SPEECH HANDICAPPED	1,575,826.22	106,813.64	911,224.27	8,515.00	656,086.95	42
LEARNING DISABILITIES						
1 Salaries & Bonuses	3,894,651.36	354,943.60	3,052,115.59	0.00	842,535.77	22
2 Fringe Benefits	1,351,205.08	119,039.42	1,024,654.49	0.00	326,550.59	24
3 Contracted Services	780.00	0.00	750.00	0.00	30.00	4
4 Supplies & Materials, etc	26,153.00	4,162.55	19,168.95	1,072.69	5,911.36	23
127 LEARNING DISABILITIES	5,272,789.44	478,145.57	4,096,689.03	1,072.69	1,175,027.72	22
EMOTIONALLY HANDICAPPED						
1 Salaries & Bonuses	855,705.60	55,297.87	486,423.78	0.00	369,281.82	43
2 Fringe Benefits	334,362.07	20,617.05	182,440.03	0.00	151,922.04	45

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
EXPENDITURE BUDGET REPORT BY FUNCTION
FY 2012-2013
CURRENT PERIOD: 04/01/2013 TO 04/30/2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
4 Supplies & Materials, etc	3,650.00	636.77	1,847.31	595.10	1,207.59	33
128 EMOTIONALLY HANDICAPPED	1,193,717.67	76,551.69	670,711.12	595.10	522,411.45	44
CEISEARLY INTERVENING SVC						
1 Salaries & Bonuses	270,157.40	18,620.74	169,105.93	0.00	101,051.47	37
2 Fringe Benefits	103,031.72	6,279.39	57,607.52	0.00	45,424.20	44
129 CEISEARLY INTERVENING SVC	373,189.12	24,900.13	226,713.45	0.00	146,475.67	39
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	8,019.75	0.00	3,302.10	29
2 Fringe Benefits	3,737.90	315.12	2,706.18	0.00	1,031.72	28
136 PRESCH HAND ITINERANT 3-4	15,059.75	1,258.62	10,725.93	0.00	4,333.82	29
PRE-SCHL HAND SELF-CONT 3						
1 Salaries & Bonuses	881,701.20	82,256.49	690,291.41	0.00	191,409.79	22
2 Fringe Benefits	335,222.85	31,172.74	262,973.35	0.00	72,249.50	22
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	113,429.23	953,557.93	0.00	263,666.12	22
PRE-SCHL HAND HOMEBASED 3						
1 Salaries & Bonuses	8,407.10	700.60	5,955.10	0.00	2,452.00	29
2 Fringe Benefits	2,783.09	234.80	2,016.51	0.00	766.58	28
4 Supplies & Materials, etc	300.00	0.00	275.54	0.00	24.46	8
138 PRE-SCHL HAND HOMEBASED 3	11,490.19	935.40	8,247.15	0.00	3,243.04	28
FOUR YEAR OLD EARLY CHILD						
1 Salaries & Bonuses	565,817.50	46,659.25	400,414.80	0.00	165,402.70	29
2 Fringe Benefits	204,833.52	16,935.00	145,282.62	0.00	59,550.90	29
3 Contracted Services	210.00	0.00	0.00	0.00	210.00	100
139 FOUR YEAR OLD EARLY CHILD	770,861.02	63,594.25	545,697.42	0.00	225,163.60	29
GIFTED & TALENTED ACADEM						
1 Salaries & Bonuses	528,176.97	45,882.50	401,266.82	0.00	126,910.15	24
2 Fringe Benefits	190,816.94	16,201.38	141,925.24	0.00	48,891.70	26
141 GIFTED & TALENTED ACADEM	718,993.91	62,083.88	543,192.06	0.00	175,801.85	24
ADVANCED PLACEMENT						
1 Salaries & Bonuses	610,965.57	45,802.84	407,252.62	0.00	203,712.95	33
2 Fringe Benefits	195,533.57	14,646.96	131,763.01	0.00	63,770.56	33

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
EXPENDITURE BUDGET REPORT BY FUNCTION
FY 2012-2013
CURRENT PERIOD: 04/01/2013 TO 04/30/2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
143 ADVANCED PLACEMENT	806,499.14	60,449.80	539,015.63	0.00	267,483.51	33
HOMEBOUND						
1 Salaries & Bonuses	110,000.00	16,269.75	109,152.25	0.00	847.75	1
2 Fringe Benefits	13,795.54	3,772.33	24,632.98	0.00	-10,837.44	-79
3 Contracted Services	11,800.00	425.00	6,750.00	0.00	5,050.00	43
145 HOMEBOUND	135,595.54	20,467.08	140,535.23	0.00	-4,939.69	-4
GIFTED & TALENTED ARTISTC						
1 Salaries & Bonuses	8,040.04	180.50	2,884.25	0.00	5,155.79	64
2 Fringe Benefits	2,282.14	51.45	755.81	0.00	1,526.33	67
148 GIFTED & TALENTED ARTISTC	10,322.18	231.95	3,640.06	0.00	6,682.12	65
PPPSC-OTHER SPEC PROG						
1 Salaries & Bonuses	1,025,320.94	41,061.59	521,424.83	0.00	503,896.11	49
2 Fringe Benefits	293,704.97	14,634.03	154,056.87	0.00	139,648.10	48
149 PPPSC-OTHER SPEC PROG	1,319,025.91	55,695.62	675,481.70	0.00	643,544.21	49
AUTISM						
1 Salaries & Bonuses	951,352.50	73,373.05	632,405.69	0.00	318,946.81	34
2 Fringe Benefits	372,182.54	27,307.92	236,662.67	0.00	135,519.87	36
4 Supplies & Materials, etc	3,426.00	605.76	1,798.58	749.98	877.44	26
161 AUTISM	1,326,961.04	101,286.73	870,866.94	749.98	455,344.12	34
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	12,902.82	155,990.24	0.00	15,643.76	9
2 Fringe Benefits	53,695.17	4,514.00	48,557.53	0.00	5,137.64	10
3 Contracted Services	1,800.00	169.08	742.00	500.00	558.00	31
181 ADULT ED BASIC EDUC PROG	227,129.17	17,585.90	205,289.77	500.00	21,339.40	9
ADULT ED SECONDARY EDUC						
3 Contracted Services	500.00	0.00	0.00	0.00	500.00	100
4 Supplies & Materials, etc	10,570.00	0.00	5,405.26	2,165.54	2,999.20	28
182 ADULT ED SECONDARY EDUC	11,070.00	0.00	5,405.26	2,165.54	3,499.20	32
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

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
EXPENDITURE BUDGET REPORT BY FUNCTION
FY 2012-2013
CURRENT PERIOD: 04/01/2013 TO 04/30/2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
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	30,392.56	260,563.82	0.00	97,610.52	27
2 Fringe Benefits	84,947.92	6,736.87	58,931.49	0.00	26,016.43	31
6 Insurance, Principal, etc	27,812.99	7,680.58	25,452.91	0.00	2,360.08	8
190 PUPIL ACTIVITY-INSTRUCTL	470,935.25	44,810.01	344,948.22	0.00	125,987.03	27
ATTENDANCE & SOCIAL WORK						
1 Salaries & Bonuses	939,220.00	67,894.37	609,795.74	0.00	329,424.26	35
2 Fringe Benefits	375,211.26	25,926.73	233,562.54	0.00	141,648.72	38
3 Contracted Services	7,000.00	306.86	2,886.88	0.00	4,113.12	59
4 Supplies & Materials, etc	4,030.00	183.36	2,892.18	0.00	1,137.82	28
211 ATTENDANCE & SOCIAL WORK	1,325,461.26	94,311.32	849,137.34	0.00	476,323.92	36
GUIDANCE SVCS						
1 Salaries & Bonuses	3,059,144.91	249,966.62	2,256,150.46	0.00	802,994.45	26
2 Fringe Benefits	1,017,800.34	80,195.05	721,150.92	0.00	296,649.42	29
3 Contracted Services	2,238.00	0.00	1,577.52	0.00	660.48	30
4 Supplies & Materials, etc	21,339.00	3,490.08	13,823.97	452.93	7,062.10	33
212 GUIDANCE SVCS	4,100,522.25	333,651.75	2,992,702.87	452.93	1,107,366.45	27
HEALTH SVCS						
1 Salaries & Bonuses	1,367,376.85	112,958.77	963,135.45	0.00	404,241.40	30
2 Fringe Benefits	397,244.55	35,367.23	311,203.19	0.00	86,041.36	22
3 Contracted Services	485.00	13,434.75	21,237.25	38,390.75	-59,143.00	-12,194
4 Supplies & Materials, etc	21,334.19	3,829.62	17,508.98	1,758.08	2,067.13	10
213 HEALTH SVCS	1,786,440.59	165,590.37	1,313,084.87	40,148.83	433,206.89	24
PSYCHOLOGICAL SVCS						
1 Salaries & Bonuses	1,033,085.20	77,730.68	708,384.88	0.00	324,700.32	31
2 Fringe Benefits	315,873.70	22,661.91	206,865.60	0.00	109,008.10	35
3 Contracted Services	6,000.00	1,000.98	5,863.90	0.00	136.10	2
4 Supplies & Materials, etc	6,562.00	0.00	7,013.69	0.00	-451.69	-7
214 PSYCHOLOGICAL SVCS	1,361,520.90	101,393.57	928,128.07	0.00	433,392.83	32
CAREER SPEC. SERVICES						
1 Salaries & Bonuses	99,968.62	8,330.72	70,811.12	0.00	29,157.50	29
2 Fringe Benefits	52,187.35	3,117.16	26,588.74	0.00	25,598.61	49
4 Supplies & Materials, etc	1,050.00	295.11	893.77	0.00	156.23	15
217 CAREER SPEC. SERVICES	153,205.97	11,742.99	98,293.63	0.00	54,912.34	36

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
EXPENDITURE BUDGET REPORT BY FUNCTION
FY 2012-2013
CURRENT PERIOD: 04/01/2013 TO 04/30/2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
IMPROV INSTRUCT-CURR DEV						
1 Salaries & Bonuses	3,122,816.77	291,852.13	2,785,022.36	0.00	337,794.41	11
2 Fringe Benefits	920,314.08	87,337.42	839,469.45	0.00	80,844.63	9
3 Contracted Services	468,200.00	3,928.38	318,193.20	41,789.69	108,217.11	23
4 Supplies & Materials, etc	230,997.00	5,846.22	109,788.59	3,571.90	117,636.51	51
6 Insurance, Principal, etc	1,650.00	0.00	1,181.18	0.00	468.82	28
221 IMPROV INSTRUCT-CURR DEV	4,743,977.85	388,964.15	4,053,654.78	45,361.59	644,961.48	14
LIBRARY & MEDIA SERVICES						
1 Salaries & Bonuses	1,879,393.03	160,037.09	1,358,898.30	0.00	520,494.73	28
2 Fringe Benefits	666,249.35	54,199.66	470,194.79	0.00	196,054.56	29
3 Contracted Services	1,295.00	0.00	1,022.30	0.00	272.70	21
4 Supplies & Materials, etc	313,539.90	42,846.82	238,365.70	48,900.07	26,274.13	8
222 LIBRARY & MEDIA SERVICES	2,860,477.28	257,083.57	2,068,481.09	48,900.07	743,096.12	26
SUPERVISION OF SPECI PROG						
1 Salaries & Bonuses	354,285.80	31,964.38	310,858.15	0.00	43,427.65	12
2 Fringe Benefits	181,182.32	9,025.27	88,662.37	0.00	92,519.95	51
3 Contracted Services	1,325.00	0.00	0.00	0.00	1,325.00	100
4 Supplies & Materials, etc	4,500.00	-102.23	960.54	0.00	3,539.46	79
223 SUPERVISION OF SPECI PROG	541,293.12	40,887.42	400,481.06	0.00	140,812.06	26
IMPROV INSTRUCT-INSERV TR						
1 Salaries & Bonuses	16,761.75	0.00	5,855.00	0.00	10,906.75	65
2 Fringe Benefits	21.61	0.00	1,353.55	0.00	-1,331.94	-6,164
3 Contracted Services	86,675.00	2,763.38	61,145.65	0.00	25,529.35	29
4 Supplies & Materials, etc	5,420.50	183.61	3,651.49	0.00	1,769.01	33
224 IMPROV INSTRUCT-INSERV TR	108,878.86	2,946.99	72,005.69	0.00	36,873.17	34
BOARD OF EDUCATION						
1 Salaries & Bonuses	13,750.00	1,875.00	18,750.00	0.00	-5,000.00	-36
2 Fringe Benefits	870.75	250.80	2,744.70	0.00	-1,873.95	-215
3 Contracted Services	334,275.00	14,657.33	183,527.60	0.00	150,747.40	45
6 Insurance, Principal, etc	206,680.00	0.00	269,738.00	0.00	-63,058.00	-31
231 BOARD OF EDUCATION	555,575.75	16,783.13	474,760.30	0.00	80,815.45	15
OFFICE OF SUPERINTENDENT						
1 Salaries & Bonuses	261,672.00	22,326.20	223,359.50	0.00	38,312.50	15
2 Fringe Benefits	81,568.88	6,119.90	55,757.69	0.00	25,811.19	32
3 Contracted Services	12,000.00	15.79	4,653.17	0.00	7,346.83	61

