



**AGENDA
BOARD OF TRUSTEES
HARBISON WEST ELEMENTARY SCHOOL'S THEATER
SEPTEMBER 9, 2013**

1. Call to order at 6:00 p.m.
2. Enter executive session to consider the following:
 - a. Contractual matter regarding lease of property
 - b. Selected employment items (Exhibit A)
 - c. Student enrollment matter (Exhibit B)
3. Welcoming remarks at 7 p.m.
4. Invocation – Robert Gantt
5. Pledge of Allegiance – Victoria May, a fifth grade student at Harbison West Elementary School
6. School Board Spotlight
7. Approval of the agenda
8. Approval of the minutes of the August 12, 2013 board meeting
9. Welcome and brief overview of Harbison West Elementary School by Arthur Newton, Jr., principal
10. Superintendent's report
 - a. Opening of School
 - b. ACT Results (Exhibit C)
11. Public participation*

ACTION AGENDA

12. Items considered in executive session
13. Approval of the Design Development for new middle school (Exhibit D)
14. Conduct the superintendent's evaluation (Exhibit E)
15. Second reading approval of proposed revisions to "F" policies (Exhibit F):
 - a. Add FF "Naming Facilities"
 - b. Add FF-R "Naming Facilities"
16. Second reading approval of proposed revisions to "K" policies (Exhibit G):
 - a. Add KB "Parent Involvement in Education"
 - b. Add KBB "Parent Rights and Responsibilities"
 - c. Add KDD "Media Relations"
 - d. Add KDDA "Press Releases, Conferences and Interviews"
 - e. Add KE "Public Concerns and Complaints"
 - f. Replace KA "Goals and Objectives" and LC "School-Business-Community Partnerships" with KA "School-Parent-Community Relations Goals/Priority Objectives"
 - g. Replace KHE "Gifts to Schools" with KCD "Public Gifts/Donations to Schools"
 - h. Replace KB "Public Information Program" with KD "Public Information and Communication"
 - i. Replace KBA "Public's Right to Know" and KBA-E "Code of Laws of South Carolina 1976 Annotated" with KDB "Public's Right to Know/Freedom of Information"
 - j. Replace KBA-R "Request to Inspect and/or Receive Copies of Public Records" with KDB-R "Public's Right to Know/Freedom of Information"
17. First reading approval of proposed revisions to "K" policies (Exhibit H):
 - a. Replace LEB "Parents' Organizations" with KBE "Relations with Parent Organizations"
 - b. Add KC "Career and Technology Education Planning and Appeals"
 - c. Replace LC "School-Business-Community Partnerships" with KCA "School-Community Relations Goals/Priority Objectives"
 - d. Replace KE "Student Mentoring Program" with KCAA "Student Mentoring Program"
 - e. Replace KNBA "Complaints About Instructional Materials" and IFAD "Complaints About Instructional Materials" with KEC "Public Concerns and Complaints About Instructional Resources"

- f. Replace KNBA-R "Complaints About Instructional Materials" and IFAD-R "Complaints About Instructional Materials" with KEC-R "Public Concerns and Complaints About Instructional Resources"
- g. Replace KNBA-E "Individual School Letterhead" and IFAD-E "Sample" with KEC-E "Citizen's Request for Review of Education Materials"
- h. Replace KCC "Business Partnerships" with KG "Business Partnerships"
- i. Replace KIA "Political Campaign Materials Distribution/Staff Participation in Political Activities" with KHE "Political Campaign Materials Distribution/Staff Participation in Political Activities"
- j. Replace KM "Visitors to the Schools" with KI "Visitors"

DISCUSSION AGENDA

- 18. Proposed revisions to "K" policies (Exhibit I):
 - a. Replace KJ "Advertising, Distribution of Promotional Materials and Vending Agreements on School Property and at School-Sponsored Events" and KHC "Distribution of Promotional Materials" with KHEA "Advertising, Distribution of Promotional Materials and Vending Agreements on School Property at School-Sponsored Events"
 - b. Replace LDAJA "Interrogations and Searches" with KLG "Relations with Law Enforcement Authorities"
- 19. Proposed revisions to "J" board policies: (Exhibit J)
 - a. Replace JCDAE "Urinalysis Drug Testing for Certain Expelled Students Attending the Alternative School" with JICHA "Urinalysis Drug Testing for Certain Expelled Students Attending the Academy for Success"
 - b. Delete Administrative Rule JCDAE-R "Urinalysis Drug Testing for Certain Expelled Students Attending the Alternative School"
- 20. Adjourn by 9:30 p.m. **

**Any items to be submitted by board members for the record must be turned in within 15 minutes of the adjournment.

FOR YOUR INFORMATION

- 21. The next regular scheduled board meeting will be September 23, 2013 at Dutch Fork High School.
- 22. 2013-2014 Title III ESOL Budget (Exhibit K)

*The Board welcomes and encourages public participation and includes an opportunity during its meetings for the public to do so. We respectfully ask that you adhere to the procedures and the decorum provided in board policy BEDH "Public

Participation at Meetings". We ask that you sign-up to speak before the meeting begins and that you provide us your name, address and topic of input. Your comments should be limited to three minutes. Questions asked during public participation and placed in writing will receive a written response in a timely manner. Comments, questions and opinions are appreciated but should always be presented in a manner that reflects the respect and dignity expected by our community. Personal attacks on members of the community, the Board, or the staff of the school system will not be allowed.



Minutes/ August 12, 2013

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

Mr. Robert Gantt, Chairman
Mrs. Beth Burn Watson, Vice Chairman
Mrs. Ellen Baumgardner, Secretary
Mrs. Jondy Loveless
Mr. Jim Turner
Dr. Stephen Hefner, District Superintendent

The following staff were in attendance:

Dr. Angela Bain, Chief Human Resource Services Officer
Mr. Mark Bounds, Chief Information Officer
Dr. Karl Fulmer, Chief Financial Services Officer
Mr. Michael Harris, Chief Student Services Officer
Mr. Keith McAlister, Director of New Design and Construction
Dr. Christina Melton, Chief Instructional Services 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 Robert Gantt.

During the superintendent's report, Dr. Hefner presented information on the Federal Accountability Ratings for 2012-2013; Dr. Fulmer presented the quarterly capital budget reports (FY 2012-2013, 2013—2014 status update) (Exhibit B) and the July 2013 monthly financials (Exhibit C); and Keith McAlister presented the monthly construction update (Exhibit D).

During the public participation, Kim Murphy spoke regarding Freedom of Information.

Keith McAlister presented a change order at Chapin High School (Exhibit J).

The Design Development for the new middle school was presented by Quackenbush Architects and Planners (Exhibit K).

Mark Bounds presented proposed revisions to K policies (Exhibit L): a) replace LEB "Parents' Organizations" with KBE "Relations with Parent Organizations"; b) add KC "Career and Technology Education Planning and Appeals"; c) replace LC "School-Business-Community Partnerships" with KCA "School-Community Relations Goals/Priority Objectives"; d) replace KE "Student Mentoring Program" with KCAA "Student Mentoring Program"; e) replace KNBA "Complaints About Instructional Materials" and IFAD "Complaints About Instructional Materials" with KEC "Public Concerns and Complaints About Instructional Resources"; f) replace KNBA-R "Complaints About Instructional Materials" and IFAD-R "Complaints About Instructional Materials"

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

with KEC-R "Public Concerns and Complaints About Instructional Resources"; g) replace KNBA-E "Individual School Letterhead" and IFAD-E "Sample" with KEC-E "Citizen's Request for Review of Education Materials"; h) replace KCC "Business Partnerships" with KG "Business Partnerships"; i) replace KIA "Political Campaign Materials Distribution/Staff Participation in Political Activities" with KHE "Political Campaign Materials Distribution/Staff Participation in Political Activities"; and j) replace KM "Visitors to the Schools" with KI "Visitors".

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SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of August 12, 2013

	B A U M G A R D N E R	G A N T T	L O V E L E S S		T U R N E R	W A T S O N	W H I T E
1. M. Baumgardner S. Loveless Enter executive session to consider the following: a) selected employment items (Exhibit A); b) update on litigation involving the District; c) contractual matters regarding construction at Chapin High School, Irmo High School, Dutch Fork High School and Spring Hill High School	X	X	X		X	X	A
2. M. Watson S. Baumgardner Approve the agenda	X	X	X		X	X	A
3. M. Baumgardner S. Watson Approve the minutes of the July 15, 2013 board meeting	X	X	X		X	X	A
4. M. Watson S. Baumgardner Approve the selected employments items (Exhibit A)	X	X	X		X	X	A
5. M. Watson S. Baumgardner Approve second reading of proposed revisions to BE "School Board Meetings" (Exhibit E) as amended	X	X	X		X	X	A
6. M. Watson S. Baumgardner Approve second reading of proposed revisions to IMD "School Ceremonies and Observations" (Exhibit F)	X	X	X		X	X	A
7. M. Watson S. Baumgardner Approve second reading of proposed revisions to G policies (Exhibit G): a) update GCC "Professional Staff Leaves and Absences"; b) update GDC "Support Staff Leaves and Absences"; c) update GCQE "Retirement of Professional Staff"; and d) update GDQC "Retirement of Support Staff"	X	X	X		X	X	A

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SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of August 12, 2013

		B A U M G A R D N E R	G A N T T	L O V E L E S S		T U R N E R	W A T S O N	W H I T E
8.	M. Watson S. Baumgardner Approve first reading of proposed revisions to F policies (Exhibit H): a) add FF "Naming Facilities"; and b) add FF-R "Naming Facilities"	X	X	X		X	X	A
9.	M. Watson S. Baumgardner Approve first reading of proposed revisions to "K" policies (Exhibit I): a) add KB "Parent Involvement in Education"; b) add KBB "Parent Rights and Responsibilities"; c) add KDD "Media Relations"; d) add KDDA "Press Releases, Conferences and Interviews; e) add KE "Public Concerns and Complaints"; f) replace KA "Goals and Objectives" and LC "School-Business-Community Partnerships" with KA "School-Parent-Community Relations Goals/Priority Objectives"; g) replace KHE "Gifts to Schools" with KCD "Public Gifts/Donations to Schools"; h) replace KB "Public Information Program" with KD "Public Information and Communication"; i) replace KBA "Public's Right to Know" and KBA-E "Code of Laws of South Carolina 1976 Annotated" with KDB "Public's Right to Know/Freedom of Information"; j) replace KBA-R "Request to Inspect and/or Receive Copies of Public Records" with KDB-R "Public's Right to Know/Freedom of Information"	X	X	X		X	X	A
10.	M. Watson S. Baumgardner Adjourn at 9:25 p.m.	X	X	X		X	X	A

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Memorandum

To: Members of the Board of Trustees

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

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

Date: September 4, 2013

Re: Additional FTE's Due to Enrollment

Issue: Certified Position Recommendations

Background: In order to remain in compliance with Board Policy ICE and the corresponding Rule, ICE-R, for staffing ratios, we are recommending two (2.0) additional FTE's for your consideration.

Recommendation: Request Board of Trustees Approval for two additional FTE's.

AHB

Attachment - Board Packet

School District Five Testing Bulletin

EXHIBIT C



Test Results for the 2013 ACT Assessment

School District Five of Lexington and Richland Counties
Information Services Division, Office of Accountability

Dr. Stephen W. Hefner
August 2013

The ACT Assessment is a national college admission examination that consists of tests in English, mathematics, reading, and science reasoning. ACT results are accepted by virtually all U.S. colleges and universities. The ACT includes 215 multiple-choice questions and takes approximately 3 hours and 30 minutes to complete. Actual testing time is 2 hours and 55 minutes. In the U. S., the ACT is administered on five test dates in October, December, February, April, and June. In selected states, the ACT is also offered in late September. School District Five is a testing site.

The ACT Assessment is not an aptitude or an IQ test. Instead, the questions on the ACT are related to what students have learned in high school courses in English, mathematics, and science. Students may take the ACT Assessment as often as they wish. The score range for ACT is 1-36.

Results for the District Compared to the State and the Nation

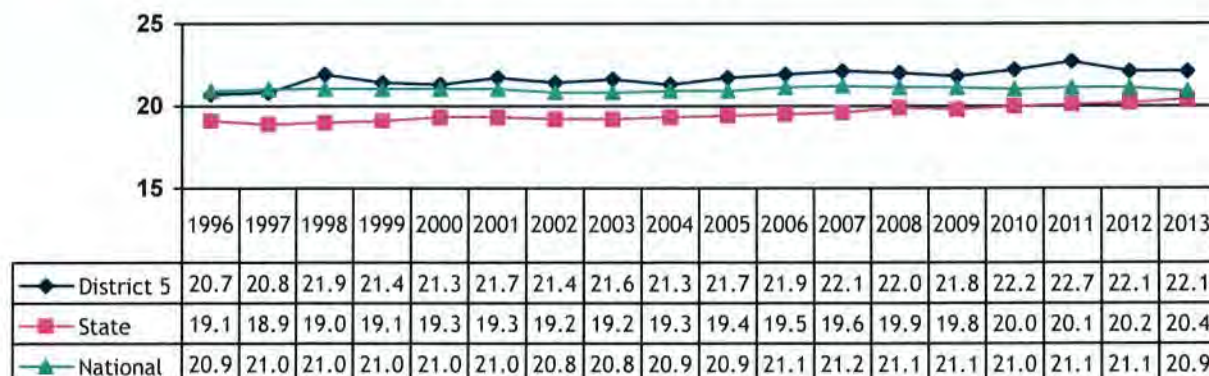
In School District Five, about 55% (629 students) of the members of the Class of 2013 attempted the ACT at least once during their sophomore, junior, or senior years and received an average composite score of 22.1. In South Carolina, the average composite score was 20.4 for the 20,868 (about 47%) tested students who graduated in 2013. The national average composite score of the students who graduated in 2013 and took the ACT during their sophomore, junior, or senior years was 20.9. Table 1 provides a comparison of district results with state and national results.

Table 1. ACT Results for District Five Compared with Results for the State and the Nation

	Number of Students		English		Math		Reading		Science Reasoning		Composite	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
District	651	629	21.2	21.3	22.8	22.6	21.9	22.2	22.0	21.8	22.1	22.1
State	21,142	20,868	19.5	19.7	20.2	20.3	20.4	20.8	20.1	20.3	20.2	20.4
Nation	1,666,017	1,799,243	20.5	20.2	21.1	20.9	21.3	21.1	20.9	20.7	21.1	20.9

Figure A presents the district, state, and national average composite scores from 1996 through 2012. Compared with last year, District Five's composite score remained the same. The state composite score increased by 0.2 points and the national composite decreased by 0.2 points. In 2013, District Five's composite score was 1.7 points above the state average and 1.2 points above the national average.

Figure A. Average ACT Composite Scores: 1996-2013



District Five and York 2 ranked in fourth place in the state in terms of the average composite score on the 2013 ACT assessment. The South Carolina Governor's School for the Arts and Humanities ranked first with a composite score of 27.4 (125 seniors tested), Anderson 3 ranked second with a composite score of 23.2 (48 seniors tested), and York 4 ranked third with a composite score of 23.1 (349 seniors tested). More details regarding the South Carolina public school district ACT results are available at the South Carolina Department of Education <http://ed.sc.gov/data/national-assessments/>.

ACT Scores School Level Results

Of the District Five schools, Chapin High School had the highest average composite score of 22.6. Dutch Fork High School's composite score was 22.0, and Irmo High School's was 21.6. Compared with results from last year, Chapin High School's composite decreased 0.1 point, Dutch Fork High School's composite score decreased 0.9 points, and Irmo High School's composite score increased 0.8 points. Table 2 below provides ACT results for our high schools for 2012 and 2013. Table 4 provides ACT results from 2007 to 2013.

Table 2. ACT Results for the High Schools in District Five in 2012 and 2013

	Number of Students		English		Math		Reading		Science Reasoning		Composite	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
CHS	203	203	22.1	21.9	23.3	23.1	22.6	22.5	22.5	22.3	22.7	22.6
DFHS	223	235	21.8	21.1	23.7	22.7	22.7	22.0	22.8	21.8	22.9	22.0
IHS	225	191	19.8	20.9	21.5	21.9	20.5	22.0	20.8	21.3	20.8	21.6

College Benchmarks

The ACT has developed College Readiness Benchmarks for each subtest. Students who reach these benchmark scores have a high probability of earning a "C" or higher, and a 50/50 chance of earning a "B" or higher in credit bearing first-year college courses. The benchmark for college English composition is a score 18 or higher on the ACT English test, a score 22 or higher on the ACT Math test for college Algebra, a score 22 or higher on the ACT Reading test for college social sciences, and a score of 24 or higher on the ACT Science test for college biology.

Figure B provides the percentage of ACT-tested students that are college ready for District Five, South Carolina and the U.S. in 2013. Figure C provides the percentage of ACT-tested students that are college ready for our high schools. Table 3 provides the percentage of ACT-tested students identified as college ready from 2009 to 2013 for our high schools, district, and state.

Figure B. Percentage of ACT-Tested Students Identified as college Ready in 2013

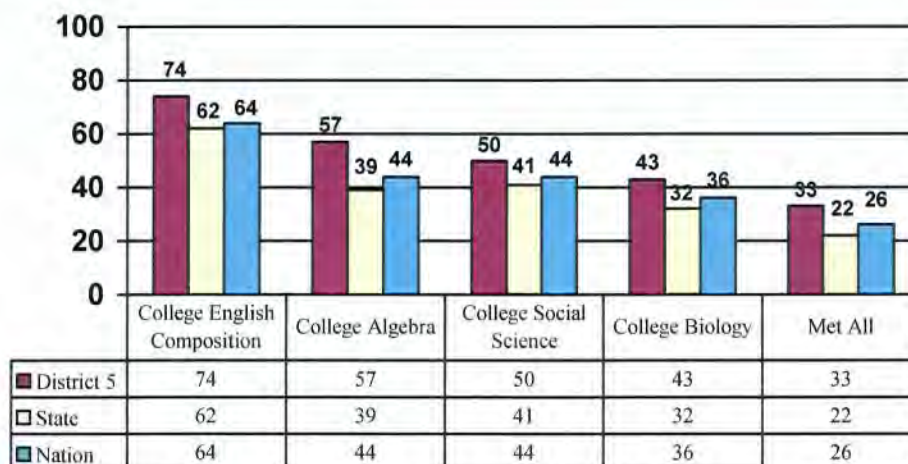


Figure C. Percentage of ACT-Tested Students Identified as College Ready in 2013 in our high schools

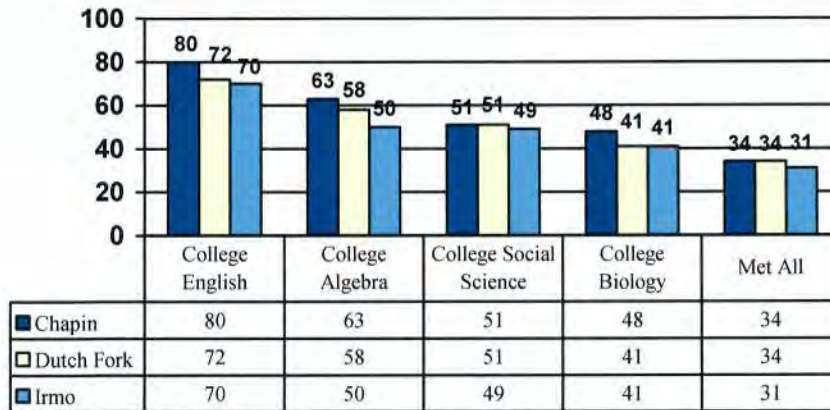


Table 3. Percentage of ACT-Tested Students Identified as College Ready in 2009-2013

	Year	College English Composition	College Algebra	College Social Science	College Biology	Met All
Chapin High	2009	78	62	58	34	28
	2010	84	69	64	38	34
	2011	86	72	68	52	42
	2012	81	69	62	37	31
	2013	80	63	51	48	34
Dutch Fork High	2009	81	63	63	35	29
	2010	75	62	61	41	37
	2011	75	66	62	44	40
	2012	74	66	60	45	38
	2013	72	58	51	41	34
Irmo High	2009	62	46	46	26	20
	2010	65	49	51	31	25
	2011	65	54	55	33	26
	2012	63	46	45	31	26
	2013	70	50	49	41	31
District 5	2009	73	56	56	32	25
	2010	74	59	58	37	32
	2011	74	63	61	42	35
	2012	73	60	55	38	31
	2013	74	57	50	43	33
State	2009	58	35	42	20	16
	2010	58	37	43	22	18
	2011	59	39	45	23	19
	2012	61	39	46	24	19
	2013	62	39	41	32	22
Nation	2009	67	42	53	28	23
	2010	66	43	52	29	24
	2011	66	45	52	30	25
	2012	67	46	52	31	25
	2013	64	44	44	36	26