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
EXPENDITURE BUDGET REPORT BY FUNCTION
FY 2012-2013
CURRENT PERIOD: 04/01/2013 TO 04/30/2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
4 Supplies & Materials, etc	10,470.00	1,190.68	2,771.25	803.94	6,894.81	66
6 Insurance, Principal, etc	6,100.00	670.00	970.00	345.00	4,785.00	78
232 OFFICE OF SUPERINTENDENT	371,810.88	30,322.57	287,511.61	1,148.94	83,150.33	22
SCHOOL ADMINISTRATION						
1 Salaries & Bonuses	7,829,670.24	654,218.32	6,367,643.79	0.00	1,462,026.45	19
2 Fringe Benefits	2,584,503.06	207,783.77	1,985,045.44	0.00	599,457.62	23
3 Contracted Services	195,657.50	5,871.38	101,791.10	53,858.29	40,008.11	20
4 Supplies & Materials, etc	211,128.62	13,584.55	130,086.43	23,824.57	57,217.62	27
5 Equip. & Improvements	5,000.00	0.00	727.60	0.00	4,272.40	85
6 Insurance, Principal, etc	47,746.00	778.84	34,333.48	3,618.52	9,794.00	21
233 SCHOOL ADMINISTRATION	10,873,705.42	882,236.86	8,619,627.84	81,301.38	2,172,776.20	20
STU TRANS FED/DIST MANDAT						
1 Salaries & Bonuses	1,578.80	132.36	1,226.58	0.00	352.22	22
2 Fringe Benefits	597.80	35.28	945.71	0.00	-347.91	-58
3 Contracted Services	2,345.00	0.00	648.00	0.00	1,697.00	72
251 STU TRANS FED/DIST MANDAT	4,521.60	167.64	2,820.29	0.00	1,701.31	38
FISCAL SERVICES						
1 Salaries & Bonuses	815,565.00	67,963.76	682,990.68	0.00	132,574.32	16
2 Fringe Benefits	277,292.79	21,920.58	218,016.08	0.00	59,276.71	21
3 Contracted Services	64,000.00	745.00	30,207.43	2,474.14	31,318.43	49
4 Supplies & Materials, etc	65,250.00	135.11	32,572.08	296.83	32,381.09	50
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	4,415.50	0.00	84.50	2
252 FISCAL SERVICES	1,232,857.79	90,764.45	968,201.77	2,770.97	261,885.05	21
OPER & MAINT OF PLANT						
1 Salaries & Bonuses	5,884,374.60	499,017.57	4,986,706.92	0.00	897,667.68	15
2 Fringe Benefits	2,454,260.74	191,978.61	1,895,971.64	0.00	558,289.10	23
3 Contracted Services	3,188,401.20	222,152.89	2,640,364.50	227,374.78	320,661.92	10
4 Supplies & Materials, etc	4,485,218.90	214,688.57	3,202,042.56	60,163.00	1,223,013.34	27
6 Insurance, Principal, etc	35,310.00	0.00	4,681.00	0.00	30,629.00	87
254 OPER & MAINT OF PLANT	16,047,565.44	1,127,837.64	12,729,766.62	287,537.78	3,030,261.04	19
PUPIL TRANSP STATE MANDAT						
1 Salaries & Bonuses	3,102,930.53	232,356.38	2,173,220.04	0.00	929,710.49	30
2 Fringe Benefits	872,936.66	62,918.14	583,769.15	0.00	289,167.51	33
3 Contracted Services	395,400.00	39,962.76	190,268.55	10,026.21	195,105.24	49

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
EXPENDITURE BUDGET REPORT BY FUNCTION
FY 2012-2013
CURRENT PERIOD: 04/01/2013 TO 04/30/2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
4 Supplies & Materials, etc	69,185.00	3,628.11	45,640.39	16,721.06	6,823.55	10
6 Insurance, Principal, etc	1,000.00	48.00	360.00	0.00	640.00	64
255 PUPIL TRANSP STATE MANDAT	4,441,452.19	338,913.39	2,993,258.13	26,747.27	1,421,446.79	32
INTERNAL SERVICES						
1 Salaries & Bonuses	330,500.76	22,401.86	225,646.60	0.00	104,854.16	32
2 Fringe Benefits	113,713.04	7,149.07	72,281.73	0.00	41,431.31	36
3 Contracted Services	675,661.75	20,371.95	452,935.04	118,404.69	104,322.02	15
4 Supplies & Materials, etc	46,030.00	1,371.17	-25,058.47	5,547.83	65,540.64	142
257 INTERNAL SERVICES	1,165,905.55	51,294.05	725,804.90	123,952.52	316,148.13	27
SCHOOL SECURITY						
1 Salaries & Bonuses	141,812.00	5,958.84	59,188.40	0.00	82,623.60	58
2 Fringe Benefits	47,332.82	1,997.37	19,661.86	0.00	27,670.96	58
3 Contracted Services	542,585.13	6,375.95	290,493.20	83,535.30	168,556.63	31
258 SCHOOL SECURITY	731,729.95	14,332.16	369,343.46	83,535.30	278,851.19	38
INFORMATION SERVICES						
1 Salaries & Bonuses	202,378.00	20,810.02	181,012.74	0.00	21,365.26	11
2 Fringe Benefits	61,783.14	6,042.34	49,776.56	0.00	12,006.58	19
3 Contracted Services	76,400.29	20.00	7,919.14	9,132.74	59,348.41	78
4 Supplies & Materials, etc	32,898.71	982.42	11,501.08	2,507.18	18,890.45	57
6 Insurance, Principal, etc	13,835.00	730.00	-131.58	0.00	13,966.58	101
263 INFORMATION SERVICES	387,295.14	28,584.78	250,077.94	11,639.92	125,577.28	32
STAFF SERVICES						
1 Salaries & Bonuses	546,287.64	45,058.76	449,495.93	0.00	96,791.71	18
2 Fringe Benefits	169,392.73	13,213.58	140,797.19	0.00	28,595.54	17
3 Contracted Services	68,750.00	4,253.32	44,833.29	437.50	23,479.21	34
4 Supplies & Materials, etc	64,824.00	1,004.54	37,466.10	0.00	27,357.90	42
6 Insurance, Principal, etc	825.00	175.00	827.50	0.00	-2.50	0
264 STAFF SERVICES	850,079.37	63,705.20	673,420.01	437.50	176,221.86	21
TECH/DATA PROCESSING SVCS						
1 Salaries & Bonuses	1,221,746.00	111,704.40	1,017,086.53	0.00	204,659.47	17
2 Fringe Benefits	459,843.72	35,636.90	321,099.08	0.00	138,744.64	30
3 Contracted Services	159,264.82	9,578.73	56,281.94	102,026.91	955.97	1
4 Supplies & Materials, etc	12,300.00	1,790.21	7,098.79	96.33	5,104.88	42
266 TECH/DATA PROCESSING SVCS	1,853,154.54	158,710.24	1,401,566.34	102,123.24	349,464.96	19
PUPIL SERVICE ACTIVITIES						

SCHOOL DIST 5 LEXINGTON/RICHLAND CO
EXPENDITURE BUDGET REPORT BY FUNCTION
FY 2012-2013
CURRENT PERIOD: 04/01/2013 TO 04/30/2013

ACCOUNT	BUDGETED EXPENDITURE	CURRENT EXPENDITURE	YEAR TO DATE EXPENDITURE	ENCUMBRANCE	REMAINING BALANCE	PCT
1 Salaries & Bonuses	1,149,586.51	110,989.07	1,059,135.27	0.00	90,451.24	8
2 Fringe Benefits	313,490.06	27,705.16	262,998.67	0.00	50,491.39	16
3 Contracted Services	19,700.00	872.68	17,697.38	0.00	2,002.62	10
6 Insurance, Principal, etc	363,168.00	0.00	363,168.00	0.00	0.00	0
271 PUPIL SERVICE ACTIVITIES	1,845,944.57	139,566.91	1,702,999.32	0.00	142,945.25	8
OTHER COMMUNITY SVCS						
3 Contracted Services	15,120.00	1,440.00	11,520.00	0.00	3,600.00	24
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	11,520.00	0.00	10,400.00	47
PYMT STATE DEPT OF EDUC						
7 Transfers & Payments	17,000.00	0.00	0.00	0.00	17,000.00	100
411 PYMT STATE DEPT OF EDUC	17,000.00	0.00	0.00	0.00	17,000.00	100
PYMT OTHER GOVERNMT UNITS						
7 Transfers & Payments	152,200.00	0.00	36,842.87	375.00	114,982.13	76
412 PYMT OTHER GOVERNMT UNITS	152,200.00	0.00	36,842.87	375.00	114,982.13	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
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	11,799,777.16	108,275,087.85	1,046,280.21	40,459,301.62	27

Exhibit C

EXHIBIT C

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

May 20, 2013

To: Members of the Board of Trustees

From: Keith McAlister
Director, New Design and Construction

Re: Monthly Update

ADMINISTRATION CONSIDERATION

Administration provides information in reference to the monthly update for New Design & Construction.

RECOMMENDATION

Information is received for review.

ATTACHMENT
Exhibit

district five
OF LEXINGTON & RICHLAND COUNTIES

District Five of Lexington & Richland Counties Construction Update May 20, 2013

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 (Incl. Contingency):	**$48,855,188.00**
Committed Construction Cost:	**$46,195,210.00**
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:

- Steel bar joists are being set in the Strings area and brick is in progress for the strings area.
- Steel bar joists are being set at the new gym along with decking. Steel has been set at the 'B' and 'H' connector.
- Concrete pours are in progress at the connection point of the gym and Areas 'B' and 'C'.
- Roofing and stone precast is in progress for the roof at the two story classroom addition Areas 'B' and 'C'.
- Framing for the metal wall panels is near completion at the two story classroom addition Areas 'B' and 'C'.
- Window frame installation continues at the two story classroom addition Areas 'B' and 'C'.
- Masonry and MEP rough-in is ongoing at the new field house.
- The sand and irrigation are being installed at the practice football and soccer fields.
- Site grassing and landscaping is in progress across the project.

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.
- A wet winter and spring has impacted the project schedule. Project Team is working to make up time wherever possible.

CUMMING
Building Value Through Expertise

Chapin High School

district five
OF LEXINGTON & RICHLAND COUNTIES





CUMMING
Building Value Through Expertise

Chapin High School

district five
OF LEXINGTON & RICHLAND COUNTIES

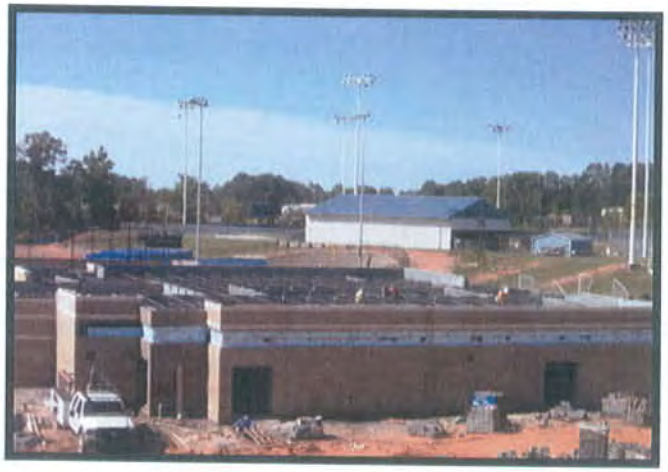




CUMMING
Building Value Through Expertise

Chapin High School

district five
OF LEXINGTON & RICHLAND COUNTIES





Spring Hill High School

Project Manager:	**Forrest L. King**
Completion:	**August 2013**
Architectural Firm:	**McMillan Smith & Partners**
High School #4 Contractor:	**Edcon, Inc.**
Construction Budget (Incl. Contingency):	**$63,718,266.00**
Committed Const. Cost (Incl. CATE & Site):	**$62,688,486.00**

Project Description:

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

Status:

- Overhead MEP ceiling rough-in is in progress in areas 'F', 'G' and 'H'. Ceiling grid installation has started in 'F', 'G' and 'H'.
- Permanent lighting is being energized in all areas. HVAC classroom startup is in progress in all areas.
- Exterior sidewalks and paving around the high school is in progress.
- Epoxy flooring in the Science Labs is being installed. Estrie Tile has been delivered and installation has started.
- The basketball goals in the main gym and auxiliary gym have been installed.
- Window frame installation and glass installation continues.
- Painting and ceiling tile installation is in progress.
- Scheduling OSF Overhead for the end of May.

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

CUMMING
Building Value Through Expertise

Spring Hill High School

district five
OF LEXINGTON & RICHLAND COUNTIES





CUMMING
Building Value Through Expertise

Spring Hill High School

district five
OF LEXINGTON & RICHLAND COUNTIES





CUMMING
Building Value Through Expertise

Spring Hill High School

district five
OF LEXINGTON & RICHLAND COUNTIES





Dutch Fork High School

Project Manager:	**Joe Huggins**
Completion:	**August 2014**
Architectural Firm:	**Stevens & Wilkinson**
Contractor:	**Contract Construction**
Construction Budget (Incl. Contingency):	**$15,347,815.00**
Committed Const. Cost:	**$14,548,140.00**

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:

- Health Science building foundations, wall and slab placement continues. Structural steel is also being installed in this area.
- Storm and sewer lines are being installed. Force main relocation is underway and is approximately 60% complete.
- Grading at the bridge area for the new entry road is ongoing. The bridge is scheduled to be delivered this month. The middle school entry road is also in progress.
- At the football visitor's side, grading and retaining walls are ongoing. The concession stand block placement and MEP rough-in is ongoing.
- The road widening portion of the work has been bid and mobilization will begin shortly.

Achievements/Key Issues:

- Student athletic conditioning and competition is underway without interruption from construction.

Schedule/Budget Issues:

- Project was delayed due to permitting.
- An existing force main was discovered near the football visitor side. The force main will have to be relocated. This will have both a schedule and budget impact.
- A wet winter and spring has impacted the project schedule. Project Team is working to make up time wherever possible.

CUMMING
Building Value Through Expertise

Dutch Fork High School

district five
OF LEXINGTON & RICHLAND COUNTIES





CUMMING
Building Value Through Expertise

Dutch Fork High School

district five
OF LEXINGTON & RICHLAND COUNTIES





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):		**$24,639,240.00**
Committed Const. Cost (Incl. Site):	**$23,255,052.00**	

Project Description:

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

Status:

- Masonry and MEP rough-in are ongoing at the Field House.
- CATE 1 and CATE 2 areas overhead is 100% complete. Finishes are ongoing in these areas.
- Building pad placement, foundations and underground rough in is ongoing at the Auditorium.
- Stadium upgrades are ongoing.

Achievements/Key Issues:

- The OSF overhead inspection at CATE 1 and CATE 2 passed successfully.