Table 4. ACT Scores from 2007 to 2013

	Year	Number Students	% Tested	Composite	English	Math	Reading	Science
Chapin High	2007	101	44	23.3	22.8	24.0	23.2	22.9
	2008	132	45	22.5	21.9	23.2	22.7	21.7
	2009	114	44	22.4	21.7	23.0	22.2	22.0
	2010	176	57	23.2	22.6	23.6	23.3	22.7
	2011	168	53	24.1	23.3	24.4	24.2	23.9
	2012	203	67	22.7	22.1	23.3	22.6	22.5
	2013	203		22.6	21.9	23.1	22.5	22.3
Dutch Fork High	2007	261	57	22.1	21.4	22.2	22.4	21.8
	2008	250	59	22.7	22.0	23.2	23.0	22.2
	2009	262	56	22.7	22.0	23.4	22.5	22.1
	2010	240	54	22.6	21.8	23.3	22.7	22.4
	2011	215	41	22.9	21.9	23.9	22.7	22.7
	2012	223	50	22.9	21.8	23.7	22.7	22.8
	2013	235		22.0	21.1	22.7	22.0	21.8
Irmo High	2007	207	53	21.7	21.0	21.8	22.0	21.5
	2008	184	53	20.8	20.1	21.2	21.0	20.2
	2009	226	53	20.6	19.3	21.2	20.4	20.8
	2010	236	56	21.1	20.0	21.6	21.1	21.1
	2011	226	47	21.6	20.5	22.1	21.6	21.7
	2012	225	52	20.8	19.8	21.5	20.5	20.8
	2013	191		21.6	20.9	21.9	22.0	21.3
District	2007	569	53	22.1	21.5	22.4	22.4	21.9
	2008	566	53	22.0	21.4	22.6	22.3	21.5
	2009	602	52	21.8	20.9	22.5	21.7	21.6
	2010	652	55	22.2	21.4	22.8	22.3	22.0
	2011	609	45	22.7	21.8	23.4	22.7	22.6
	2012	651	55	22.1	21.2	22.8	21.9	22.0
	2013	629		22.1	21.3	22.6	22.2	21.8
State	2007	16,716	43	19.6	19.0	19.8	19.8	19.5
	2008	16,521	44	19.9	19.2	20.1	20.0	19.7
	2009	18,691	50	19.8	19.2	20.0	19.9	19.8
	2010	19,914	52	20.0	19.2	20.1	20.0	20.0
	2011	21,064	56	20.1	19.4	20.3	20.3	20.1
	2012	21,142	47	20.2	19.5	20.2	20.4	20.1
	2013	20,868		20.4	19.7	20.3	20.8	20.3
Nation	2007	1,300,599	42	21.2	20.7	21.0	21.5	21.0
	2008	1,421,941	43	21.1	20.6	21.0	21.4	20.8
	2009	1,480,469	45	21.1	20.6	21.0	21.4	20.9
	2010	1,568,835	47	21.0	20.5	21.0	21.3	20.9
	2011	1,623,112	49	21.1	20.6	21.1	21.3	20.9
	2012	1,666,017	52	21.1	20.5	21.1	21.3	20.9
	2013	1,799,243		20.9	20.2	20.9	21.1	20.7

Links to Additional Information

South Carolina Test scores:

<http://ed.sc.gov/data/national-assessments/>

ACT web sites:

<http://www.act.org/newsroom/data/2013/>



MEMORANDUM

September 9, 2013

To: Members of the Board of Trustees

From: Keith McAlister 
Director, New Design and Construction

Re: Design Development for New Middle School

ADMINISTRATION CONSIDERATION

Administration seeks approval to the design development for the New Middle School.

RECOMMENDATION

Administration recommends board approval to proceed to construction documents 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

Design Development
08/12/2013

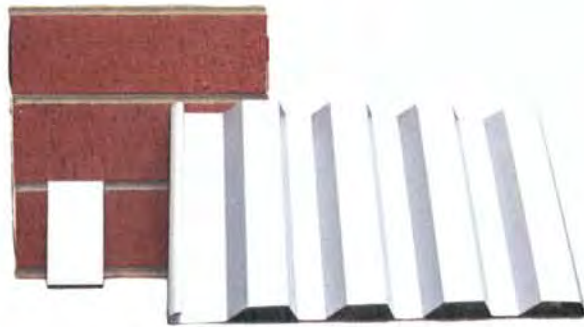






QUACKENBUSH ARCHITECTS + PLANNERS

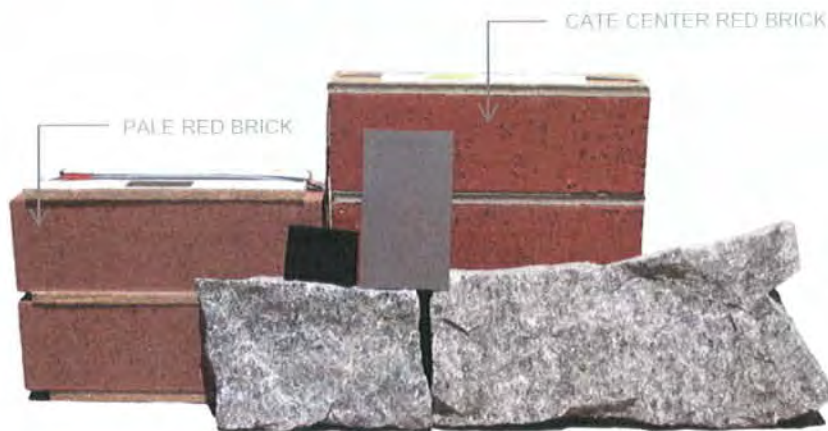
PERKINS
+ WILL



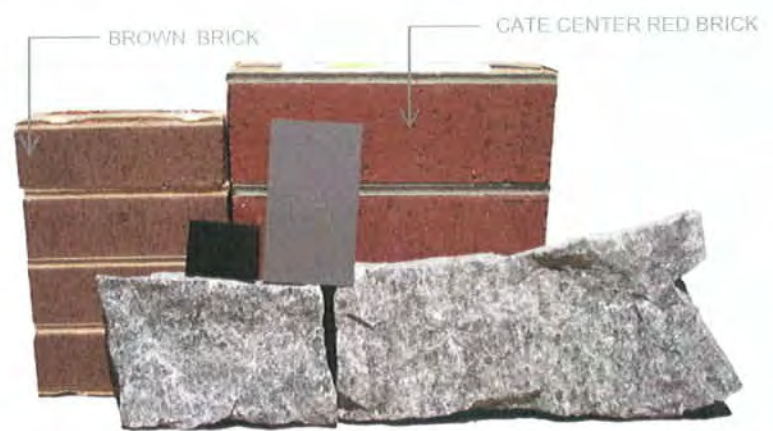
CATE CENTER



HIGH SCHOOL



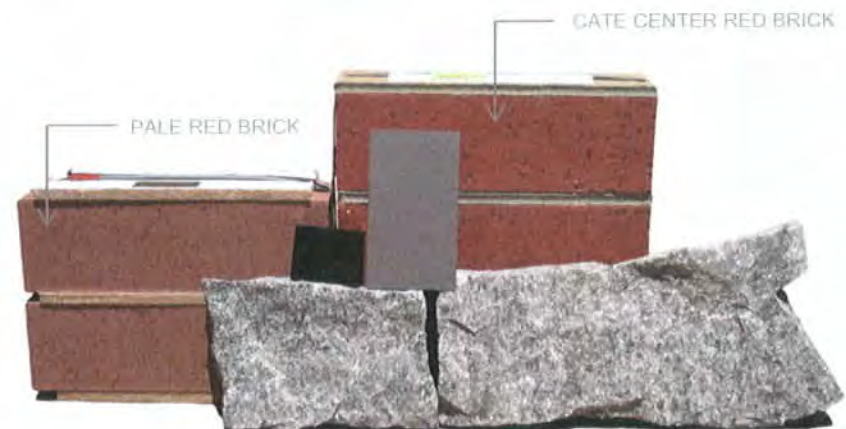
OPTION 1



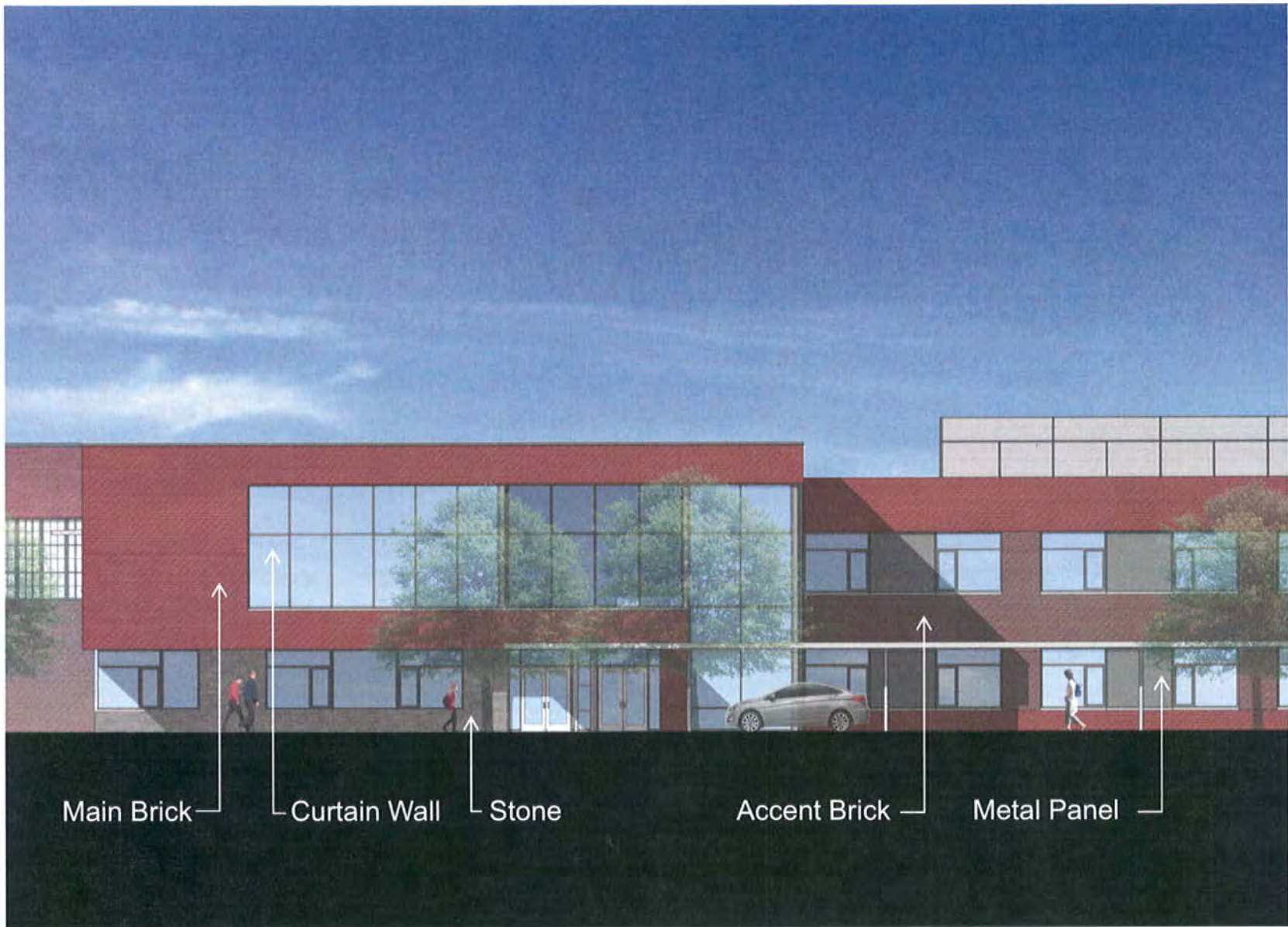
OPTION 2



STONE - DRY STACK



OPTION 1





EAST ELEVATION



NORTH ELEVATION



WEST ELEVATION



SOUTH ELEVATION

Goal 1: Sustain and enhance the District's record of excellence in student achievement as measured by:

- i. a district grade of "A" on the ESEA accountability system, and
- ii. a performance index among the top 10% of districts on the state accountability system.

This goal was met.

- i. District 5 received a grade of "A" on the ESEA accountability system, and
- ii. the performance index for the most recent state accountability system was 3.95, the second highest district rating in the state. (Note: The next state accountability report is scheduled to be issued in November 2013.)

Goal 2: Ensure the District's instructional program is comprehensive and prepares our students for both post-secondary education and employment that will provide them with long-term economic security as measured by:

- i. a district-wide graduation rate that exceeds the national average and is higher than the graduation rate of the previous year, and
- ii. a CATE completer rate that exceeds the state average and is higher than the completer rate of the previous year.

Goal 2 (i) was met; Goal 2 (ii) is projected to be met.

- i. the class of 2013 graduation rate was 87.8, a .8 percentage point increase from the previous year's rate of 87.0. a national rate using the four-year adjusted cohort has not been computed due to missing data in some states (OK, ID, KY). The District 5 rate, however, is at or above all reported states (<http://www2.ed.gov/documents/press-releases/state-2010-11-graduation-rate-data.pdf>, and
- ii. the CATE completer status covers a two-year cycle. With approximately 600 students in the program the completer rate is projected to exceed the state average and the previous year's average.

Goal 3: Continue to expand our access to and utilization of technology to improve teaching and learning as measured by:

- i. the successful implementation of the year 1 activities in the five-year district technology plan.

This goal was met. Among Year 1 accomplishments were:

- Each District 5 high school teacher was given an iPad as a tool to enhance instruction.
- On-going professional development has been established and is being held regularly.
- Infrastructure upgrades have been completed at all high schools; wireless access points have been added and installed in each classroom in every high school.
- Internet bandwidth has been increased to accommodate the increased number of internet-based devices.
- A Coordinator of Instructional Technology has been added to the District staff.
- One Technology Integration Specialist has been added to the staff of each of our high schools.
- 17 Teacher Technology Leaders (TTLs) have been added (5 each at CHS, DFHS, IHS, and 2 at SHHS).
- One Classroom Technical Support Assistant has been added to the staff of each large high school (CHS, DFHS, IHS).
- Two "Mobile Device" Technical Support positions have been added to provide technical support for "mobile devices" issued to students.

Goal 4: Proceed with “all deliberate speed” on our new facilities construction/facilities improvement program as measured by:

- i. the completion of renovations at Irmo Elementary School,
- ii. the completion of the construction of the Center for Advanced Technical Studies,
- iii. the completion of scheduled construction at Spring Hill High School,
- iv. the satisfactory progress on the renovations and additions at Chapin High School,
- v. the satisfactory progress on scheduled renovations and additions at Irmo High School,
- vi. the satisfactory progress on scheduled renovations and additions at Dutch Fork High School, and
- vii. the development of a plan for addressing the increased student enrollment at Chapin Elementary, Lake Murray Elementary, and Chapin Middle Schools.

This Goal was met. Specifically:

- i. *renovations are complete at Irmo Elementary. (Note: We continue to address landscaping on the campus.),*
- ii. *construction is complete at the Center for Advanced Technical Studies. (Note: We continue to address landscaping on the campus.),*
- iii. *Spring Hill High School received students and began instruction on schedule on August 20, 2013. (Note: We continue to address landscaping on the campus and to work on “punch list” items.),*
- iv. *renovations and additions are continuing at Chapin High. We have completed renovations to the main building; the main office and the classrooms in the main building are now occupied. Construction of the new classroom building and new gymnasium will be completed in December 2013; the renovations to the existing gymnasium and cafeteria will then be initiated,*
- v. *renovations at Irmo High are approximately 75% complete; all remaining renovations will be accomplished during the summer of 2014. The Field House is scheduled for completion in September 2013 and the Performing Arts Center is scheduled for completion in September 2014,*
- vi. *renovations and additions at Dutch Fork High continue to progress. The road work to improve traffic patterns is complete. Construction of the new concession stand on the visitor's side of the stadium will be completed for the opening football game. Renovations to the existing building will be accomplished after completion of the Health/Science facility in December 2013, and*
- vii. *we are currently awaiting approval of Design Development plans for a new middle school to house 7-8 grade students who currently attend Chapin Middle School. The construction of the new middle school will allow us to house 5-6 grade students at the current Chapin Middle School and, thus, relieve overcrowding at Chapin Elementary, Lake Murray Elementary, and Chapin Middle Schools.*

Goal 5: Reinforce and expand our efforts to ensure the safety of our students and staff to include bullying, cyber-bullying and the physical security of our campuses as measured by:

- i. a comprehensive needs assessment of the security systems and procedures in our buildings, and
- ii. professional development training for all staff members designed to prevent bullying, cyber-bullying, and sexual harassment/misconduct.

This goal was met. Specifically:

Goal 5 (i):

- A district-wide security assessment of all District Five schools and facilities was conducted.
- A funding plan was developed and approval secured for adding 13 additional SROs to ensure that there is at least one SRO for every school in District 5.
- Local law enforcement provided Active Shooter Trainings and school personnel, including front office staff and district office staff, participated in drills and simulations.
- An exercise to be conducted by Homeland Security in partnership with U.S. Federal Emergency Management Agency (FEMA), S.C. Law Enforcement Division (SLED), and the S.C. Emergency Management Agency has been planned and is scheduled for September 2013.
- Additional new security cameras and/or Lobby Guard features have been or are being added in all schools.

Goal 5 (ii):

- Training has been provided in the Olweus Bullying Prevention Training Program.
- Irmo Middle School has agreed to serve as the pilot site for the Olweus Bullying Prevention Program.
- A "Bullying Prevention Summit" was held in October 2012.
- On-going consultation is maintained with law enforcement in dealing with incidents of cyber-bullying.
- Social media websites were communicated with to secure their help in deleting and blocking harmful bullying posts.

Goal 6: Continue to improve the emotional, psychological, and physical well-being of our students and staff as measured by:

- i. an increase in initiatives to promote healthier staff and students.

This goal was met. Specifically:

- Wellness Policy (Board Policy ADF and ADF-R) was revised and strengthened.
- The Administrative Rule to the School Wellness Policy which ensures that foods served and sold during the school day meet the Institute of Medicine (IOM) recommended nutrition standards for foods in school was implemented.
- The "Snack Pack (Back Pack) Program" sponsored by the District 5 Foundation for Educational Excellence continues to be implemented by our schools.
- A revision in Board Policy to require that all medications administered to students have been ordered by a licensed healthcare provider was approved.
- Nurses (in collaboration with the PE teachers) have identified students whose "Body Mass Indices" indicate that they are "at risk" of health-related issues; the parents of those students are being provided with information on the resources available to help them address the present or potential health issues.
- A Health Fair for staff was included as a component of the 2012-2013 "Back-to-School Rally."
- The "5 to be Fit" program (a weight loss challenge for staff) was conducted by the District's nurses.
- A district-wide staff walking challenge was held in collaboration with Palmetto Health.

Goal 7: Expand an effective communication system for the District with its employees, parents, students, and community as measured by:

- i. the enhancement of the District's communication strategies using electronic media, and
- ii. the creation of additional avenues for the superintendent's communication with teachers.

This goal was met. Specifically:

Goal 7 (i):

- *A complete re-design of the District's Facebook Page was effected; the number of "friends" was increased by 95%.*
- *A District 5 "YouTube" channel was created.*
- *The number of persons following District 5 on Twitter increased by 87%.*

Goal 7 (ii):

- *Day-long "Superintendent Listens" sessions at all 12 elementary schools were held in 2012-2013.*
- *Monthly meetings with faculty representatives on the "Superintendent's Faculty Advisory Council" were held.*
- *The "Teacher Forum" was supported by and provided feedback to the Superintendent.*
- *Monthly meetings with representatives of the "Irmo Chapin Education Association" were held.*

* Goals approved by Board of Trustees on September 10, 2012



Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Mark A. Bounds
Chief Information Officer

MB
8/29

Date: September 5, 2013

Re: Board Policies – Section F

Issue: Proposed additions to Board Policies – Section F

Background: Attached for your consideration are the recommended new policies from the South Carolina School Boards Association for the following policies:

- Add FF "Naming Facilities"
- Add FF-R "Naming Facilities"

Recommendation: Administration recommends that the Board give second reading approval to the proposed additions to selected "F" policies.

MB/aw

Attachments - Recommend Policies – Section F

NAMING FACILITIES

Code **FF** Issued **DRAFT/06**

Purpose: To establish the basic structure for the naming of schools and district facilities.

The board is responsible for approving the names of new schools and district facilities. District facilities include a portion of a building, a single building on a campus with multiple buildings, athletic and outdoor spaces or any specific area on district property.

Naming of schools and district facilities is a matter of great importance. It is a matter that deserves thoughtful attention from the board and the administration. Neither personal prejudice, favoritism, political pressure nor temporary popularity will influence choosing a school or district facility name.

New Schools

Generally, the board prefers to name schools for recognized geographical areas. The superintendent will establish specific procedures for recommending new school names to the board.

District Facilities

The board will consider requests to honor deceased individuals and sponsorship opportunities in naming district facilities.

School and community groups may make requests to name a district facility in honor of a person who is not living. The recommended honoree must have made an outstanding contribution to the school, district or community and have been deceased for at least three years. The board will consider the request only after approval of the school administration, appropriate School Improvement Council and district administration.

Businesses, organizations or community members may make request to permanently or temporarily name a district facility through a substantial financial contribution to the district. Under these circumstances, the requestor and the district will agree on an appropriate fee and time frame for the naming.

In both cases above, the group, organization or individual making the request must agree to bear all cost for signage and any other expenses related to the facility naming. The district will not incur any expense for facilities naming.

The superintendent will establish specific procedures for recommending district facility names to the board. The board can rescind **a facilities name** ~~the facility naming~~ at any time with or without cause.

NAMING OF FACILITIES

Code **FF-R** Issued: **DRAFT**

To name a new school or district facility in School District Five of Lexington and Richland Counties, the following guidelines will be used.

New Schools

Where feasible, schools will be named to denote location. Community, street and geographic area will be considered in the selection of a name. Names suggested by the natural setting and habitat of the school location may also be appropriate.

Schools will not generally be named for living persons. However, recommendations or proposals made pursuant to the section entitled "Naming Facilities By Gift" in this rule may give support to such action by the board. In very unusual situations, names of persons who have been deceased for more than three years may be considered in selecting the name for a school.

A committee of 7 or 9 people will be appointed to recommend names to the board. The superintendent will appoint the new principal, an administrator from another district school, a representative from the district staff, and a parent whose child(ren) will be attending the new school and have lived within the attendance boundaries of the new school for at least three years. The board chairperson will appoint a parent whose child(ren) will be attending the new school and have lived within the attendance boundaries of the new school for at least five years, and two additional community member who have lived within the attendance boundaries of the new school for at least seven years. The new school principal for middle and high schools only will appoint two students who will be attending the new school.

The committee will accept recommendations from persons living within the new school area, from the school district at large and from school district personnel. The committee will bring their recommendation(s) to the superintendent. The superintendent will forward the recommendation(s) of the committee to the board with his/her recommendation.

District Facilities

Naming Facilities in Honor of Deceased Persons

District facilities will not be named for living persons unless under the provisions specified in the paragraph below "Naming Facilities By Gift."

Requests to name district facilities in honor of someone must be made in writing to the school principal. The request must provide specific information on the significant contributions made by the proposed honoree, the time of service to the school / district and date the person was deceased. The school principal will take the request to the School Improvement Council (SIC) with his/her recommendation. The SIC will take a public vote to support or deny the request. If approved, the SIC must send a written endorsement of the request to the board. The board must take action on the request no later than ninety days after receipt of the SIC endorsement.