Schedule/Budget Issues:

- Project was delayed due to unforeseen site conditions. This includes a large debris pile that was buried at the Auditorium area.
- A wet winter and spring has impacted the project schedule. Project Team is working to make up time wherever possible.

CUMMING
Building Value Through Expertise

Irmo High School

district five
OF LEXINGTON & RICHLAND COUNTIES





CUMMING
Building Value Through Expertise

Irmo High School

district five
OF LEXINGTON & RICHLAND COUNTIES





CUMMING
Building Value Through Expertise

Irmo High School

district five
OF LEXINGTON & RICHLAND COUNTIES





Exhibit D

EXHIBIT D

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

May 20, 2013

To: Members of the Board of Trustees

From: Keith McAlister
Director, New Design and Construction

Re: New Middle School Schematic Design

ADMINISTRATION CONSIDERATION

Administration seeks approval of the schematic design for the New Middle School.

RECOMMENDATION

Administration seeks approval to proceed to Design Development for the New Middle School.

ATTACHMENT
Exhibit

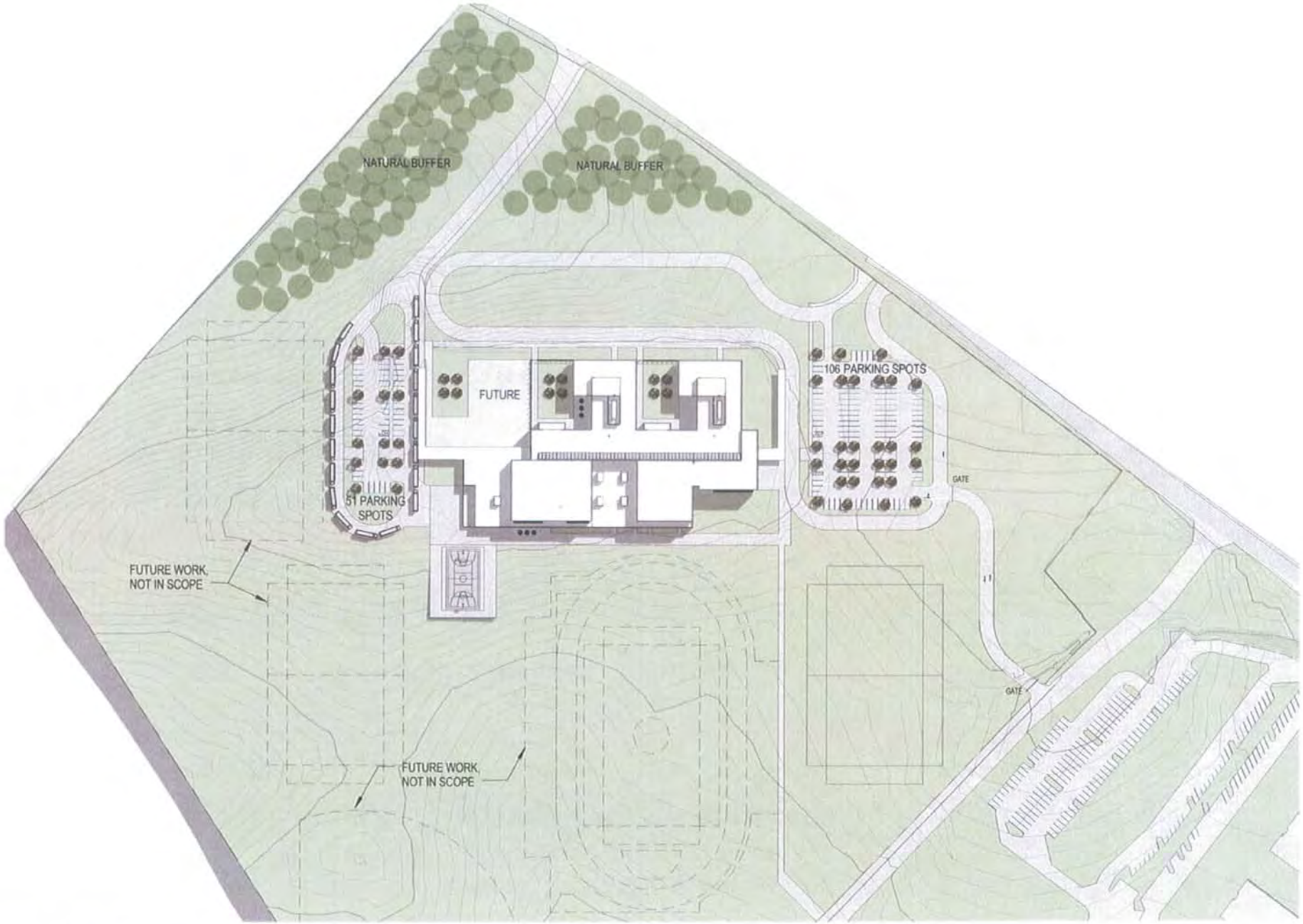
QUACKENBUSH ARCHITECTS + PLANNERS
1217 HAMPTON STREET COLUMBIA, SC 803.771.2999

District Five
of Lexington & Richland Counties

New Middle School

School Board Presentation 05.06.2013

district five
OF LEXINGTON & RICHLAND COUNTIES



QUACKENBUSH ARCHITECTS + PLANNERS

PERKINS + WILL



QUACKENBUSH ARCHITECTS + PLANNERS

PERKINS
+ WILL



QUACKENBUSH ARCHITECTS + PLANNERS

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QUACKENBUSH ARCHITECTS + PLANNERS

PERKINS
+WILL

SUMMARY








Exhibit E

EXHIBIT E

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

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

FROM: Michael R. Harris
Director of Student Services

DATE: May 13, 2013

RE: May 20, 2013 Board Meeting, First Reading.
"Proposed Revisions to Board Policy JLCD "Assisting Students With Medications"

- ADD "over the counter"

Recommendation:

The administration recommends that the proposed revisions to Board Policy JLCD "Assisting Students With Medications" proceed to Second Reading approval.

Attachments

Recommended Policy

ASSISTING STUDENTS WITH MEDICATIONS

Code **JLCD**

Purpose: To establish the basic structure for assisting students with medications.

School personnel will not dispense medications (including over the counter medications) except as provided below and in administrative procedures developed by the superintendent.

The school nurse, principal, or his/her designee may assist students with oral, prescription, over the counter, herbal or homeopathic medications during school hours at the written request of the healthcare provider and parent/legal guardian. Parent or guardian must bring medications to the school nurse or office. All medication must be properly labeled and in its original container and can only be administered according to manufacturer's instructions.

Students must keep all medication brought to school in the school health room or office. The principal or school nurse will keep the medication in a locked case.

Students will not share any prescription or over the counter medication with another student. Each year, the district will notify students in writing of this prohibition and that violations may result in disciplinary action including, but not limited to, suspension or expulsion.

No parenteral medications (intravenous procedures or injections) will be administered by school nurses to students, teachers or staff during or after school hours while on school property except in a life threatening situation or under physician's orders.

Nurses have the option to give or refuse to give a medication at school based on their professional judgment.

If a school employs a licensed practical nurse (LPN), a registered nurse (RN) must be available on call (by phone, fax, pager).

Legal references:

A. S.C. Code of Laws, 1976, as amended:
   1. Section 40-33-70 - Amends law relating to on-site supervision of a nurse.
   2. Sections 59-63-80 and 90 - Policy for individual healthcare plan for certain students.
   3. Section 15-78-60 - Immunity from liability for districts and employees.
   4. Section 44-53-360 - Prescriptions.

CURRENT POLICY

Policy »JLCD « Assisting Students with Medications

Issued 10/09

Purpose: To establish the basic structure for assisting students with medications.

School personnel will not dispense medications (including over the counter medications) except as provided below and in administrative procedures developed by the superintendent.

The school nurse, principal or his/her designee may assist students with oral, prescription, herbal or homeopathic medications during school hours at the written request of the healthcare provider and parent/legal guardian. The parent/legal guardian must bring medications to the school nurse or office.

Students who bring over the counter medication to school to take during the school day must have written parental permission to take the medication. All medication must be properly labeled and in its original container and can only be administered according to manufacturer's instructions.

Students must keep all medication brought to school in the school health room or office. The principal or school nurse will keep the medication in a locked case.

Students will not share any prescription or over the counter medication with another student. Each year, the district will notify students in writing of this prohibition and that violations may result in disciplinary action including, but not limited to, suspension or expulsion.

No parenteral medications (intravenous procedures or injections) will be administered by school nurses to students, teachers or staff during or after school hours while on school property except in a life threatening situation or under physician's orders.

Nurses have the option to give or refuse to give a medication at school based on their professional judgment.

If a school employs a licensed practical nurse (LPN), a registered nurse (RN) must be available on call (by phone, fax, pager).

Adopted 4/22/96; Revised 8/18/97, 10/26/09

Legal references:

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

Section 40-33-70 - Amends law relating to on-site supervision of a nurse.

Sections 59-63-80 and 90 - Policy for individual healthcare plan for certain students.

Section 15-78-60 - Immunity from liability for districts and employees.

Section 44-53-360 - Prescriptions.

Exhibit F

EXHIBIT F

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

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

FROM: Michael R. Harris
Director of Student Services

DATE: May 13, 2013

RE: May 20, 2013 Board Meeting, Second and Final Reading.
"Proposed Revisions to Board Policy JJ "Student Activities"

- Revisions to Board Policy JJ which pertain to "Student Activities". (recommended additions to the policies are in blue)
- ADD as NEW JJ-R "Administrative Rule"
- ADD as NEW JJ-E(1) "Request/Verification Form For Charter School Student Participation In Extracurricular Activity"
- ADD as NEW JJ-E(2) "Intent To Participate In Extracurricular Activities" Home School Student

Recommendation:

The administration recommends that the proposed revisions to Board Policy JJ "Student Activities" proceed for Broad approval.

Attachments

STUDENT ACTIVITIES

Code **JJ** *FINAL*

Purpose: To establish the board's vision regarding student activities and the basic structure for the conduct of those activities.

The board regards student activities at the elementary and secondary school level as a vital part of the total educational program as long as the schools safeguard the development and well-being of the students. Schools should use these activities as a means of developing wholesome attitudes and good human relations as well as knowledge and skills.

The board sanctions student activities that traditionally have been a part of the overall school program provided school personnel properly supervise and operate the activities in accordance with school policies and regulations.

The board considers student activities to be learning experiences. The administration must develop, manage and evaluate these activities with this purpose in mind. The board considers student activities part of the total school curriculum. The administration should be included in regular curriculum planning, review and evaluation processes regarding these activities.

The principal will be responsible for the organization of all student activities. He/She will provide adequate supervision, administer student finances and approve all student activities with the assistance of delegated members of the faculty.

Interscholastic activities

Interscholastic activities include school-sponsored activities for which preparation occurs outside of the regular school day. Individuals or members of groups involved in activities which include out-of-school practice on more than one occasion weekly must meet eligibility requirements.

The board is responsible for the monitoring of all interscholastic activities other than those under the jurisdiction of the South Carolina High School League. Rules of the South Carolina High School League govern interscholastic athletics.

Schools will determine academic eligibility at the beginning of each semester. Eligibility will be based on the previous semester's record of courses taken and grades achieved.

To be eligible to participate in interscholastic activities, the student must achieve an overall passing average in addition to one of the following.

- To be eligible in the first semester, a student must pass a minimum of five Carnegie units applicable toward a high school diploma during the previous year. At least two units must have been passed during the second semester or summer school.
- To be eligible during the second semester, the student must meet one of the following conditions.
    - If the student met first semester eligibility requirements, then he/she must pass the equivalent of four, 1/2 units during the first semester

(see next page)

- If the student did not meet first semester eligibility requirements, then he/she must pass the equivalent of five, 1/2 units during the first semester.

Option (for block scheduling)

In a 4 x 4 block schedule where units or ½ units are granted at the end of the first semester, the following will apply.

- *if eligible first semester, must earn two units*
- *if not eligible first semester, must earn two and one-half units*

Academic courses are those courses of instruction for which credit toward high school graduation is given. These may be required or approved electives.

If the interscholastic activity occurs completely within one semester, a student must satisfy these conditions in the semester preceding participation in the interscholastic activity. If the interscholastic activity occurs over two consecutive semesters and is under the jurisdiction of the South Carolina High School League, the student must satisfy these conditions in the semester preceding the first semester of participation.

Charter school student participation in extracurricular activities

A charter school student is eligible to compete for, and if chosen, participate in any extracurricular activities not offered by the student's charter school which are offered at the resident public school he/she would otherwise attend, as well as any activities governed by the South Carolina High School League not offered at the charter school. Eligibility requirements and fees for these activities will be the same as those applied to full time students of the resident school and the district may not impose any additional requirements for participation on charter school students that are not imposed on full time students.

Home school student participation in extracurricular activities

A student residing in the district and eligible to attend schools of the district who has been taught in accordance with state law governing home schooling requirements for a full academic year prior to participating in an extracurricular activity may be eligible to participate in the extracurricular activities of the school where he/she is zoned to attend.

In addition

The district will not allow an ineligible student to participate in any extracurricular activities.

Students diagnosed as disabled under the criteria established by the state board of education and satisfying the requirements of their Individualized Education Plan (IEP) as required may be eligible to participate in extracurricular activities.

Any challenge to a charter school or home school student's approval, denial or revocation of the privilege to participate in an extracurricular activity will be subject to the review and appeal procedures, if any, pertaining to the activity involved.

(see next page)

The superintendent or his/her designee will be responsible for disseminating this policy and supporting information to students, staff, parents/legal guardians, coaches, athletic directors, volunteers and members of the community through means to include, but not be limited to, student/staff handbooks, athletic handbooks, district website, parent notifications, etc.

Cf. IHBG, IHBH, JJA, JJG, JJI

Adopted ^

Legal references:

A. Federal Legislation:
   1. Education of the Handicapped Act - Public Law 94-142 - Provides for free, appropriate, public education for all handicapped children.