Naming Facilities By Gift

The board may approve naming opportunities in cases where a significant financial gift has been accepted for the district by the board in exchange for permanent or temporary naming of a district facility. The gift can be designated for new construction or for naming of an existing facility.

When the naming opportunity concerns new construction or substantial renovation in an existing building or space, the donor(s) generally will be required to provide a minimum of 50 percent of the total cost. A committee may be appointed by the board to recommend naming opportunities, as anticipated under this provision, but the board may also make such determinations through direct negotiations. In all events, such proposals or recommendations will be considered on a case-by-case basis.

General

The district will not incur any expense for the signage or any other items related to the facilities naming. The board can rescind the naming at any time with or without cause. If the board rescinds the naming of a facility that was named by a gift any contractual obligation must be fulfilled.

This rule does not prevent schools from creating a Wall of Honor or Wall of Remembrance. Schools may create these walls to honor or remember living and deceased individuals who have made a special contribution to the school or in some way have made their mark on the school's history. The school principal and School Improvement Council will establish criteria and selection procedures for this honor. **The school will not incur any expense for adding individuals to the wall.**



Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Mark A. Bounds
Chief Information Officer

Sub
8/25

Date: September 5, 2013

Re: Board Policies – Section K

Issue: Proposed additions and revisions to Board Policies – Section K

Background: Attached for your consideration are the recommended new policies and revisions from the South Carolina School Boards Association for the following policies:

- Add KB "Parent Involvement in Education"
- Add KBB "Parent Rights and Responsibilities"
- Add KDD "Media Relations"
- Add KDDA "Press Releases, Conferences and Interviews"
- Add KE "Public Concerns and Complaints"
- Replace KA "Goals and Objectives" and LC "School-Business-Community Partnerships" with KA "School-Parent-Community Relations Goals/Priority Objectives"
- Replace KHE "Gifts to Schools" with KCD "Public Gifts/Donations to Schools"
- Replace KB "Public Information Program" with KD "Public Information and Communication"
- Replace KBA "Public's Right to Know" and KBA-E "Code of Laws of South Carolina 1976 Annotated" with KDB "Public's Right to Know/Freedom of Information"
- Replace KBA-R "Request to Inspect and/or Receive Copies of Public Records" with KDB-R "Public's Right to Know/Freedom of Information"

Recommendation: Administration recommends that the Board give second reading approval to the proposed additions/revisions to selected "K" policies.

MB/aw

Attachments - Current Board Policies/Recommended Policies – Section K

PARENT INVOLVEMENT IN EDUCATION

Code **KB** Issued **DRAFT/08**

Purpose: To establish the board's vision for the involvement of parents and families in the education of their children.

The board believes that parent and family involvement must be pursued and supported by homes, schools/colleges/universities, communities, businesses, faith congregations, organizations and government entities by working together in a collaborative effort.

The board believes it can impact student achievement by improving the quality and quantity of parent/family involvement in the education of their children.

Therefore, the board commits to the following.

- Seeing that each school establishes a comprehensive parent involvement program that includes parent education programs and activities that will assist parents and families in supporting classroom learning.
- Providing support and coordination for staff and parents and families to make family involvement in education a priority.
- Establishing effective, two-way communication between all parents and families and schools that respects the diversity and differing needs of families and encourages the development of mutual support between home and school.
- Seeing that each school develops effective school planning/management teams that involve a broad spectrum of families, staff and community representatives in school governance and decision making at the local and statewide level.
- Recognizing that improved student achievement must be an equally shared responsibility and ultimate goal of parents and families, teachers, the school system as a whole and the community at large.

Parent involvement (2000 Parent Involvement in Their Children's Education Act)

Responsibilities of board

In order to heighten awareness of the importance of parent and family involvement in the education of their children throughout their schooling, encourage the establishment and maintenance of parent-friendly school settings, and emphasize parent/school partnerships to assure a child's academic success, the board will do the following.

- Consider joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks and models.
- Incorporate, where possible, proven parental involvement practices into existing policies and efforts.
- Provide parental involvement orientation and training through staff development.

PAGE 2 - KB - PARENT INVOLVEMENT IN EDUCATION

- Provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the state board of education.
- Require an annual report on school and district parental involvement programs including evaluations of the success of the programs.
- Include parental involvement expectations as part of the superintendent's evaluation.

Responsibilities of superintendent

The superintendent will do the following.

- Include parental involvement expectations as part of each principal's evaluation.
- Include information about parental involvement opportunities and participation in the district's annual report.
- Disseminate parental expectations as defined by law to all parents of the district.

The superintendent may also designate staff to serve as parent liaisons for the district, require each school to designate a faculty contact for parental involvement efforts, require each principal to designate a materials and resource space within the school specifically for parents, and encourage principals to adjust class and school schedules to accommodate parent-teacher conferences more conveniently.

Parent involvement (No Child Left Behind Act of 2001)

The board also recognizes the special importance of parental involvement to the success of its Title I, Migrant (MEP), and Limited English Proficiency (LEP) programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

In keeping with these beliefs, it is the intention of the district to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning. The district will do the following.

- Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, First Steps, Ready By Five, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
- Implement strategies to involve parents in the educational process, including the following.
 - keeping families informed of opportunities for involvement and encouraging participation in various programs
 - providing access to educational resources for parents/families to use together with their children
 - keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
- Enable families to participate in the education of their children through a variety of roles. For example, family members should be given opportunities to do the following.
 - Provide input into district policies.
 - Volunteer time within the classrooms and school programs.

PAGE 3 - KB - PARENT INVOLVEMENT IN EDUCATION

- Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.
- Perform regular evaluations of parent involvement at each school and at the district level.
- The school will provide access, to review any instructional material used as part of the educational curriculum.
- If practicable, provide information in a language understandable to parents.

Title I parent involvement

The board recognizes that parent involvement is vital to achieve maximum educational growth for students participating in the district's Title I program. Therefore, in compliance with federal law and state department of education guidelines, the district will meet with parents to provide information regarding their school's participation in the Title I program and its requirements.

The superintendent will ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

The board directs the superintendent to ensure that each of the district's schools participating in the Title I program meet annually. Parents of participating students will be informed of their right to be involved in the development of the district's parental involvement policy, overall Title I plan and school-parent compact.

The district will, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students. In cooperation with parents, the district's policy, plan and compact will be reviewed annually and updated periodically to meet the changing needs of parents and the school and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

The superintendent will develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

Migrant Education Program (MEP) parent involvement

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

Limited English Proficient (LEP) parent involvement

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

South Carolina Education and Economic Development Act (EEDA)

Parental participation is an integral component of the clusters of study system mandated by the EEDA.

PAGE 4 - KB - PARENT INVOLVEMENT IN EDUCATION

As early as sixth grade and no later than 8th grade and continuing through high school, each school will schedule annual parent counseling conferences to assist parents/legal guardians or individuals appointed by the parents/legal guardians and their children in making career choices and creating individual graduation plans. These conferences must include, but not be limited to, the following.

- assisting the student in identifying career interests and goals
- selecting a cluster of study and an academic focus
- developing an individual graduation plan

A mediation process that includes parent advocates must be developed, explained and made available for conferences upon the request of the parent/legal guardian or the student.

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

Cf. IG, IGCA, IHAK, IHAQ, IHBC, IHCA, IKF, JLD, KBB

Adopted ^

Legal references:

A. Federal law:

1. No Child Left Behind Act of 2001, P.L. 107-110 - Sections 1111- 1120B.

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

1. Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act.
2. Section 59-139-90 - Strategic plans to include stated goals and objectives for parent involvement.
3. Section 59-59-160 - South Carolina Education and Economic Development Act; parental participation, annual parent counseling conferences.

C. State Board of Education Regulations:

1. R43-205 - Administrative and professional personnel qualifications, duties and workloads.
2. R43-234 - Defined program, grades 9-12.

D. South Carolina State Department of Education:

1. South Carolina Education and Economic Development Act Guidelines (2006).

PARENT RIGHTS AND RESPONSIBILITIES

Code **KBB** Issued **DRAFT/08**

Purpose: To establish the board's vision for the rights and responsibilities of the parents of the district's students.

The board has adopted the following statement on the rights and responsibilities of parents/legal guardians to describe the role of the parent/legal guardian and the role of the school in supporting a successful school experience for each child as well as establishing and maintaining a parent-friendly school setting.

For purposes of this policy, the term "parent" refers to custodial and noncustodial parents.

Every parent has the following **rights**.

- to be treated with courtesy by all members of the school staff
- to be respected as an individual regardless of race, creed, national origin, economic status, sex or age
- to secure as much help as is available from the school district to further the progress and improvement of his/her child
- to receive reasonable protection for his/her child from physical harm while under school authority
- to organize and participate in organizations for parents
- to participate in his/her child's school activities (unless prohibited by court order)

Special education

- to be informed of all programs in special education
- to appeal and/or deny the placement, in accordance with established guidelines, of his/her child in a special education class

Receiving information

- to be informed of academic requirements of any school program
- to be informed of school policies and administrative decisions
- to be informed of procedures of seeking changes in school policies and for appealing administrative decisions
- to expect that school personnel will make reasonable attempts to ensure that parents receive important school news and messages
- to be informed of education and cultural programs available to public school children

Conferences

- to participate in meaningful parent-teacher conferences to discuss his/her child's school progress and welfare

Records

- to inspect his/her child's education record in conformity with current guidelines established by state and federal governments

PAGE 2 - KBB- PARENT RIGHTS AND RESPONSIBILITIES

Every parent has the following **responsibilities**.

- to make reasonable efforts to provide for the physical needs of the child
- to strive to prepare the child emotionally and socially to make the child receptive to learning and discipline
- to hold high expectations for academic achievement
- to expect and communicate expectations for success
- to recognize that parental involvement in middle and high school is equally as critical as in elementary school
- to ensure attendance and punctuality
- to attend parent-teacher conferences
- to monitor and check homework
- to communicate with the school teachers
- to build partnerships with teachers to promote successful school experiences
- to attend, when possible, school events
- to model desirable behaviors
- to use encouraging words
- to stimulate thought and curiosity
- to show support for school expectations and efforts to increase student learning
- to encourage appropriate behavior at school and during school-sponsored events
- to report inappropriate behavior of a student, teacher or any district employee

(Cf. KB)

Adopted ^

Legal references:

- A. United States Code, Annotated:
 - 1. Section 438 of the General Education Provisions Act, as amended - The Family Education Rights and Privacy Act [20 U.S.C. 1232 (g)].
- B. South Carolina Code of Laws, 1976, as amended:
 - 1. Section 20-7-100 - Parental right to participate in child's school activities unless prohibited by court order.
 - 2. Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act.
 - 3. Section 59-59-10, et. seq. - South Carolina Education and Economic Development Act.

MEDIA RELATIONS

Code **KDD** Issued **DRAFT/08**

Purpose: To establish the board's vision for relations with the media.

The district will make every effort practical to assist the press and other communications media to obtain complete and adequate coverage of the programs, problems, planning and activities of the district.

The district will give all representatives of the media equal access to information about the schools. The district will make general releases of interest to the entire district available to all the media simultaneously. There will be no exclusive releases except as media representatives request information on particular programs, plans or problems.

The board chair will be the spokesperson for the full board unless he/she designates another board member to represent the board for a specific board action.

*Must comply with the Freedom of Information Act (See policy KDB).

Adopted ^

PRESS RELEASES, CONFERENCES AND INTERVIEWS

Code **KDDA** Issued **DRAFT/08**

Purpose: To establish the board's vision for press releases, conferences and interviews.

Because the schools are public institutions endeavoring to serve the educational needs of the community, it is important that information be disseminated concerning their activities and problems. In order that district and school news be given the best press coverage, with a minimum of inaccuracies reported, the board desires that the release of official news from the district and school be coordinated as follows.

- The board chairman will be the official spokesman for the board, except as this duty is designated to the superintendent or another member of the board.
- The superintendent or his/her designee has the responsibility for news releases that are of a districtwide nature or pertain to established district policy.
- The principal of the individual school has the responsibility for news releases that are of concern to only one school or to any organization of one school. However, the principal or his/her designee must submit all news releases to the public information office prior to release to the media.
- School staff members must clear any statement to the media with the school principal in advance.
- Employees that are communicating with the media unrelated to their position with the district must not identify themselves in an official capacity with the district.
- Exceptions to this policy may be granted by the public information office.

Adopted ^

Legal references:

- A. S. C. Code, 1976, as amended:
1. Section 30-4-10, et seq. - South Carolina Freedom of Information Act.

PUBLIC CONCERNS AND COMPLAINTS

Code **KE** Issued **DRAFT/08**

Purpose: To establish the board's vision for receiving and handling public complaints.

Complaints to one or more board member(s), which in the judgment of the board member(s) hearing the complaint requires investigation or action, will be referred to the superintendent for investigation, appropriate action or recommendations as the situation might justify.

If the matter cannot be resolved satisfactorily by the superintendent, the complainant will register the complaint in writing with the chairman of the board, setting forth the facts on which the complaint is based.

The board, at its next regular meeting or at a special meeting, will then consider the grievance of the complainant and dispose of the matter according to its best judgment.

Adopted ^

SCHOOL-PARENT-COMMUNITY RELATIONS GOALS/PRIORITY OBJECTIVES

Code **KA** Issued **DRAFT/08**

Purpose: To establish the board's vision for school-parent-community relations.

The district will involve all segments of the community in accomplishing our goals and mission.

The board believes the following.

- The public schools belong to the people who created them by consent and support them by taxation.
- The schools are only as strong as the support afforded them by an intelligent and informed community.
- The support of the people must be based upon their knowledge of, their understanding about and their participation in the aims and efforts of the schools.
- The education of students is best served through the cooperative efforts of students, parents/legal guardians, district staff and community members.

In support of these beliefs, the district will encourage support of effective partnerships among schools, parents/legal guardians, community and business. To increase participation of business and industry in our schools, the district may do the following.

- Recruit business and industry personnel to serve on local school improvement councils and serve as volunteers or mentors.
- Encourage school personnel to obtain advice and suggestions from the business community.
- Work with businesses and civic and professional organizations to establish adopt-a-school programs.

Individual schools may implement an effective public information program to inform citizens about schools and about the achievement of students.

Individual schools may establish awards programs to recognize individuals and firms which contribute to effective partnerships.

Schools must submit all public information and awards programs to the Public Information Office for review prior to implementation.

Adopted 11/16/81; Revised 1/21/85, ^

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-5-60 - General powers of the board.
 - 2. Section 59-5-65(11), (12), (13) - State board of education authorized to assist school districts in the creation of effective school/business/community partnerships.

Policy KA Goals and Objectives

Issued 11/81

The Board believes that public education can be improved, resulting in increased instructional benefits for students, by establishment of a policy on public relations and school communications. This belief includes the following principles:

The public relations program should be a planned, systematic, two-way process of communication between the school district and its internal/external publics.

The public relations program should be many-faceted and should include a variety of media to efficiently and effectively inform all citizens of the district.

Public relations and communications, to be effective, must include a planned program with involvement and feedback.

Communications must be internal as well as external and must stress the dissemination of factual, objective, and realistic data about the district.

Public relations and communication must be dynamic and sensitive to change as determined by events and evaluation of the program.

Adopted 11/16/81

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

Policy LC School-Business-Community Partnerships

Issued 1/85

School District Five of Lexington and Richland Counties supports effective partnerships among schools, parents, community, and business. Because such partnerships contribute greatly to the education of students, the district encourages all schools:

To strengthen the involvement of parents in the education of their children.

To increase the participation of business and industry in public schools.

To broaden community involvement in the schools.

To strengthen the involvement of parents in the education of their children, School District Five of Lexington and Richland Counties expects the following:

Scheduled parent-teacher conferences in each school.

Parent opportunities to assist in developing educational programs for their children.

Appropriate parenting classes and seminars scheduled.

Opportunities for parents to discuss academic achievement of the schools and to become involved in parent-teacher groups.

To increase the participation of business and industry in our schools, School District Five of Lexington and Richland Counties expects the following:

School personnel to obtain advice and suggestions from the business community whenever appropriate.

Schools to establish partnerships with business and industry which are in mutual benefit.

To broaden community involvement in schools, School District Five of Lexington and Richland Counties expects the following:

Schools to establish volunteer programs.

Schools to encourage civic and professional organizations to participate in school-business partnership.

Schools to implement an effective public information program to inform parents and district residents about school and student achievement.

School District Five of Lexington and Richland Counties will officially recognize individuals and firms which contribute to partnerships. The district superintendent will prepare a yearly report to show what partnerships have been established and recommend recognition of individuals and firms providing significant leadership in this area. The report should be presented to the Board of Trustees at one of its meetings in June of each year.

Adopted 1/21/85

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

Section 59-5-65 - State Board of Education authorized to assist school districts in the creation of effective school/business/community partnerships.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

PUBLIC GIFTS/DONATIONS TO SCHOOLS

Code **KCD** Issued **DRAFT/08**

Purpose: To establish the basic structure for the public donation of items to the schools.

The school board may accept and hold in trust for its particular school district any property granted, devised or bequeathed to the district. The board may use the property in such a manner as in its judgement seems most conducive to the welfare of the schools when not otherwise directed by the terms of the grant, devise, gift or bequest. However, the school board reserves the right to refuse acceptance of any property/gift it determines to be inappropriate or other wise unacceptable.

Gifts to the school districts for public school purposes may be accepted subject to conditions of the gift. Property purchased by school districts may be acquisitioned in fee simple title only.

The superintendent, in consultation with the board will establish other criteria to be met in acceptance or refusal of gifts and the procedures to be followed in using such gifts.

Adopted 1/19/76; Revised 11/16/81, 1/25/88, ^

Legal references:

- A. S. C. Code 1976, as amended:
 - 1. Section 59-19-170, Acceptance and holding of property by trustees.
 - 2. Section 59-19-180 - Purchase of land by trustees.
 - 3. Section 59-69-30 - Investment of such fund.
- B. S. C. Attorney General's Opinion:
 - 1. 1968-69 Opinion No. 2655, p. 71.

Policy KHE Gifts to Schools

Issued 1/88

Major gifts and donations to schools-except those formally sanctioned by recognized liaison/support organizations (e.g., parent-teacher groups, booster clubs, et al.)-shall be accepted after approval by the district administration. Any gifts and donations to schools by the District Five Education Foundation must be approved by the district administration. Any restricted gift or donation shall improve the quality of education in the schools.

Adopted 1/19/76; Revised 11/16/81, 1/25/88

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

Section 59-17-10 - Districts to hold and receive property for school purposes.

Section 59-19-170 - District may use property as it deems best, unless restricted by grant or bequest.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

PUBLIC INFORMATION AND COMMUNICATION

Code **KD** Issued **DRAFT/08**

Purpose: To establish the board's vision for the district's public information and communication program.

It will be the policy of the board to keep the community informed of the objectives, achievements, needs and conditions of the school system.

The board of trustees will seek to keep the citizens of the district regularly and thoroughly informed through all the channels of communication.

Therefore, the board will make every attempt to do the following.

- Keep the public informed regarding the policies, administration operation, objectives, educational program and successes or failures of the schools and the needs of the school system.
- Provide the means for furnishing full and accurate information, favorable and unfavorable, together with interpretation and explanation of the school plan and programs.

The superintendent will supervise the public information program of the district. The ~~district~~ office **public information office** will implement and coordinate the program.

Adopted 11/16/81; Revised ^

Policy KB Public Information Program

Issued 11/81

The Board of Trustees needs full support from informed district residents in its effort to provide instructional programs and schools which challenge the potential of its students.

The Board recognizes the need for maximum school-community interaction relating to the policy and operation of its schools. To this end, the Board encourages full dissemination of information about School District Five of Lexington and Richland Counties to all residents and solicits the views of individuals and organizations on present and future instructional programs and processes.

Therefore, the Board will

Recognize the right and the need of the general public to be informed about the operation of local schools.

Direct all school employees, both certified and supportive, to encourage good school-community interaction by transmitting pertinent and accurate information to area residents voluntarily or when requested seeking ways to improve school-community relations through building level programs.

Recognize the right of news media to inquire, research and report information about the schools to the public.

Conduct all of its business in public sessions except for those executive session items specified by the S.C. Freedom of Information Act (Policy [KBA-E](#)).

Solicit and hear views of individuals and representatives of community organizations through organized channels of communication.

Maintain an office of public information on the administrative level to coordinate administrative activities in the school-relations area.

Adopted 11/16/81

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

PUBLIC'S RIGHT TO KNOW/FREEDOM OF INFORMATION

Code **KDB** Issued **DRAFT/08**

Purpose: To establish the board's vision for the public's right to know about board and district operations.

The board and district are public servants and therefore are bound by the requirements found in the Freedom of Information Act. The board and district will strictly comply with all aspects of the Freedom of Information Act.

Adopted 11/16/81; Revised 1/25/88, 5/3/93, ^

Legal references:

- A. S. C. Code, 1976, as amended:
 - 1. Section 30-4-10, et seq. - South Carolina Freedom of Information Act.

Policy KBA Public's Right to Know

Issued 6/93

School District Five of Lexington and Richland Counties clearly recognizes the right of any person, under provisions of the South Carolina Freedom of Information Act, to inspect or receive copies of any public record, as defined by law, in accordance with reasonable rules concerning time and place of access. In this regard, the following policy governs such requests:

Requests by member of the general public

All requests to inspect and/or receive copies of records will be made in writing to the attention of the office of communications.

Within 15 normal working days of receipt of a specific written request from any individual, a written response consistent with legal requirements will be forwarded.

The district will establish and collect fees for the actual staff time expended in obtaining these records and expenses incurred in duplicating the requested material. Every possible effort will be made to minimize these charges. While such fees will be determined by the office of communications, any person requesting such records may appeal to the board of trustees in writing for financial relief should the fees exceed a total of \$50. Fees will not be charged for examination or review to determine if the requested documents are subject to disclosure.

When at all possible, records will be provided in a form that is both convenient and practical.

The following materials are usually exempt from disclosure:

- information of a personal nature where the public disclosure thereof will constitute unreasonable invasion of personal privacy;
- matters specifically exempted from disclosure by statute or law;
- documents incidental to proposed contractual arrangements and proposed sale or purchase of property;
- salaries of employees, except as provided by the South Carolina Freedom of Information Act;
- correspondence or work products of legal counsel for the district and any other material that would violate attorney-client relationships;
- any other matters exempt from disclosure under the South Carolina Freedom of Information Act, 1976 [S.C. Code Ann. Section 30-4](#)-10 et seq. as amended.