B. S. C. Code, 1976, as amended:
   1. Section 59-39-160 - Requirements for student participation in interscholastic activities.
   2. Section 59-63-425 - Student may transfer.
   3. Section 59-38-10 - South Carolina Education Bill of Rights for Children in Foster Care.
   4. Section 59-65-40 - Home schooling programs.
   5. Section 59-65-45 - Alternative home schooling requirements.
   6. Section 59-65-47 - Associations or home schools; requirements.
   7. Section 59-40-10, et. seq. - South Carolina Charter School Act of 1996.
   8. Section 59-63-100, et. seq. - Equal Access to Interscholastic Activities Act.

C. State Board of Education Regulations:
   1. R-43-244.1 - Interscholastic activities: academic requirements for participation.

CURRENT POLICY

Policy »JJ « Student Activities

Issued 5/11

Purpose: To establish the board's vision regarding student activities and the basic structure for the conduct of those activities.

The board regards student activities at the elementary and secondary school level as a vital part of the total educational program as long as the schools safeguard the development and well-being of the students. Schools should use these activities as a means of developing wholesome attitudes and good human relations as well as knowledge and skills.

The board sanctions student activities that traditionally have been a part of the overall school program provided school personnel properly supervise and operate the activities in accordance with school policies and regulations.

The board considers student activities to be learning experiences. The administration must develop, manage and evaluate these activities with this purpose in mind. The board considers student activities part of the total school curriculum. The administration should be included in regular curriculum planning, review and evaluation processes regarding these activities.

The principal will be responsible for the organization of all student activities. He/She will provide adequate supervision, administer student finances and approve all student activities with the assistance of delegated members of the faculty.

Interscholastic activities (high school)

Interscholastic activities include school-sponsored activities for which preparation occurs outside of the regular school day. Individuals or members of groups involved in activities which include out-of-school practice on more than one occasion weekly must meet eligibility requirements.

The board is responsible for the monitoring of all interscholastic activities other than those under the jurisdiction of the South Carolina High School League. Rules of the South Carolina High School League govern interscholastic athletics.

Schools will determine academic eligibility at the beginning of each semester. Eligibility will be based on the previous semester's record of courses taken and grades achieved in academic courses. Academic courses are those courses of instruction for which credit toward high school graduation is given. These may be required or approved electives.

To be eligible to participate in interscholastic activities, the student must achieve an overall passing average in addition to one of the following.

- To be eligible in the first semester, a student must pass a minimum of five Carnegie courses applicable toward a high school diploma during the previous year. At least two units must have been earned during the second semester or summer school.
- To be eligible during the second semester the student must meet one of the following conditions.
  - If the student met first semester eligibility requirements then he/she must pass the equivalent of four, 1/2 unit courses during the first semester.
  - If the student did not meet first semester eligibility requirements then he/she must pass the equivalent of five, 1/2 unit courses during the first semester.

If the interscholastic activity occurs completely within one semester, a student must satisfy these

CURRENT POLICY

conditions in the semester preceding participation in the interscholastic activity. If the interscholastic activity occurs over two consecutive semesters and is under the jurisdiction of the South Carolina High School League, the student must satisfy these conditions in the semester preceding the first semester of participation.

The district will not allow an ineligible student to participate in any interscholastic activity.

Students diagnosed as disabled under the criteria established by the state board of education and satisfying the requirements of their Individualized Education Plan (IEP) as required may participate in interscholastic activities.

Adopted 6/16/86; Revised 2/6/89, 8/24/98, 5/23/11

Legal references:

Federal Legislation:

Education of the Handicapped Act - Public Law 94-142 - Provides for free, appropriate, public education for all handicapped children.

S.C. Code, 1976, as amended:

Section 59-39-160 - Requirements for student participation in interscholastic activities.

Section 59-63-425 - Student may transfer.

Section 59-38-10 - South Carolina Education Bill of Rights for Children in Foster Care.

State Board of Education Regulations:

R-43-244.1 - Interscholastic activities: academic requirements for participation.

STUDENT ACTIVITIES

Code **JJ-R**

Definitions

Note: For purposes of implementation of the policy, it is recommended that districts define and categorize their student activities. Districts will need to decide whether home school student participation will extend to those extracurricular activities that may have a credit bearing class requirement attached for participation.

The definitions below are presented as examples for the district to consider.

- *Extracurricular activities* are those activities that are outside of the regular curriculum, funded and supported by the district, and for which at least some preparation occurs outside of the regular school day (i.e., SCHSL-sponsored sports, marching band, drama productions, chorus, flag team, cheerleading, and honor societies).

- *Curricular activities* are those activities that are part of the regular curriculum for students (i.e., French club, band, chorus, and orchestra).

- *Non-curricular activities* are those activities that are not part of nor an extension of curricular activities sponsored and funded by the district (i.e. school newspaper, student clubs).

Charter school student eligibility

To be eligible to participate in a school's extracurricular activities, a charter school student must do the following.

- Be a resident of the district and provide proof of residency to the superintendent or his/her designee. (Ref: Policy JFAA/JFAB – Admission of Resident and Non-Resident Students)

- Complete an application to participate in extracurricular activities prior to the commencement of the activity involved.

- Meet applicable academic, attendance and behavioral requirements to participate in district extracurricular and/or student activities, including any applicable state regulatory requirements.

- Participate at his/her residentially assigned school and be responsible for payment of all fees and expenses associated with participation in the activity charged to student participants enrolled in the district.

- Not have available a similar activity or program offered by or through the charter school in which he/she is enrolled.

Any costs associated with a required aide, special services support, special transportation, etc. for a disabled charter school student with special needs necessary for participation in an extracurricular activity must be arranged and funded by the student's charter school. The charter school is responsible for complying with any requirements of Section 504 or the Individuals with Disabilities Education Act with respect to a student's participation in an extracurricular activity.

(see next page)

A charter school student participating in an extracurricular activity is responsible for transportation to the activity.

Home school student eligibility

To be eligible to participate in a school's extracurricular activities, a home school student must do the following.

- Be a resident of the district and provide proof of residency to the superintendent or his/her designee. (Ref: Policy JFAA/JFAB - Admission of Resident and Non-Resident Students)
- Complete an application to the superintendent or his/her designee to participate in district extracurricular activities before the beginning date of the season for the activity.
- Meet applicable academic and behavioral requirements to participate in district extracurricular activities, including any applicable state regulatory requirements.
- Participate at his/her residentially assigned school and be responsible for payment of all fees and expenses associated with participation in the activity charged to student participants enrolled in the district.

The district is responsible for ensuring reasonable accommodations are provided to home school students participating in district extracurricular activities who have a qualifying disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act.

A former public school student who has been unable to maintain academic eligibility is ineligible to participate in extracurricular activities as a home school student for the following semester. To establish eligibility thereafter as a home school student, the student's teacher must certify by affidavit to the superintendent or his/her designee that the student meets the district's extracurricular activity participation requirements.

A home school student participating in an extracurricular activity is responsible for transportation to the activity.

Issued ^

REQUEST/VERIFICATION FORM FOR CHARTER SCHOOL STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITY

(To be completed by the charter school administrator and student's parent/legal guardian)

Pursuant to H. 3241 59-40-50 Section 6, a charter school student is eligible to participate in extracurricular activities at the student's resident public school consistent with eligibility standards as applied to full-time students of the resident public school.

I understand the following conditions are required.

- The charter school student is requesting to participate in extracurricular activities at his/her zoned school (contact the district office).
- The charter school student must meet the appropriate requirements of the charter school education program as determined by the charter school governing board.
- The charter school student will agree to meet the same standards of academic performance, behavior and other identified requirements as all other district students.
- The charter school student must contact the school to obtain all information involving dates and procedures for "tryouts."
- The charter school student or parent/legal guardian will agree to pay any participation fees normally charged to all district students.
- The charter school does not offer a similar extracurricular program or activity.

The charter school student must agree to a release of educational records to the district necessary to verify compliance with participation requirements.

If approved and selected to participate, the charter school student is responsible for transportation to and from the extracurricular activity.

(To be completed by the charter school administrator)

Charter school name: _____ Student name: _____

Extracurricular activity: _____ School year (2012-2013): _____

Name of charter school administrator: _____ Official title: _____

Administrator's phone number: _____ Email: _____

_____ _____

Signature Date

Note: Send completed form to the designated administrator of the participating school and send a copy to the district.

_____ _____

Parent/Legal guardian signature Date

INTENT TO PARTICIPATE EXTRACURRICULAR ACTIVITIES
Home School Student

Dear Superintendent,

I am writing to notify you of the intent to participate in extracurricular activities by a home school student. I hereby attest that this student was a home school student for a full academic year prior to participation in the activity and resides within the boundaries of the school for which the student will participate. I understand this student must meet all school district eligibility requirements with the exception of the school district's school or class attendance requirements, or the class and enrollment requirements of the associations administering the extracurricular activities.

We look forward to this involvement in our community. Please let us know if you need any additional information.

Sincerely,

_____ _____
(Parent/Legal guardian signature) (Parent/Legal guardian printed name)

Note: The home school student must agree to a release of educational records to the district necessary to verify compliance with participation requirements.

The contact information for your district superintendent may be found at www.ed.sc.gov/schools.

Student information

Full name: _____

Home address: _____

Public school district*: _____ Public school: _____

Phone number: _____ Email: _____

Birth date (mm/dd/yy): _____ Grade level (for participating year): _____

Home school association**: _____

Association phone: _____ Association email: _____

Extracurricular activity/activities

I am seeking to participate in the following activity/activities.

Athletics*** (list sports): _____

Music (list activity): _____

Other (list activity): _____

_____ _____
Student signature Date (mm/dd/yy)

**To find your school district by your address visit: schooldistrictfinder.com*
***A list of SC home school accountability groups may be found at: PalmettoFamily.org/Homeschool*
****See the www.schsl.org calendar for high school sports dates and deadlines.*

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: May 15, 2013

RE: May 20, 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 part of current policy IKC "Teaching About Religion" with new policy IHAL "Teaching About Religion"
- Add new policy IJNDAA "Distance Online and Virtual Education"
- Replace current policies IFBGA(1) "Use of Internet Resources" and IFBGA(2) "Use of District Technology Resources" with new policy IJNDB(2) "Use of District Technology Resources"
- Replace current policy IHA "Grading Systems", IHA-E "State Grade Point Conversion Table" and IHC "Class Rankings" with new policy IKA "Grading/Assessment Systems"
- Replace current administrative rule IHC-R "Class Rankings" with new administrative rule IKA-R "Grading/Assessment Systems"
- Replace current policy IHD "Honor Rolls" with new policy IKD "Honor Rolls"
- Replace current policies IHE "Promotion and Retention" and IDDB "Academic Assistance Programs" with new policy IKE "Promotion and Retention of Students"
- Replace current policy IKB "Contemporary Issues" with new policy IMB "Teaching About Controversial/Sensitive Issues"

- Add new policy IMDB "Flag Displays"
- Add new policy IMDC "Religious Observances and Displays"

I will be available at the May 20, 2013 Board Meeting to answer any questions you may have.

Attachments:
Current Board Policies: IKC, IFBGA(1), IFBGA(2), IHA, IHA-E, IHC, IHC-R, IHD, IHE, IDDB and IKB

Recommended Board Policies: IHAL, IJNDAA, IJNDB(2), IKA, IKA-R, IKD, IKE, IMB, IMBD and IMDC

Policy IKC Teaching about Religion

Issued 6/93

Introduction

Recognition of religious beliefs and customs

It is accepted that no religious belief or non-belief should be promoted by the school district or its employees, and none should be disparaged. Instead, the school district should encourage all students and staff members to appreciate and be tolerant of each other's religious views. The school district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. in that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs unless there is some exceptional reason so compelling as to override their being excused from participation.

The school district recognizes that one of its educational goals is to advance the students' knowledge and appreciation of the role that our religious heritage has played in the social, cultural and historical development of civilization.

Rules

Observance of religious holidays

The practice of the school district will be as follows:

The several holidays throughout the year which have a religious and a secular basis may be observed in the public schools.

The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.

Music, art, literature and drama having religious themes or basis are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.

The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Among these holidays are included Christmas, Easter, Passover, Hanukkah, St. Valentines's Day, St. Patrick's Day, Thanksgiving and Halloween.

The school district's calendar should be prepared so as to minimize conflicts with religious holidays of all faiths.

Religion in the curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that the teaching about--and not of--religion be conducted in a factual, objective and respectful manner.

Therefore, the practice of the school district will be as follows:

The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.

The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.

Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme will be accommodated. for example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

Adopted 2/23/81; Revised 5/3/93

TEACHING ABOUT RELIGION

Code **IHAL** *Issued* **FINAL**

Purpose: To establish the board's vision for teaching about religion in district schools.

The contribution of religions to civilizations is one of the crucial keys to understanding human history and development. Therefore, the study of religious history and traditions should be part of the school curriculum. Study can play a vital role in enhancing an understanding among people of different religious backgrounds and beliefs. Study should give neither preferential nor derogatory treatment to any single religion or to religion in general and should not be introduced or utilized for devotional purposes.

Neither the district nor its employees will promote or disparage any religious belief or non-belief. Instead, the district will encourage all students and staff members to appreciate and tolerate each other's religious views.

The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities, provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.

The district will accommodate student-initiated expressions of questions or assignments which reflect their beliefs or non-beliefs about a religious theme. For example, students are free to express a religious belief or non-belief in compositions, art forms, music, speech and debate.

Adopted 2/23/81; Revised 5/3/93, ^

Legal references:

A. S.C. Code of Laws, 1976, as amended:
   1. Section 59-29-230 - Old and New Testament era courses.

DISTANCE, ONLINE AND VIRTUAL EDUCATION

Code **IJNDAA** *Issued* **FINAL**

Purpose: To establish the board's vision and the basic structure for providing technology-delivered courses as an alternative means of instruction for students.

The district will utilize technology-delivered courses as part of its educational program to increase accessibility and flexibility in the delivery of instruction in the district. In addition to regular, classroom-based instruction, students in the district may earn credit through accredited distance, online or virtual learning courses operated through the district's program and/or the state-run South Carolina Virtual School Program.