If any public records contain material having both exempt and non-exempt information, only the non-exempt material will be made available for public examination and scrutiny.

(Cf. [BE](#), [JRA](#), [KL](#))

Adopted 11/16/81; Revised 1/25/88, 5/3/93

Constitutional & Statutory Provisions:

S.C. code, 1976, as amended:

[Section 30-4](#)-20 et seq. - Freedom of Information Act.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

File KBA-E Code of Laws of South Carolina 1976 AnnotatedSC ST s 30-4-30 Page 1

Code 1976 § 30-4-30

TITLE 30. PUBLIC RECORDS**CHAPTER 4. FREEDOM OF INFORMATION ACT****COPYRIGHT (c) 2000 BY THE STATE OF SOUTH CAROLINA**

Current through End of 1999 Reg. Sess. and Extra Session of 1999.

§ 30-4-30. Right to inspect or copy public records; fees; notification as to public availability of records; presumption upon failure to give notice; records to be available when requestor appears in person.

Any person has a right to inspect or copy any public record of a public body, except as otherwise provided by § 30-4-40, in accordance with reasonable rules concerning time and place of access.

The public body may establish and collect fees not to exceed the actual cost of searching for or making copies of records. Fees charged by a public body must be uniform for copies of the same record or document. However, members of the General Assembly may receive copies of records or documents at no charge from public bodies when their request relates to their legislative duties. The records must be furnished at the lowest possible cost to the person requesting the records. Records must be provided in a form that is both convenient and practical for use by the person requesting copies of the records concerned, if it is equally convenient for the public body to provide the records in this form. Documents may be furnished when appropriate without charge or at a reduced charge where the agency determines that waiver or reduction of the fee is in the public interest because furnishing the information can be considered as primarily benefiting the general public. Fees may not be charged for examination and review to determine if the documents are subject to disclosure. Nothing in this chapter prevents the custodian of the public records from charging a reasonable hourly rate for making records available to the public nor requiring a reasonable deposit of these costs before searching for or making copies of the records.

Each public body, upon written request for records made under this chapter, shall within fifteen days (excepting Saturdays, Sundays, and legal public holidays) of the receipt of any such request notify the person making such request of its determination and the reasons therefor. Such a determination shall constitute the final opinion of the public body as to the public availability of the requested public record and, if the request is granted, the record must be furnished or made available for inspection or copying. If written notification of the determination of the public body as to the availability of the requested public record is neither mailed nor personally delivered to the person requesting the document within the fifteen days allowed herein, the request must be considered approved.

The following records of a public body must be made available for public inspection and copying during the hours of operations of the public body without the requestor being required to make a written request to inspect or copy the records when the requestor appears in person:

- minutes of the meetings of the public body for the preceding six months;
- all reports identified in Section 30-4-50(A)(8) for at least the fourteen-day period before the current day; and

- What is "record" within meaning of Privacy Act of 1974 (5 USCA § 552a). 121 ALR Fed 465.

ATTORNEY GENERAL'S OPINIONS

In general

Freedom of Information Act makes no distinction between members of public, candidates for elected public office, members of legislature, or other categories of requestors as to who may be able to inspect or copy records of public body. 1993 Op Atty Gen No. 93-63.

Public body may disclose names, sex, race, title, and dates of employment of all officers and employees of public body subject to any applicable restriction or limitation under Freedom of Information Act. 1993 Op Atty Gen No. 93-63.

Mailing lists of various publications, which would include subscriber's mailing addresses, are disclosable unless an exception restricts public's right to access. 1993 Op Atty Gen No. 93-63.

Freedom of Information Act does not contemplate release of information in appointment matters as to prospective appointees when application period has not closed by end of 15 day response period. Act appears to require that information requested be disclosed as is contemplated by § 30-4-30(c). 1993 Op Atty Gen No. 93-66.

Freedom of Information Act makes no distinction as to who may request information under Act. 1993 Op Atty Gen No. 93-66.

An arrest warrant or bench warrant would generally be disclosable upon its being served upon the person named in the warrant unless the information in the warrant is otherwise exempt under the Freedom of Information Act; the custodian of criminal investigatory records, such as search warrants, has the discretion to disclose such records if he or she deems that it would not harm law enforcement or the investigation. 1989 Op Atty Gen, No. 89-78, p 205.

Whether or not a sheriff's department can release the tape of a 911 conversation or its contents must be determined by that agency; any decision as to nondisclosure would be subject to possible judicial review. 1988 Op Atty Gen, No. 88-28, p. 89.

Out-of-court settlement records maintained by a public agency, where the settlement involves the expenditure of public monies, are ordinarily "public records" subject to disclosure under the Freedom of Information Act unless the information contained in the settlement documents is specifically exempt from disclosure under the Act. Judicial records that contain settlement information are generally accessible by the public; however, a court has an inherent authority to seal the records in an appropriate case. 1988 Op Atty Gen, No. 88- 32, p 103.

The Comptroller General may refer requests for information to the agency housing the original record or information; if that agency refuses to honor the request for material deemed to be disclosable under the Freedom of Information Act, the Comptroller should then make the information available. The Freedom of Information Act itself does not appear to contemplate an exchange of information among or between state agencies. The Freedom of Information Act allows for certain direct and indirect costs to be considered in establishing a fee for searching for or making copies of records. While the Freedom of Information Act does not specifically require that a request for information be made in writing, it would be a protective measure to have such requests in writing to establish the fifteen-day response period. 1987 Op Atty Gen, No. 87-69, p 171.

System of allowing access to official records of Probate Court through staff member and by charging fee appears to comport with provisions of Freedom of Information Act. 1985 Op Atty Gen, No. 85-63, p 173.

Supplementary Homicide Reports should be disclosed under the South Carolina Freedom of Information Act. 1983 Op Atty Gen, No. 83-85, p. 139.

Any written request is sufficient under the South Carolina Freedom of Information Act; failure to respond to a written request may be remedied by resort to injunctive relief, so long as sixty (60) days has not elapsed from the expiration of the statutory fifteen (15) day response period; an attorney's work product and any correspondence generated by that attorney for the public body which he represents may be removed from records to be disclosed, along with any other material violative of the attorney-client relationship; that information is sought in furtherance of a civil law suit has no effect on the requirement for disclosure mandated by the Freedom of Information Act; medical records in the possession of a public body should not be disclosed absent consent or a court order; there is no federal legislation prohibiting the disclosure of arrest records and criminal investigation reports. 1981 Op Atty Gen, No. 81-64, p 91.

Consumer Complaints Received Under Section 37-6-117, South Carolina Code of Laws (1976), and Which Are Not Subject to the Investigatory Powers of the Administrator Under Section 37-6-106 are Public Records Which the Public has the Right to Inspect or Copy Pursuant to Section 30-4-30, South Carolina Code of Laws (1976). 1980 Op Atty Gen, No. 80-10, p 31.

Under former law

The Freedom of Information Act would not require the disclosure of: (1) personnel information obtained in a preliminary audit data gathering; (2) a preliminary audit report presented as an administrative briefing; (3) informal

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SC ST s 30-4-30 Page 4

working documents collected in preparation for conducting an audit and preparing a final audit report. 1976-77 Op Atty Gen, No. 77-133, p 111.

When the Administrator of Consumer Affairs receives information relating to consumer complaints, pursuant to Code Section 8-800.387 [1976 Code § 37-6-117] (1962), and the complaint is later determined to be groundless, the Administrator is not required to release such information under the South Carolina Freedom of Information Act. 1976-77 Op Atty Gen, No. 77-132, p 111.

Incident and Supplemental Reports prepared by Sheriff's Officers and submitted for filing in the Records Division of the Police Service Bureau do not constitute public records subject to disclosure under the Freedom of Information Act if it can be shown that the public interest is best served by non-disclosure. Any public record subject to disclosure under the Freedom of Information Act may be viewed in its original form, but records not subject to disclosure could be publicized in summary form. 1976-77 Op Atty Gen, No. 77-187, p 142.

The South Carolina Freedom of Information Act does not require the public disclosure of law enforcement records of internal investigations into allegations of peace officers' misconduct. 1976-77 Op Atty Gen, No. 77-363, p 288.

Police criminal investigatory files are not subject to inspection and copying under the Freedom of Information Act, since they are most likely not "public records" within the meaning of § 30-3-20 and § 30-3-30. 1976-77 Op Atty Gen, No. 77-193, p 146.

The South Carolina Freedom of Information Act does not require that the public be given access to personnel files and employment applications maintained on employees of the South Carolina House of

However, what is considered reasonable would require factual determination which this Office cannot resolve by an opinion of this Office. 1992 Op Atty Gen No. 92-40.

CASE NOTE

In General Appeal was obliged to affirm the trial court's denial of the appellants' request to review the files where they In General contained at least some materials exempt from the Act's disclosure requirements, and the record failed to

In an action seeking the review of Department of show that the trial court was asked to review the DSS Social Services (DSS) files pursuant to the Freedom of file and separate exempt and nonexempt material;

Information Act, §§ 30-4-10 et seq., the Court of however, appellants were not precluded from reappearing before the trial court and requesting that it conduct a review to separate the material based on its exempt status. *Beattie v. Aiken County Dept. of Social Services* (S.C. 1995) 319 S.C. 449, 462 S.E.2d 276.

Under § 30-4-30(c), a failure to respond within 15 days means that the disclosure of non-exempt material at the time and place of access which the party requested is deemed approved. *Litchfield Plantation Co., Inc. v. Georgetown County Water and Sewer Dist.* (S.C. 1994) 314 S.C. 30, 443 S.E.2d 574, rehearing denied.

Exemptions from disclosure in § 30-4-40 are absolute despite a public body's failure to respond within 15 days as required by § 30-4-30(c); exemptions in § 30-4-40 cannot be waived. *Litchfield Plantation Co., Inc. v. Georgetown County Water and Sewer Dist.* (S.C. 1994) 314 S.C. 30, 443 S.E.2d 574, rehearing denied.

Section 12-54-190 does not alter the non-disclosure provisions of § 12- 54-240 since the legislature could not reasonably have intended to prevent disclosure of tax commission assessments to local taxing authorities. *South Carolina Tax Com'n v. Gaston Copper Recycling Corp.* (S.C. 1994) 316 S.C. 163, 447 S.E.2d 843.

The purpose of the Freedom of Information Act, § 30-4-10 et seq. is to protect the public from secret government activity. *South Carolina Tax Com'n v. Gaston Copper Recycling Corp.* (S.C. 1994) 316 S.C. 163, 447 S.E.2d 843.

The fact that the tax commission refused to sign a confidentiality agreement with a property owner was sufficient evidence on which to hold that the tax commission did not promise that the information in question would be kept confidential. *South Carolina Tax Com'n v. Gaston Copper Recycling Corp.* (S.C. 1994) 316 S.C. 163, 447 S.E.2d 843.

2.. [Reserved for future use.]

Under former law

Code 1962 §§ 1-20.2 and 1-20.3 [Code 1976 §§ 30-3-30 and 30-3-40] are to be harmoniously construed to preclude disclosure of minutes of executive sessions. *Cooper v. Bales* (S.C. 1977) 268 S.C. 270, 233 S.E.2d 306.