District courses

All technology-delivered programs and courses offered by the district will be consistent with state academic standards and instructional goals of the district, ensuring both the rigor of the course and the quality of instruction. The district will review instructional materials periodically to ensure they meet program standards.

The district will integrate technology-delivered instruction as part of the regular instruction provided by a certified teacher in the district for grades K-12.

Grades nine through 12

Students in grades nine through 12 may earn a maximum of 12 units of academic credit to be applied toward graduation requirements by completing technology-delivered courses offered through agencies approved by the board.

A student may earn credit for a distance, online or virtual learning course under the following circumstances.

- The high school does not offer the course due to lack of certified personnel.
- The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course will serve as a supplement to extended homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- The principal, with agreement from the student's parent/legal guardian and teachers, determines the student requires a differentiated or accelerated learning environment.
- The student needs the course for credit recovery.
- The student needs the course to meet graduation requirements.
- The student must be enrolled in a school in the district and, if applicable, will take the course during the regular school day at the school site.

The school must receive an official record of the final grade before awarding credit toward graduation.

Application for courses

Students applying for permission to take a technology-delivered course must do the following.

 (see next page)

- Complete prerequisites and provide teacher/counselor recommendations to confirm that he/she possesses the maturity level needed to function effectively in a distance, online or virtual learning environment.
- Obtain the approval of the principal or his/her designee before enrolling in a technology-delivered course.
- Adhere to the district code of conduct to include rules of behavior, consequences for violations and signed student agreements.
- Adhere to attendance requirements of the district.

District review committee

The Chief Instructional Officer will establish a committee to review all technology-delivered courses prior to use by the district.

Evaluation

The district will evaluate the educational effectiveness of the technology-delivered courses and the teaching/learning process to include assessments based on state academic standards. The district will use this evaluation to decide whether to grant credit for the course or to continue or discontinue the use of the technology-delivered course.

The school will be responsible for providing applicable in-school supervision and monitoring of students enrolled in the district technology-delivered courses.

The district will not use distance, online or virtual education courses as the sole medium for instruction in any required subject area for students in grades K through eight.

South Carolina Virtual School Program

Students must have permission from the principal or the principal's designee to be enrolled in the South Carolina Virtual School Program.

The principal may allow three on-line courses, with SCVS program courses, to be included in the three courses during each school year for grades 9-12.

The district will transcribe the student's final numeric grade to the student's permanent grade and transcript.

Students enrolled in these courses will take final exams and appropriate state assessments in a proctored environment.

Nothing in state law requires the district to provide either home computer equipment or Internet access to a student enrolling in this program.

Cf. IHBG, IHBH

Adopted ^

Legal references:

A. South Carolina Code of Laws 1976, as amended:
   1. Section 59-16-10, et. seq. - South Carolina Virtual School Program.

 (see next page)

Policy IFBGA(1) Use of Internet Resources

Issued 1/07

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

Objective

The policy for governing the use of the district's Internet 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

Internet access and usage

School District Five of Lexington and Richland Counties (District Five) provides Internet access for all students, teachers and staff. The intent of this access is to provide a resource that will help facilitate teaching and learning. Utilization of the Internet will promote communication between all members in the learning community and have a positive impact on teaching and learning. Through Internet access, students, parents/legal guardians and educators will have increased access to learning resources and opportunities. These opportunities will extend to the home, other educational institutions, libraries or at any other location at which the Internet can be reached.

Due to the vast nature of the Internet, it is impossible to control all of the available information that is accessible to District Five. Because information appears, disappears and changes constantly, it is not possible to always predict or control what students and employees may locate.

District Five cannot ensure the integrity of the Internet information accessed via the district's network resources. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that is not of educational value.

Measures of protection in accessing inappropriate sites

Internet activities will be monitored by the district to ensure students and staff members are not accessing inappropriate sites. This includes Web sites that have visual depictions that contain obscenity, pornography, child pornography and/or images that are harmful to minors. The school district will use technology protection measures (such as Internet filtering) to protect students from inappropriate access.

The district will provide reasonable notice of and at least one public hearing or meeting to address and communicate its Internet safety measures on an annual basis.

District and school computer technicians who are working with a computer and come across sexually explicit images of children must report this to local law enforcement. The report must include the name and address of the owner or person in possession of the computer.

Internet usage guidelines

All individuals that access District Five Internet resources are required to use them in a responsible manner. District Five prohibits the use of the Internet to transmit any material that is in violation of any federal, state or local laws or regulations. This includes, but is not limited to, the following.

- copyrighted material
- threatening material
- obscene material
- material protected by trade secret
- sexual harassment and/or other forms of discrimination

The district also prohibits the use of the Internet to transmit any material that is violation of District Five board policy.

General Internet provisions

Web publishing

District Five offers teachers and staff the ability to post information on the Internet. The purpose of this service is to promote teaching and learning. All users of Web publishing resources must adhere to the following guidelines.

- Publish only information related to official school and district business.
- Adhere to all regulations set forth in federal, state and local laws.
- Never publish a student's photo or intellectual property without parental permission and administration approval.
- Identify a student and their intellectual property only by using their first name plus initial of surname.
- Include contact information (preferably district e-mail addresses) on all published information.
- Never publish student contact information. This includes, but is not limited to, phone numbers, home addresses and e-mail addresses.
- Prohibit advertising or solicitation of business unless authorized by principal/superintendent.

Confidential information

Although the district Internet 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 the Internet. 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.

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.

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.

Policy IFBGA(2) Use of District Technology Resources

Issued 1/07

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

Objective

The policy for governing the use of the district's technology 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 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

Definition

For the purposes of this policy, "technology resources" is defined as any technology equipment and/or resource used in the instructional, operational and/or administrative functions of the district. This includes, but is not limited to, computers, printers, scanners, servers, cabling, network electronics and software.

Use of District Five technology resources

Technology resources are provided to students, teachers and staff by School District Five of Lexington and Richland Counties (District Five) to conduct official district business. Users of the district technology system will use all resources in a responsible, effective and lawful manner. The operation of the district's technology relies upon the proper conduct of the users who must assume responsibilities associated with use. In general, this requires efficient, ethical and legal utilization of the technology resources.

Responsibility

District Five

District Five makes no warranties of any kind for the technology resources it is providing. The district will not be responsible for any damages the user incurs. This includes loss of data resulting from delays, non-deliveries or incorrect deliveries of information or interruptions in technology services. Use of any information obtained via the district's technology resources is at the user's own risk. District Five specifically denies any responsibility for the accuracy, quality or cost of information, goods or services obtained through the district's technology services.

Employees (teachers and staff)

Administrators, teachers and support staff may utilize technology resources for educational and/or work

related purposes at any time which is not disruptive and does not interfere with the performance of other responsibilities by the employee or other staff members. All employees should set a good example for proper system use. All employees should observe security restrictions and make every effort to ensure that students are not using systems improperly or without authorization. In the event a user feels he/she can identify a security problem, he/she must notify a school or system administrator or the district's technology services department.

Students

All District Five students will be supervised by teachers and staff in their use of District Five technology resources. Students will be required to adhere to all of the guidelines set forth in this policy and all stipulations of technology use as outlined in the student acceptable use policy.

Acceptable use guidelines

School District Five of Lexington and Richland Counties (District Five) provides technology resources for use by students, teachers and staff. The intent of these resources is to provide tools that will help facilitate teaching and learning. As such, students, teachers and staff are required to adhere to the following guidelines when using technology resources. The following improper uses of technology resources are **prohibited** in District Five.

- Transmitting any material which is in violation of any federal or state regulation is prohibited. This includes, but is not limited to, copyrighted materials, threatening or obscene material or material copyrighted by trade secret.
- Using a computer to create, use or download materials which would not be permissible in District Five classrooms in any other form (i.e., obscene, profane or pornographic materials.)
- Unauthorized accessing or duplication of computer programs, systems or data files.
- Unauthorized storage and/or loading of a computer program, system or data file.
- Deliberate deletion/destruction of any computer programs, systems or data files.
- Providing system access to unauthorized individuals, especially non-employees of the district.
- Providing access by students to unauthorized system programs.
- Deliberately tampering with a computer system (examples: disabling computer hardware, deliberate virus introduction, etc.).
- Theft or vandalism of any computer, printer, network electronic, server or computer accessories.
- Using the computer to tamper with, change or alter records or documents of the district.
- Using restricted computer equipment without authorization.
- Using computers which are school or district property for product advertisement or political lobbying.
- Using public domain software and shareware beyond the provided evaluation period without properly registering and paying for same.

General provisions

Network accounts

All District Five teachers and staff and, when appropriate, students, will be provided with a user account by which to access district technology resources. Users are responsible for maintaining the security of their account. Students should not have access to teacher and staff accounts. Users will be held responsible for all activity conducted with the use of their network accounts.

Confidential information

Although the district technology resources 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 district network resources.

Ramifications for inappropriate use

Staff

Failure to follow this policy can result in disciplinary action.

Students

For student guidelines for use of district technology resources, please refer to the student acceptable use policy. Disciplinary action for misuse of technology 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 TECHNOLOGY RESOURCES

Code **IJNDB(2)** *Issued* **FINAL**

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

Objective

The policy for governing the use of the district's technology 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 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

Definition

For the purposes of this policy, "technology resources" is defined as any technology equipment and/or resource used in the instructional, operational and/or administrative functions of the district. This includes, but is not limited to, computers, mobile devices, printers, scanners, servers, cabling, network electronics and software.

Use of District Five technology resources

Technology resources are provided to students, teachers and staff by School District Five of Lexington and Richland Counties (District Five) to conduct official district business. Users of the district technology system will use all resources in a responsible, effective and lawful manner. The operation of the district's technology relies upon the proper conduct of the users who must assume responsibilities associated with use. In general, this requires efficient, ethical and legal utilization of the technology resources.

Responsibility

District Five

District Five makes no warranties of any kind for the technology resources it is providing. The district will not be responsible for any damages the user incurs. This includes loss of data resulting from delays, non-deliveries or incorrect deliveries of information or interruptions in technology services. Use of any information obtained via the district's technology resources is at the user's own risk. District Five specifically denies any responsibility for the accuracy, quality or cost of information, goods or services obtained through the district's technology services.

Employees (teachers and staff)

Administrators, teachers and support staff may utilize technology resources for educational and/or work related purposes at any time which is not disruptive and does not interfere with the performance of other responsibilities by the employee or other staff members. All employees

 (see next page)

should set a good example for proper system use. All employees should observe security restrictions and make every effort to ensure that students are not using systems improperly or without authorization. In the event a user feels he/she can identify a security problem, he/she must notify a school or system administrator or the district's technology services department.

Students

All District Five students will be supervised by teachers and staff in their use of District Five technology resources. Students will be required to adhere to all of the guidelines set forth in this policy and all stipulations of technology use as outlined in the student acceptable use policy.

Acceptable use guidelines

School District Five of Lexington and Richland Counties (District Five) provides technology resources for use by students, teachers and staff. The intent of these resources is to provide tools that will help facilitate teaching and learning. As such, students, teachers and staff are required to adhere to the following guidelines when using technology resources. The following improper uses of technology resources are **prohibited** in District Five.

- Transmitting any material which is in violation of any federal or state regulation is prohibited. This includes, but is not limited to, copyrighted materials, threatening or obscene material or material copyrighted by trade secret.
- Using a computer to create, use or download materials which would not be permissible in District Five classrooms in any other form (i.e., obscene, profane or pornographic materials.)
- Unauthorized accessing or duplication of computer programs, systems or data files.
- Unauthorized storage and/or loading of a computer program, system or data file.
- Deliberate deletion/destruction of any computer programs, systems or data files.
- Providing system access to unauthorized individuals, especially non-employees of the district.
- Providing access by students to unauthorized system programs.
- Deliberately tampering with a computer system (examples: disabling computer hardware, deliberate virus introduction, etc.).
- Theft or vandalism of any computer, mobile device, printer, network electronic, server or computer accessories.
- Using the computer to tamper with, change or alter records or documents of the district.
- Using restricted computer equipment without authorization.
- Using computers which are school or district property for product advertisement or political lobbying.
- Using public domain software and shareware beyond the provided evaluation period without properly registering and paying for same.

 (see next page)

PAGE 3 - IJNDB(2) - USE OF DISTRICT TECHNOLOGY RESOURCES

General provisions

Network accounts

Users are responsible for maintaining the security of their account. Students should not have access to teacher and staff accounts. Users will be held responsible for all activity conducted with the use of their network accounts.

Confidential information

Although the district technology resources 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 district network resources unless on secure websites represented by (https:).

Ramifications for inappropriate use

Staff

Failure to follow this policy can result in disciplinary action.

Students

Failure to follow this policy can result in disciplinary action. Please refer to School District Five's *Student Behavior Code K-12.*

Online behavior

The district will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Off-campus conduct

Students, parents/legal guardians, teachers and staff members should be aware that the district may take disciplinary actions for conduct initiated and/or created off-campus involving the inappropriate use of the Internet or web-based resources if such conduct poses a threat or substantially interferes with or disrupts the work and discipline of the schools, including discipline for student harassment and bullying.

For student guidelines for use of district technology resources, please refer to the student acceptable use policy. Disciplinary action for misuse of technology 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; 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 IHA Grading Systems

Issued 3/00

Progress reports indicating educational growth and general development of students will be issued every nine weeks to students in grades K through five. Report cards will be issued every nine weeks to students in grades six through twelve. Interims will be issued at the midpoint of the first grading period to all students in grades six through twelve. After the first reporting period, they will be issued to a student whose grade drops more than a letter grade or to a student who is failing the course. The board endorses parent/teacher conferences in addition to recorded evaluations.

Recording grades

Elementary schools

Elementary school teachers and principals will use letter grades for grades two through five, with no pluses (+) or minuses (-). for board-approved pilot programs as well as kindergarten and first grade, teacher comments, checklists and periodic parent teacher conferences are used in place of letter grades.

Middle and high schools

Middle and high school teachers and principals will use the state uniform grading scale (see IHA-E).

Special education students

Academic grades of special education students will be recorded directly on permanent records and report cards. Instructional levels may be indicated as an exponent to the letter grade at the discretion of the teacher. if a student misses part of reading, math or spelling to attend a resource class for assistance in the same subject area, the regular teacher and the resource teacher will jointly assign a grade. if a student misses 50% of the instruction in a content area to attend resource, the regular teacher will assign a grade based on the subject matter actually presented to the student. The student will not be graded on material covered while he/she is not in class. Students scheduled for resource assistance during science or social studies will not receive a grade in those areas unless the resource teacher is instructing the student in the subject matter of those areas.

Lowering grades for disciplinary purposes

No grades on student progress in subject matter may be lowered as a means of punishment for misbehavior, with the exception of cheating or plagiarism, which will be dealt with by the teacher and the principal of the school.

Adopted 5/2/84; Revised 5/3/93, 3/13/00

FILE: IHA-E State Grade Point Conversion Table

Average	Grade	CP/TP	Honors	AP/IB
100	A	4.87	5.37	5.87
99	A	4.75	5.25	5.75
98	A	4.62	5.12	5.62
97	A	4.50	5.00	5.50
96	A	4.37	4.87	5.37
95	A	4.25	4.75	5.25
94	A	4.12	4.62	5.12
93	A	4.00	4.50	5.00
92	B	3.87	4.37	4.87
91	B	3.75	4.25	4.75
90	B	3.62	4.12	4.62
89	B	3.50	4.00	4.50
88	B	3.37	3.87	4.37
87	B	3.25	3.75	4.25
86	B	3.12	3.62	4.12
85	B	3.00	3.50	4.00
84	C	2.87	3.37	3.87
83	C	2.75	3.25	3.75
82	C	2.62	3.12	3.62
81	C	2.50	3.00	3.50
80	C	2.37	2.87	3.37
79	C	2.25	2.75	3.25
78	C	2.12	2.62	3.12
77	C	2.00	2.50	3.00
76	D	1.86	2.36	2.86
75	D	1.72	2.22	2.72
74	D	1.57	2.07	2.57
73	D	1.43	1.93	2.43
72	D	1.29	1.79	2.29
71	D	1.14	1.64	2.14

70	D	1.00	1.50	2.00
69	F	0.87	1.37	1.87
68	F	0.75	1.25	1.75
67	F	0.62	1.12	1.62
66	F	0.50	1.00	1.50
65	F	0.37	0.87	1.37
64	F	0.25	0.75	1.25
63	F	0.12	0.62	1.12
0-62	F	0.00	0.00	0.00

Policy IHC Class Rankings

Issued 5/03

The district will include all courses taken for Carnegie credit in the calculation of class rank. The district will use the state uniform grading scale policy (see IHC-R and IHA).

Adopted 12/9/85; Revised 5/4/98, 3/27/00, 5/19/03

GRADING/ASSESSMENT SYSTEMS

Code **IKA** *Issued* **FINAL**

Purpose: To establish the board's vision for grading and assessment of student academic progress.

Students respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. The district should emphasize achievement in its process of evaluating student performance.

Regularly issued report cards, combined with scheduled parent-teacher conferences, serve to promote a process of continuous evaluation of student performance. This process informs students and their parent/legal guardian and provides a basis for bringing about change in student performance if such change seems necessary.

Statewide uniform grading scale

The school will follow the statewide uniform grading scale as approved by the state board of education. This uniform grading scale and the system for calculating GPAs and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

The uniform grading scale is as follows.

A	93 - 100
B	85 - 92
C	77 - 84
D	70 - 76
F	69 and below

All report cards and transcripts will use numerical grades for courses carrying Carnegie units.

Cf. IKAB, IKC, IKF

Adopted 5/2/84; Revised 12/9/85, 5/3/93, 5/4/98, 3/13/00, 3/27/00, 5/19/03, ^

Legal references:

A. S.C. Code of Laws, 1976, as amended:
   1. Section 59-18-310(B) - Development or adoption of statewide assessment program to measure student performance.
   2. Section 59-18-320 - Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.

B. State Board of Education Regulations:
   1. R43-262 - Assessment program.
   2. R43-262.4 - End of course tests.
   3. R43-274 - Student attendance.
   4. R43-234 - Defined program, grades 9-12.

AR IHC-R Class Rankings

Issued 5/03

Procedures

All report cards and transcripts will use numerical grades for courses carrying Carnegie units.

When transcripts are received from out-of-state (or in-state from other than public schools) and letter grades are recorded, the following process will be used to transfer the grades into the student's record.

Unless numerical averages are provided by sending institution, the following conversion system will apply.

A=96; B=88; C=80; D=73; F=65

Grades lower than 70 received from another school, but which are indicated as a passing grade from the sending institution, will be converted to a 73 numerical grade on the new scale.

A grade of P (passing) received from another school would be converted to a numerical designation based on information secured from the sending institution as to the approximate numerical value of the P. The receiving school will make the final determination regarding the conversion of a grade P into the uniform grading scale.

Two categories of weights are allowed: an additional .5 honors and dual credit courses; and 1.0 for advanced placement courses. Those weightings are built into the conversion chart under policy IHA.

Honors courses

Honors courses are intended for students exhibiting superior abilities in the course content areas. The honors curriculum will place emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early, but should extend course opportunities at the high school level.

Honors courses will be designated by a district honors panel and given the assigned weighting under the following conditions.

An honors course must have a published course plan that verifies rigor that is sufficiently beyond the college prep or tech prep requirements.

Textbooks and/or other courses materials must be differentiated and more rigorous than those used in college prep or tech prep courses.

Honors courses may be offered in English, math, science and social studies. The honors panel may designate honors courses in other content areas for courses when students are earning their third or fourth Carnegie unit in the content area, provided the standards listed above are met.

Transcripts will reflect honors designation for any honors course taken.

Dual credit courses

Dual credit courses, whether the courses is taken at the school site or off campus, are defined as those courses for which the student has received permission from his/her home school to receive both Carnegie units and credit at another institution. No correspondence or Internet-based courses can be given the .5 additional weighting.

Grade point ratios (GPR)

Grade point ratios (GPR) will be figured in all schools using the following formula. The formula will yield each student's GPR which will then be ranked from highest to lowest rank in class. Computations will not be rounded to a higher number. All diploma candidates are included in the ranking.

$$\text{GPR} = \frac{\text{sum (quality points X units)}}{\text{sum of units attempted}}$$

Class rank will be reported for the eligible members of each graduating class after the tenth, eleventh and twelfth grade years of high school.

The uniform grading scale and system for calculating grade point ratio and class rank will apply to all courses carrying Carnegie units, including units earned at the middle school.

Withdrawal

With the first day of enrollment as the baseline, students who withdraw from a course within three days (class meetings) in a 45-day course, five days (class meetings) in a 90-day course, or ten days (class meetings) in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or ten days in a 180-day course shall be assigned a WF and the F will be calculated in the student's overall grade point average/ratio.

The three-, five- and ten-day limitations for withdrawing from a course without penalty, do not apply to course or course level changes initiated by the administration of a school.

Repeating course

Students may retake the same course at the same difficulty level under the following conditions.

The school will offer the course at the same difficulty level.

Students may retake only those courses in which they earned a grade of D or F.

Students may retake only the course in which they earned a D or F during the current academic year or no later than the next academic school year.

The student's record will reflect all courses taken, and the grade earned, with the following exception.

Students taking courses for a Carnegie unit prior to their ninth grade year may retake any such courses during their ninth grade year. In this case, only the ninth grade retake grade will be used in figuring the student's GPR and only the ninth grade attempt will show on the transcript. This rule will apply whether the grade earned is higher or lower than the pre-ninth grade attempt.

Adopted 5/4/98; Revised 3/27/00, 5/19/03

Elementary schools

Elementary school teachers and principals will use letter grades for grades three through five, with no pluses (+) or minuses (-). For board-approved pilot programs as well as kindergarten and first/second grades, teacher comments, checklists and periodic parent teacher conferences are required.

Special education students

Academic grades of special education students will be recorded directly on permanent records and report cards. Instructional levels may be indicated as an exponent to the letter grade at the discretion of the teacher. If a student misses part of reading, math or spelling to attend a resource class for assistance in the same subject area, the regular teacher and the resource teacher will jointly assign a grade. If a student misses 50 percent of the instruction in a content area to attend resource, the regular teacher will assign a grade based on the subject matter actually presented to the student. The student will not be graded on material covered while he/she is not in class. Students scheduled for resource assistance during science or social studies will not receive a grade in those areas unless the resource teacher is instructing the student in the subject matter of those areas.

Grades six through 12

Student progress in grades six through 12 is reported for all subjects as follows.

Letter grade	Numerical average
A	93 - 100
B	85 - 92
C	77 - 84
D	70 - 76
F	Below 70

State uniform grading scale - grades nine through 12

Numerical breaks for letter grades, weightings for specified courses and a conversion chart for computing grade point ratios follow.

South Carolina Uniform Grading Scale Conversions				
Numerical average	**Letter grade**	**College Prep**	**Honors**	**AP/IB/Dual credit**
100	A	4.875	5.375	5.875
99	A	4.750	5.250	5.750
98	A	4.625	5.125	5.625
97	A	4.500	5.000	5.500
96	A	4.375	4.875	5.375
95	A	4.250	4.750	5.250

 (see next page)

Numerical average	Letter grade	College Prep	Honors	AP/IB/Dual credit
94	A	4.125	4.625	5.125
93	A	4.000	4.500	5.000
92	B	3.875	4.375	4.875
91	B	3.750	4.250	4.750
90	B	3.625	4.125	4.625
89	B	3.500	4.000	4.500
88	B	3.375	3.875	4.375
87	B	3.250	3.750	4.250
86	B	3.125	3.625	4.125
85	B	3.000	3.500	4.000
84	C	2.875	3.375	3.875
83	C	2.750	3.250	3.750
82	C	2.625	3.125	3.625
81	C	2.500	3.000	3.500
80	C	2.375	2.875	3.375
79	C	2.250	2.750	3.250
78	C	2.125	2.625	3.125
77	C	2.000	2.500	3.000
76	D	1.875	2.375	2.875
75	D	1.750	2.250	2.750
74	D	1.625	2.125	2.625
73	D	1.500	2.000	2.500
72	D	1.375	1.875	2.375
71	D	1.250	1.750	2.250
70	D	1.125	1.625	2.125
69	F	1.000	1.500	2.000
68	F	0.875	1.375	1.875
67	F	0.750	1.250	1.750
66	F	0.625	1.125	1.625
65	F	0.500	1.000	1.500
64	F	0.375	0.875	1.375
63	F	0.250	0.750	1.250
62	F	0.125	0.625	1.125
0 - 61	F	0.000	0.000	0.000
61	FA	0.000	0.000	0.000
61	WF	0.000	0.000	0.000
---	WP	0.000	0.000	0.000

Conversion process

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show course title and level/type of course taken. The grading scale must be printed on the report card.

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, the following equivalents will be used to transfer the grades into the student's record.

A=96
B=88
C=80
D=73
F=61

 (see next page)

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 70, the average will be converted to a 73 numerical grade.

If the transcript shows that the student has earned a grade of "P" (passing), that grade will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the "P." If no numerical average can be obtained from the sending institution, the receiving school will calculate the student's cumulative transfer GPA and the corresponding number equivalent will be assigned to replace the "P."

End-of-course testing and the credit recovery option

In courses requiring state end-of-course testing, the district will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade. The student will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who repeat the course as though they were taking the course for the first time and all requirements will apply.

Honors courses

Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early, but should extend course opportunities at the high school level.

The district may designate honors courses and give the assigned weighting under the following conditions.

- An honors course must have a published syllabus that verifies rigor sufficiently beyond the College Preparatory (CP) requirements.
- Textbooks and/or other course materials must be differentiated and more rigorous than those used in CP courses.
- Honors courses may be offered in English, mathematics, science and social studies. Additionally, honors courses may be designated in other content areas for the third or fourth level of the courses provided the two criteria listed above are met. Honors weighting may not be designated in any physical education courses.

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above.

Advanced Placement (AP) and International Baccalaureate (IB) courses

The following criteria apply to the College Board's AP courses and to IB courses, including those offered online and in other nontraditional settings as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency.

- Only AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.
- An AP course can carry only one quality point.

 (see next page)

- A standard-level (SL) IB course can carry only one quality point. However, two quality points of IB credit can be granted for higher-level (HL) courses in the IB program that require a minimum of 240 hours of instruction.

Dual credit courses

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her home school to earn both Carnegie units and credit for those particular courses. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees or associate degrees offered by accredited institutions.

College orientation classes for dual credit will be weighted as CP.

Grade point averages (GPA)

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined in this administrative rule.

Grade point averages will be figured uniformly in all schools using the following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in class. Computations will not be rounded to a higher number. All diploma candidates are included in the ranking.

$$\text{GPR} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

The board will determine the criteria for determining honor graduates, and distinguished honor graduates, may establish earlier cutoffs (e.g., the seventh semester of high school, the third nine weeks of the senior year) when determining a rank for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

Course withdrawals

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course or 10 days in a 180-day course will be assigned a WF and the F (as a 61) will be calculated in the student's overall grade point average.

The three, five and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. The district will establish withdrawal limitations for distance learning courses.

Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period will be assigned grades in accordance with the following.

 (see next page)

- The student will receive a WP if he/she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.

- The student will receive a WF if he/she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 61.

If a student fails a course due to excessive absences, the school will record an FA on his/her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 61.

Retaking courses

Students in grades nine through 12 may retake a course at the same level of difficulty if they earned a D or F in that course. The student's record will reflect all courses taken and the grades earned.

The student may retake the course either during the current school year or during the next school year but no later than that second year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless granted approval by the school administration to do so).

A student who has taken a course for a Carnegie unit prior to his/her ninth grade year may retake that course regardless of the grade earned. The course must be retaken during the student's 9th grade year. Only the retake grade will be used in figuring the student's GPR and only the retake attempt will show on the transcript. This rule will apply whether the retake grade is higher or lower than the grade previously earned by the student.

Lowering grades for disciplinary purposes

No grades on student progress in subject matters may be lowered as a means of punishment for misbehavior, with the exception of cheating or plagiarism, which will be dealt with by the teacher and the principal of the school.

Issued 5/2/84; Revised 5/3/93, 5/4/98, 3/13/00, 3/27/00, 5/19/03, ^

Policy IHD Honor Rolls

Issued 5/03

A student must maintain an average of 90 for all subjects for which he/she is enrolled in order to be eligible for the honor roll. The 90 average is designated by the state uniform grading scale. No student who is enrolled for fewer than six subjects is eligible for the honor roll.

Honor graduates

A senior student will be considered a high school honor graduate if he/she ranks in the top 15% of the class or earns a 4.0 cumulative GPA or above as defined in the state uniform grading scale policy. This cumulative grade point average is determined by including all grades in all subjects and is computed at the end of the tenth, eleventh and twelfth grades. Distinguished honor graduates will be defined as the top 5% of the senior class as determined by the cumulative grade point average.

Adopted 1973; Revised 11/16/81, 5/19/03

(Cf. IHG)

HONOR ROLLS

Code **IKD** *Issued* **FINAL**

Purpose: To establish the board's vision for publication of student honor rolls.

The board wants to encourage and foster the development of intellectual student ability, desirable traits of character and qualities of leadership. The board will support programs which recognize outstanding student achievement far in excess of minimum requirements in these areas. These programs may include honor rolls, honor societies, special awards or special recognition at honors programs and/or commencement exercises.

The board directs the certified staff to develop criteria and procedures for these recognition programs in honor of scholarship or distinguished service by students in any school activity. The criteria and procedures will make clear the relationship between the honor and the relevant goal or goals of the schools.

A student must maintain an average of 90 for all subjects for which he/she is enrolled in order to be eligible for the honor roll. The 90 average is designated by the state uniform grading scale. No student who is enrolled for fewer than six subjects is eligible for the honor roll.

Honor graduates

A senior student will be considered a high school honor graduate if he/she ranks in the top 15% of the class or earns a 4.0 cumulative GPA or above as defined in the state uniform grading scale policy. This cumulative grade point average is determined by including all grades in all subjects and is computed at the end of the tenth, eleventh and twelfth grades. Distinguished honor graduates will be defined as the top 5% of the senior class as determined by the cumulative grade point average.

Adopted 1973; Revised 11/16/81, 5/19/03, ^

Policy IHE Promotion and Retention

Issued 8/02

The administrative and teaching staff will strive to provide instruction that increases the opportunity for each student's promotion annually. Criteria for promotion follow. Incorporated are requirements mandated by state law and regulation.

For students retained in grades 9-12, the district will offer courses in the summer school program through which they could satisfy promotion requirements.

Disabled students as defined by law and regulation will be subject to the provisions of these promotion criteria unless the student's individual education plan (IEP) defines alternative goals and promotion standards. The placement/IEP committee will decide whether regular or alternative promotion standards will be set for the student initially and thereafter at the annual review of the IEP.

Kindergarten

Children who are six years old by September 1 of the current school year will enroll in the first grade. The parent may request an exception by writing to the district superintendent. The superintendent or his/her designee will make a recommendation based on information obtained from the kindergarten teacher, the parents and an evaluation performed by a district psychologist. The superintendent will approve or disapprove the recommendation.

When the parent of a child who will be five years old by September 1 of the current school year wishes to enroll him/her in first grade, the parent must make the request by writing to the district superintendent. The superintendent or his/her designee will make a recommendation based on information obtained from assessments made by the district early childhood coordinator, a kindergarten teacher, a first grade teacher, the parents and an evaluation performed by a district psychologist. The superintendent will approve or disapprove the recommendation. Placement of five year old children in first grade should occur infrequently.

Kindergarten students are expected to learn the pre-literacy and numeracy skills contained in the state and district kindergarten curriculum standards in English/language arts and mathematics. When formal and informal assessments indicate that a kindergarten student is not developmentally ready for first grade, retention will be considered by the teacher, principal and parent. The parent must concur with a decision to retain a student in kindergarten.

Grades 1 - 2

To be promoted from one grade to the next, a student must meet specific criteria in both reading and mathematics. The decision will be based on three criteria as follows.

Criterion 1: The student is meeting expectations in both reading and mathematics.

Criterion 2: The student has demonstrated mastery of 75 percent of the grade-level state curriculum standards in English/language arts and mathematics as determined through formal and informal assessments and documented by the teacher. This criterion may also be satisfied by the determination of the teacher through formal and informal assessments that the student has shown one year of documented academic growth on the continuum of grades K-2 state curriculum standards in English/language arts and mathematics during the course of the school year.

Criterion 3: The student has met the attendance requirements of School District Five as specified in policy JBD.

Parents should be informed of the possibility of retention by May 1 and a parent conference scheduled.

When parents wish to retain their child even through he/she is likely to meet satisfactorily the district's promotion requirements, their request should be made in writing to the school's principal prior to May 1. The principal, after consultation with the child's teacher(s), guidance counselor and parents, will approve or disapprove the request by May 15.

Final determination of promotion or retention rests with the principal.

Grades 3 - 5

To be promoted from one grade to the next, a student must meet specific criteria in both reading and mathematics. The decision will be based on three criteria as follows.

Criterion 1: The student has earned passing grades as the final yearly average in English/ language arts and mathematics.

Criterion 2: The student has demonstrated mastery of the grade-level state curriculum standards in English/language arts and mathematics by scoring at or above the state standards on the Palmetto Achievement Challenge Tests (PACT). This criterion may also be satisfied by the determination and documentation of the teacher(s) through formal and informal assessments that 1) the student has demonstrated mastery of 75 percent of the grade-level state curriculum standards in English/language arts and mathematics or 2) the student has demonstrated one year of academic growth on the state level curriculum standards in English/language arts and mathematics during the school year.

Criterion 3. The student has met attendance requirements of School District Five as specified in policy JBD.

Grades 6 - 8

To be promoted from one grade to the next, a student must meet specific criteria as follows.

Criterion 1: The student has earned passing grades as the final yearly average in English/ language arts, mathematics, science and social studies.

Criterion 2: The student has demonstrated mastery of the grade-level state curriculum standards in English/language arts and mathematics by scoring at or above the state standard on the mandated Palmetto Achievement Challenge Tests (PACT). This criterion may also be satisfied by the determination and documentation of the teacher(s) through formal and informal assessments that 1) the student has demonstrated mastery of 75 percent of the grade-level state curriculum standards in English/language arts and mathematics or 2) the student has demonstrated one year of academic growth on the continuum of K-8 state curriculum standards in English/language arts and mathematics during the course of the school year.

Criterion 3: The student has met the attendance requirements of School District Five as specified in policy JBD.

Parents should be informed of the possibility of retention by May 1 and a parent conference scheduled.

When parents wish to retain their child even though he/she is likely to meet satisfactorily the district's promotion requirements, their request must be made in writing to the school's principal prior to May 1. The principal, after consultation with the child's teacher(s), guidance counselor and parents, will approve or disapprove the request by May 15.

Final determination of promotion or retention rests with the principal.

Grades 9 - 12

Promotion is based on the number of subject course credits (units) acquired in grades 9-12. A total of four units is needed for promotion to grade 10 including at least one unit in English I. A total of nine units, including English I and II is required for promotion to grade 11. A total of 13 units, including English I, II and III is required for promotion to grade 12. Grade 12 requirements must be met for a student to be placed in a senior homeroom. All courses used to satisfy promotion requirements must meet South Carolina high school diploma requirements.

Effective with the graduating class of 2001, promotion is based on the number of subject course credits (units) acquired in grades 9-12. A total of six units is needed for promotion to grade 10 including at least one unit in English I and one unit in mathematics. A total of 12 units, including English I and II, two units of mathematics, one unit in science and one unit in social studies is required for promotion to grade 11. A total of 18 units, including English I, II and III, three units in mathematics, two units in science and one unit in social studies is required for promotion to grade 12. This requirement must be met for a student to be placed in a senior homeroom. All courses used to satisfy promotion requirements must meet South Carolina high school diploma requirements.

Students may take only one core English course per academic year, except in extenuating circumstances. Requests for taking more than one English course per year and/or graduating early must be made in writing to the school principal and approved by the superintendent or his/her designee.

Excessive absences can affect promotion. When a student's absences from class exceed those allowed by state regulation, he/she will not receive credit in that course. The student may appeal to the principal to excuse absences under the conditions specified in policy JBD and administrative rule JBD-R, Absences and Excuses. Final determination regarding awarding of credit based on excessive absences will be made by the principal.

Grade level changes will be made at the end of the academic year and when promotion requirements are met.

Final determination for promotion or retention rests with the principal.

Adopted 5/28/84; Revised 10/20/86, 4/2/90, 4/22/96, 3/3/97, 9/13/99, 8/12/02

Policy IDDB Academic Assistance Programs

Issued 9/99

A program of academic assistance will be implemented to meet requirements as specified in the Education Accountability Act of 1998 and state board of education regulations to reduce the number of students who fail to achieve the state and district academic standards and improve the academic performance of students who are earning failing grades.

The district shall annually evaluate academic assistance programs and report such evaluation to the board.

Grades three through eight

Initial parent conferences

By the end of the first marking period of the school year, the school will notify the parent of a student in grades three through eight performing below grade level, according to guidelines or regulations issued by the state board of education, of the need for a conference. At the conference, the parent, teacher and student will discuss the necessary steps to ensure the student's success. School personnel will monitor progress at least quarterly. in addition to the initial conference at the beginning of the year, at least one additional conference will be held with the parent during the school year.

Academic plans

Participants in the conference at the beginning of the school year will develop an Academic Assistance Agreement outlining district, school, parent and student responsibilities to include the following.

Special assistance/intervention services the district and the school will provide during the course of the school year to accelerate the learning of the student.

Actions the parent and student will take to ensure accelerated learning.

The parent will sign the academic plan, including notification that the student may be retained or required to attend Summer Academy if student progress in meeting grade level expectations is not achieved. if the parent is unable to participate in the conference, the school will appoint a school mentor (teacher, school staff member or school volunteer) to act in his/her stead, and the school will send a copy of the plan to the parent by certified mail. The mentor will observe all district policies regarding confidentiality of information about the student.

Reviews

The school will implement review procedures in accordance with law during the school year to review and document the student's progress as outlined in the academic plan. The school will document the process.

End-of-year review

Appropriate school personnel will review the student's progress during the year and at the end of the school year. if a student is not performing at grade level or if the student did not meet the terms of his/her academic plan, as evidenced by performance on the promotion criteria, the school will do one of the following:

Retain the student at his/her present grade.

Require the student to attend Summer Academy and show sufficient academic progress in order to be promoted to the next higher grade.

The following are summary designations and descriptors for end-of-year promotion/retention status of a student in grades three through nine as prescribed in Policy IHE:

Promoted

The student has met all promotion criteria and assessments indicate the student is performing consistently at or above grade level.

Promoted - Summer Academy recommended

The student has met all promotion criteria and has satisfied the elements of an academic assistance plan for the current year, but assessments indicate the student is not performing consistently at grade level. if the student does not attend Summer Academy, the student will be placed on academic probation for the subsequent year, and an academic assistance plan will be developed at the beginning of the next school year to accelerate the student's learning.

Promoted - Summer Academy required

The student has failed to meet promotion criteria or has failed to satisfy the elements of an academic assistance plan for the current year. if the student attends Summer Academy and shows substantial progress in the areas of substandard performance, the student may be promoted to the next grade. if the student attends Summer Academy and shows minimal or no progress in the areas of substandard performance, the student may be placed on academic probation for the subsequent year and an academic assistance plan will be developed by the school at the beginning of the next school year to accelerate the student's learning. if the student does not attend Summer Academy, the student may be retained or placed on academic probation as specified in Policy IHE.

Retained

The student has failed to meet promotion criteria. The student will be encouraged to attend Summer Academy as an academic assistance strategy to accelerate student learning, but the student will not be promoted to the next grade at the end of Summer Academy. Progress achieved in Summer Academy will be documented in the student's academic assistance plan for the subsequent school year.

Summer Academy for grades three through eight

A Summer Academy will be provided by School District Five for students in grades three through eight who evidence the greatest need for additional instruction to master grade-level state curriculum standards in English/language arts and mathematics. A student for whom summer academy was recommended or required as a condition of promotion to the next grade may attend an alternate summer program other than the one operated by School District Five, provided the school principal has approved the alternate summer program as substantially equivalent to the district program prior to the student's attendance in the alternate program. The expense of the alternate summer program will be the responsibility of the parent.

At the end of Summer Academy, a district review panel will review the student's progress to determine the student's promotion/retention status for the next school year. if a student is placed on academic probation, the school will hold a parent conference at the beginning of the next school year to develop or revise an academic assistance plan for the student. If, at the end of the next school year, the student fails to perform at grade level on state curriculum standards, or if assessment results again show state curriculum standards are not met, the district will retain the student unless the student demonstrates one

year's academic growth in the areas of English/language arts and mathematics.

Appeals

Parents may appeal a decision to retain a student, to require Summer Academy attendance as a condition of promotion, or to place a student on academic probation to the district review panel within 10 calendar days of receipt of the decision. The appeal must specify the parent's reason(s) for disagreement in writing and should be addressed to the Chief Instructional Services Officer, School District Five of Lexington and Richland Counties, 1020 Dutch Fork Road, Ballentine, SC 29002. A district panel will render a decision and mail notice of that decision within 10 working days of receipt of the appeal. A copy of the decision will be sent to the school principal.

Parent communication procedures for grades three through eight

The teacher and/or principal will notify the parent of a child who is failing one or more core academic subjects of the possibility of retention and the need for a conference within two weeks of the end of the first semester.

When a student's lack of achievement is not evident by the end of the first semester, the parent should be notified and a conference scheduled with the parent as soon as the need becomes apparent.

The parent and teachers should be involved in the promotion/retention process; however, the final decision will be made by the principal based upon the promotion criteria in this policy and Policy IHE.

The parents should be notified as soon as is feasible concerning an impending retention or Summer Academy attendance for their child. The parents will be informed of the final promotion status for their child no later than the end of school.

Grade nine

By the end of the first marking period, high schools will notify the parent of a ninth grade repeater and a student with an academic assistance plan from grade eight of the need for a conference. At the conference, the parent, teacher and student will discuss the necessary steps to ensure the student's success and accelerate learning. An Academic Assistance Agreement will be developed. School personnel will monitor progress at least quarterly.

Adopted 1/21/85; Revised 4/22/96, 9/13/99

PROMOTION AND RETENTION OF STUDENTS

Code **IKE** *Issued* **FINAL**

Purpose: To establish the basic structure for the promotion, retention and acceleration of students.

The district affirms academic excellence for students. This promotion/retention policy describes the standards our students must meet in order to maintain academic excellence and to be considered for promotion from one grade to the next.

This policy will be applicable to all students who are in the regular school program. Students functioning in special education programs will be governed by their Individual Educational Plan (IEP). The district will administer this policy fairly, equitably and consistently in the schools.

Promotion

Kindergarten

Children who are six years old by September 1 of the current school year will enroll in the first grade. The parent/legal guardian may request an exception by writing to the district superintendent. The superintendent or his/her designee will make a recommendation based on information obtained from the kindergarten teacher, the parents/legal guardians and an evaluation performed by a district psychologist. The superintendent will approve or disapprove the recommendation.

When the parent/legal guardian of a child who will be five years old by September 1 of the current school year wishes to enroll him/her in first grade, the parent/legal guardian must make the request in writing to the superintendent. The superintendent or his/her designee will make a recommendation based on information obtained from assessments made by the district early childhood coordinator, a kindergarten teacher, a first grade teacher, the parent/legal guardian and an evaluation performed by a district psychologist. The superintendent will approve or disapprove the recommendation. Placement of five-year-old children in first grade should occur infrequently.

Kindergarten students are expected to learn the pre-literacy and numeracy skills contained in the state and district kindergarten curriculum standards in English/language arts and mathematics. When formal and informal assessments indicate that a kindergarten student is not developmentally ready for first grade, retention will be considered by the teacher, principal and parent/legal guardian. The parent/legal guardian must concur with a decision to retain a student in kindergarten.

Grades 1 through 2

To be promoted from one grade to the next, a student must meet specific criteria in both reading and mathematics. The decision will be based on three criteria as follows.

Criterion 1: The student is meeting expectations in both reading and mathematics.

Criterion 2: The student has demonstrated mastery of 75 percent of the grade-level state curriculum standards in English/language arts and mathematics as determined through formal and informal assessments and documented by the teacher. This criterion may also be satisfied by the determination of the teacher through formal and informal assessments that the student has shown one year of documented academic growth on the continuum of grades K-2 state curriculum standards in English/language arts and mathematics during the course of the school year.

 (see next page)

Criterion 3: The student has met the attendance requirements of School District Five as specified in policy JH.

The parent/legal guardian should be informed of the possibility of retention by May 1 and a parent conference scheduled.

When a parent/legal guardian wishes to retain his/her child even through he/she is likely to meet satisfactorily the district's promotion requirements, the request should be made in writing to the school's principal prior to May 1. The principal, after consultation with the child's teacher(s), guidance counselor and parent/legal guardian, will approve or disapprove the request by May 15.

Final determination of promotion or retention rests with the principal.

Grades 3 through 5

To be promoted from one grade to the next, a student must meet specific criteria in both reading and mathematics. The decision will be based on three criteria as follows.

Criterion 1: The student has earned passing grades as the final yearly average in English/ language arts and mathematics.

Criterion 2: The student has demonstrated mastery of the grade-level state curriculum standards in English/language arts and mathematics by scoring at or above the state standards on required state tests. This criterion may also be satisfied by the determination and documentation of the teacher(s) through formal and informal assessments that: 1) the student has demonstrated mastery of 75 percent of the grade-level state curriculum standards in English/language arts and mathematics; or, 2) the student has demonstrated one year of academic growth on the state level curriculum standards in English/language arts and mathematics during the school year.

Criterion 3: The student has met attendance requirements of School District Five as specified in policy JH.

Grades 6 through 8

To be promoted from one grade to the next, a student must meet specific criteria as follows.

Criterion 1: The student has earned passing grades as the final yearly average in English/ language arts, mathematics, science and social studies.

Criterion 2: The student has demonstrated mastery of the grade-level state curriculum standards in English/language arts and mathematics by scoring at or above the state standard on required state tests. This criterion may also be satisfied by the determination and documentation of the teacher(s) through formal and informal assessments that: 1) the student has demonstrated mastery of 75 percent of the grade-level state curriculum standards in English/ language arts and mathematics; or, 2) the student has demonstrated one year of academic growth on the continuum of K-8 state curriculum standards in English/ language arts and mathematics during the course of the school year.

Criterion 3: The student has met the attendance requirements of School District Five as specified in policy JH.

The parent/legal guardian should be informed of the possibility of retention by May 1 and a parent conference scheduled.

When a parent/legal guardian wishes to retain his/her child even though he/she is likely to meet satisfactorily the district's promotion requirements, the request must be made in writing to the school's principal prior to May 1. The principal, after consultation with the child's teacher(s), guidance counselor and parent/legal guardian, will approve or disapprove the request by May 15.

Final determination of promotion or retention rests with the principal.

Grades 9 through 12

Promotion is based on the number of subject course credits (units) acquired in grades 9 through 12. A total of six units is needed for promotion to grade 10 including at least one unit in English I and one unit in mathematics. A total of 12 units, including English I and II, two units of mathematics, one unit in science and one unit in social studies is required for promotion to grade 11. A total of 18 units, including English I, II and III, three units in mathematics, two units in science and one unit in social studies is required for promotion to grade 12. This requirement must be met for a student to be placed in a senior homeroom. All courses used to satisfy promotion requirements must meet South Carolina high school diploma requirements.

Students may take only one core English course per academic year, except in extenuating circumstances. Requests for taking more than one English course per year and/or graduating early must be made in writing to the school principal and approved by the superintendent or his/her designee by May 1 of the student's 10th grade year.

Excessive absences can affect promotion. When a student's absences from class exceed those allowed by state regulation, he/she will not receive credit in that course. The student may appeal to the principal to excuse absences under the conditions specified in policy JH and administrative rule JH-R, Student Absences and Excuses. Final determination regarding awarding of credit based on excessive absences will be made by the principal.

Summer School

Refer to policy IHCA for summer school information, recommendations and procedures.

Appeals process

The district will have an appeals process in place for the parent/legal guardian or student to appeal summer school attendance and retention decisions.

Information to parents/legal guardians

The district will distribute this promotion/retention policy to every student and parent/legal guardian at the beginning of the academic year. The district will also make every effort to educate and inform parents/legal guardians and students through district/school websites and student handbooks.

Adopted 5/28/84; Revised 1/21/85, 10/20/86, 4/2/90, 4/22/96, 3/3/97, 9/13/99, 8/12/02, ^
Legal references:

A. S.C. Code of Laws, 1976 as amended:
   1. Section 59-18-500 - Academic plans for students.
   2. Section 59-18-1310 - Reports consolidated; submission dates.

B. State Board of Education Regulations:
   1. R43-240 - Summer programs.
   2. R43-262 - Assessment program.

C. State Department of Education:
   1. Guidelines for Academic Plans for Students.

Policy IKB Contemporary Issues

Issued 3/82

The presentation and discussion of contemporary issues in the classroom should be on an informative basis. The teachers should guard against giving their personal opinions on sectarian or political questions or any other contemporary issues until the students have had the opportunity to find, collect, and assemble factual material on the subject; to interpret the data without prejudice; to reconsider assumptions and claims and to reach their own conclusions. By refraining from expressing personal views before and during the period of research and study, the teacher is encouraging the students to search after truth and to think for themselves. The development of an ability to meet issues without prejudice and to withhold judgments while facts are being collected, assembled, weighed, and relationships seen before drawing inferences or conclusions, is among the most valuable outcomes of a free educational system.

The policy can best be described by listing three basis rights of the student:

The right to study contemporary issues which have been of political, economic, or social significance on which, at his level, he should begin to have an opinion.

The right to study under competent instruction in an atmosphere free from bias and prejudice.

The right of access to all relevant information freely available in the school or public libraries.

Emotional criticism and the promotion of a cause within the classroom are inappropriate and unscholarly. The teacher's attitude should be that of the true scholar which is truthseeking, openminded, and tolerant.

Adopted 3/27/82

TEACHING ABOUT CONTROVERSIAL/ SENSITIVE ISSUES

Code **IMB** *Issued* **FINAL**

Purpose: To establish the board's vision for teaching about controversial/sensitive issues in district schools.

Education for effective citizenship is a major goal of the district. To achieve this purpose, students should have an opportunity to examine controversial issues within the context of their formal education experiences.

Emotional criticism and the promotion of a cause within the classroom are inappropriate and will not be tolerated. Teachers should guard against giving their personal opinions on sectarian or political questions or any other controversial issues. The teacher's attitude should be that of the true scholar.

Before introducing a controversial topic, a teacher will discuss it with the principal as to these conditions.

- appropriateness to the course
- appropriateness for the maturity of the students
- approach to instruction
- teaching materials to be used

The principal must approve all aspects of the instruction in line with the statements in this policy.

Adopted 3/27/82; Revised ^

FLAG DISPLAYS

Code **IMDB** *Issued* **FINAL**

Purpose: To establish the basic structure for the display of the United States flag and the flag of the State of South Carolina.

The schools will fly a United States flag and a flag of the state of South Carolina on the grounds of each public school every day that school is in session.

The flag should always be folded properly. The flag should not be flown during inclement weather.

The schools will display a South Carolina flag and a flag of the United States inside every public school building.

Adopted ^

Legal references:

A. Federal law:
   1. 4 U.S.C. Section 1, et. seq. - The flag.

B. S.C. Code, 1976, as amended:
   1. Section 59-1-320 - Head of public school to display U.S and S.C. flags.

C. State Board of Education Regulations:
   1. R43-188 - Displaying the flag.

RELIGIOUS OBSERVANCES AND DISPLAYS

Code **IMDC** *Issued* **FINAL**

Purpose: To establish the board's vision for the recognition of religious beliefs and customs.

The board recognizes that one of the district's educational goals is to advance students' knowledge and appreciation of the role that our religious heritage has played in the social, cultural and historical development of civilization.

No religious belief or non-belief should be promoted by the school district or its employees and none should be disparaged. Instead, the district should encourage all students and staff members to appreciate and be tolerant of each other's religious views.

Observance of religious holidays

The district will practice the following in the observance of religious holidays.

- The several holidays throughout the year which have a religious and a secular basis may be observed in the public schools.
- The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
- The district will permit music, art, literature and drama having religious themes or basis as part of the curriculum for school-sponsored activities and programs if they are presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.
- The district will permit use of religious symbols such as a cross, menorah, crescent, Star of David, crèche, symbols of Native American religions or other symbols that are a part of a religious holiday as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. These holidays may include Christmas, Easter, Passover, Hanukkah, St. Valentine's Day, St. Patrick's Day and Thanksgiving.
- The district will prepare its calendar so as to minimize conflicts with religious holidays of all faiths.

Adopted ^

Legal references:

A. Court cases:
   1. Wynne v. Town of Great Falls - 375 F. 3d 292 (4th Cir. 2004).

Exhibit H

EXHIBIT H

district five
OF LEXINGTON & RICHLAND COUNTIES

Memorandum

To: Members of the Board of Trustees

From: Dr. Stephen W. Hefner
Superintendent

Through: Mark A. Bounds MAB
Public Information Officer

Date: May 16, 2013

Re: Proposed Rescheduling of June 2013 Board Meetings

It is the recommendation of the administration that the board consider making a change to its current schedule of meeting dates for 2012-13.

We are proposing that we combine the June 10 and 24 school board meetings and schedule the meeting on June 17.

The administration supports this recommendation and will be on the agenda for approval on May 20, 2013.

MB/aw

Exhibit I

EXHIBIT I

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

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

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

Date: May 15, 2013

Re: Board Meeting – May 20, 2013
First Reading - Proposed 2013-2014 General Fund Budget

The proposed FY 2013-2014 General Fund Budget will be presented for the first reading.

RECOMMENDATION:

The administration recommends first reading approval of FY 2013-2014 General Fund Budget be given by the Board.

KEF:tl

Attachment

EXHIBIT J

district five
OF LEXINGTON & RICHLAND COUNTIES

Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Mark A. Bounds
Public Information Officer

Date: May 20, 2013

Re: Additions to the Board Approved Attorneys' List

The Board of Trustees last updated the approved attorneys' list in August of 2006. The list of attorneys has served the District well for nearly seven years. However, recently there have been occasions when specific legal assistance was needed in areas in which no attorneys on the approved list were specialized.

It is essential that the District has access to attorneys who have the specific skills and competencies to meet the District's legal needs. A review of the previously approved list and our current needs revealed that the District should add an additional general services attorney/law firm and at least two attorneys/law firms who specialize in construction law.

Other districts were contacted and a review was completed to determine which attorneys/law firms would best serve the District. The previously approved list and proposed additions to the list are attached.

The administration supports this recommendation and requests the Board of Trustees approval.

MB/aw

Attachment - Approved Attorneys' List/Proposed Additions

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES
APPROVED ATTORNEYS' LIST

Approved August 17, 2006

- Nicholson, Davis, Frawley, Anderson, Ayers, LLC
- Duff, White & Turner, LLC
- Richardson, Plowden, Carpenter, and Robinson
- Moore, Taylor & Thomas, P.A.
- Childs & Hallagan, P.A.
- Haynsworth, Sinkler, Boyd, P.A.
- McNair Law Firm, P.A.

Proposed May 20, 2013

- Michael H. Montgomery, Montgomery Willard, LLC
- Rosen, Rosen & Hagood, LLC
- Orr, Elmore & Ervin, LLC