Newspaper was improperly denied access to jail log book and to meetings and minutes of meetings of local building commission. *Florence Morning News v. Building Commission of City and County of Florence* (S.C. 1975) 265 S.C. 389, 218 S.E.2d 881.

Code 1976 § 30-4-30

SC ST § 30-4-30

END OF DOCUMENT

Code 1976 § 30-4-50

CODE OF LAWS OF SOUTH CAROLINA 1976 ANNOTATED

TITLE 30. PUBLIC RECORDS

CHAPTER 4. FREEDOM OF INFORMATION ACT

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Current through End of 1999 Reg. Sess. and Extra Session of 1999.

§ 30-4-50. Certain matters declared public information; use of information for commercial solicitation prohibited.

Without limiting the meaning of other sections of this chapter, the following categories of information are specifically made public information subject to the restrictions and limitations of Sections 30-4-20, 30-4-40, and 30-4-70 of this chapter:

- the names, sex, race, title, and dates of employment of all employees and officers of public bodies;
- administrative staff manuals and instructions to staff that affect a member of the public;
- final opinions, including concurring and dissenting opinions, as well as orders, made in the adjudication of cases;
- those statements of policy and interpretations of policy, statute, and the Constitution which have been adopted by the public body;
- written planning policies and goals and final planning decisions;
- information in or taken from any account, voucher, or contract dealing with the receipt or expenditure of public or other funds by public bodies;
- the minutes of all proceedings of all public bodies and all votes at such proceedings, with the exception of all such minutes and votes taken at meetings closed to the public pursuant to Section 30-4-70;
- reports which disclose the nature, substance, and location of any crime or alleged crime reported as having been committed. Where a report contains information exempt as otherwise provided by law, the law enforcement agency may delete that information from the report.
- statistical and other empirical findings considered by the Legislative Audit Council in the development of an audit report.

No information contained in a police incident report or in an employee salary schedule revealed in response to a request pursuant to this chapter may be utilized for commercial solicitation. Also, the home addresses and home telephone numbers of employees and officers of public bodies revealed in response to a request pursuant to this chapter may not be utilized for commercial solicitation. However, this provision must not be interpreted to restrict access by the public and press to information contained in public records.

HISTORY: 1978 Act No. 593 § 6; 1982 Act No. 370.

HISTORY: 1992 Act No. 269, § 1, eff February 24, 1992; 1993 Act No. 44, § 1, eff May 14, 1993; 1998 Act No. 423, § 7, eff June 12, 1998.

General Materials (GM) - References, Annotations, or Tables

EFFECT OF AMENDMENT--

The 1992 amendment designated the existing text subsection (A), and added subsection (B).

The 1993 amendment in subsection (A) added paragraph (9).

The 1998 amendment, in subsection (A)(8) deleted "incident" preceding "report" in three places and substituted "a" for "an" in the second sentence.

CROSS REFERENCES---

Information available to department pursuant to this section must be made available to county coroner or medical examiner and social services department, to investigate child fatality, see § 20-7-5915.

Documentation regarding accounts funded by forfeited monies and by proceeds of sale of forfeited items, as available to public under this Act, see § 44- 53-530.

RESEARCH AND PRACTICE REFERENCES---

66 Am Jur 2d, Records and Recording Laws §§ 19 et seq. 76 C.J.S., Records § 36.

ANNOTATIONS---

What constitutes preliminary drafts or notes provided by or for state or local governmental agency, or intra-agency memorandums, exempt from disclosure or inspection under state freedom of information acts. 26 ALR4th 639.

ATTORNEY GENERAL'S OPINIONS

Court would probably find that ad hoc citizens committee appointed by Town Council to be public bodies subject to Freedom of Information Act. Working drafts of proposed ordinances should not be disclosed unless or until such drafts are made available to council or otherwise distributed. Court could conclude that working drafts or final drafts of proposed ordinances ready to be submitted to council for consideration may be considered final claiming decisions and thus subject to disclosure. However, Town Council may vote to exclude such records from public disclosure when Council feels that public will best be served by non-disclosure. Confidential information reports, prepared by Town manager for distribution to members of Town Council, could be public records subject to disclosure. However, memorandum could contain information exempt from disclosure, which determination would be made on case-by-case basis. 1984 Op Atty Gen, No. 84-125, p. 281.

Supreme Court decision concludes that each state may enact legislation authorizing disclosure of "rap sheets" to public; SLED's regulation as to particular data to be disseminated is consistent with Court's ruling and present South Carolina law; Supreme Court has concluded that "rap sheets" may continue to be treated as in the past by SLED, in accordance with SLED's regulation; General Assembly could, consistent with Supreme Court ruling, specifically authorize by legislation disclosure of "rap sheets" to public. 1990 Op Atty Gen No. 90-15.

The accessing of home addresses and home telephone numbers of officers and employees of a public

body for use by a non-profit professional organization for membership recruitment and similar activities does not, on its face, appear to fall within the definition of "commercial solicitation." Of course, the public body to whom such a request is presented would ultimately make the determination as to whether a particular activity would constitute "commercial solicitation" or to release any records under the recent amendments to the Freedom of Information Act. 1992 Op Atty Gen No. 92-20.

United States Supreme Court in Reporters Committee case construed federal law relative to criminal history records maintained by Federal Bureau of Investigation. 1990 Op Atty Gen No. 90-15.

Documents at original sources, such as arrest warrants, would not be affected by Supreme Court's ruling and would be available to public. 1990 Op Atty Gen No. 90-15. '-'

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Decision to disclose particular record or document in given instance remains with custodian of document or record; such view constitutes a discussion of the ruling by the United States Supreme Court in Reporters Committee case and is not intended to usurp authority of custodian to determine whether disclosure is appropriate in particular instance. 1990 Op Atty Gen No. 90-15.

Information such as where a state employee was housed while traveling on state business would be information from a voucher and thus subject to disclosure unless exempt for a reason defined under Section 30-4-40. Such a determination must be made on a case-by-case basis. 1987 Op Atty Gen, No. 87-69, p 171.

Under South Carolina's Freedom of Information Act, final order or opinion issued in disciplinary proceeding by State licensing board or agency is public information. 1984 Op Atty Gen, No. 84-61, p. 150.

Incident reports used by campus police to report activities occurring within Department of Mental Health which may have criminal implications and which contain patient identities are public information, but to extent that it contains confidential information, such information is exempt from disclosure under FOIA. 1984 Op Atty Gen, No. 84-85, p. 205.

A grievance file of the Board of Commissioners on Grievances and Discipline is not public information unless the proceeding has been made public at the request of the respondent attorney or the investigation is predicated upon a conviction of the attorney for a crime or upon public discipline imposed upon the attorney in another jurisdiction. 1981 Op Atty Gen, No. 81-60, p 86.

The Freedom of Information Act would not require the disclosure of: (1) personnel information obtained in a preliminary audit data gathering; (2) a preliminary audit report presented as an administrative briefing; (3) informal working documents collected in preparation for conducting an audit and preparing a final audit report. 1976-77 Op Atty Gen, No. 77-133, p 111.

When the Administrator of Consumer Affairs receives information relating to consumer complaints, pursuant to Code Section 8-800.387 [1976 Code § 37-6-117] (1962), and the complaint is later determined to be groundless, the Administrator is not required to release such information under the South Carolina Freedom of Information Act. 1976-77 Op Atty Gen, No. 77-132, p 111.

The South Carolina Freedom of Information Act does not require that the public be given access to personnel files and employment applications maintained on employees of the South Carolina House of Representatives. 1976-77 Op Atty Gen, No. 77-45, p 45.

Under the decision of the South Carolina Supreme Court in *Cooper v. Bales*, the State of South Carolina and its political subdivisions should release only the employee's salary, grade and job description upon request under the FOIA. Any further disclosure could come only if the employee authorizes the release or if a court of competent jurisdiction orders such disclosure. 1976-77 Op Atty Gen, No 77-243, p 180.

The Freedom of Information Act does not require the disclosure of how each member of a school board voted in executive session; (2) The school board may elect officers in a public meeting by secret ballot, but any written record of the vote by name would be public information after the votes are tabulated. 1976-77 Op Atty Gen, No. 77-279, p 214.

Under the provisions of the Freedom of Information Act, records containing charges against residential homebuilders should be made available for public inspection and copying once a proper disposition has been made of the charge by the Residential Homebuilders' Commission. 1976-77 Op Atty Gen, No. 77-288, p 219.

Freedom of Information Act makes no distinction between members of public, candidates for elected public office, members of legislature, or other categories of requestors as to who may be able to inspect or copy records of public body. 1993 Op Atty Gen No. 93-63.

Public body may disclose names, sex, race, title, and dates of employment of all officers and employees of public body subject to any applicable restriction or limitation under Freedom of Information Act. 1993 Op Atty Gen No 93-63.

Except for commercial solicitation, the Freedom of Information Act does not limit how a requestor may use public information obtained pursuant to the Act. Consideration should be given to ethic and election laws if information obtained under the Act should be used in a political campaign. 1993 Op Atty Gen No. 93-63.

CASE NOTES

In General

An action for invasion of privacy arising from a publication's reporting of a prison rape which included the victim's name, the controlling law in determining whether the information had been obtained lawfully was not the rape shield law, § 16-3-730, but the South Carolina Freedom of Information Act, §§ 30-40-10. *Doe v. Berkeley Publishers* (S.C.App. 1996) 322 S.C. 307, 471 S.E.2d 731, rehearing denied, certiorari granted, reversed 329 S.C. 412, 496 S.E.2d 636, certiorari denied 119 S.Ct. 406, 525 U.S. 963, 142 L.Ed.2d 330.

Findings of fact and conclusions of law in the final order of the state board of medical examiners, which suspended physician for misconduct, was public information and publication of such findings would not be enjoined. *Ewing v. State Bd. of Medical Examiners of South Carolina* (S.C. 1986) 290 S.C. 89, 348 S.E.2d 361.

Code 1976 § 30-4-50

SC ST § 30-4-50

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SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

PUBLIC'S RIGHT TO KNOW/FREEDOM OF INFORMATION

Code **KDB-R** Issued **DRAFT/08**

Costs of compiling and/or copying public records

The district will fully comply with the Freedom of Information Act, Title 30 Chapter 4, Code of Laws of South Carolina.

When compilation and/or reproduction of public records are requested, these records will be furnished at the lowest possible cost to the person requesting the records. In setting these charges, due consideration will be given to the expense involved in compiling and/or copying the public records, making every effort to match the charges with the actual cost of compiling and/or copying the records.

There will be no charge for a single request for compilation and/or reproduction of up to 10 pages of readily available information. The district's standard charge per page will be assessed for a single request for reproduction of 11 **or more** ~~to 50~~ pages of readily available information.

If permissible, the district may charge a reasonable fee for staff time required to adequately respond to the FOI request. The district will not charge any fees in excess of printing cost and staff time required for the response.

A reasonable deposit based on the expected cost will be required prior to searching for and/or copying the requested records.

Adopted 5/3/93; Revised ^

AR KBA-R Request To Inspect and/or Receive Copies of Public Records

Issued 6/93

Costs of compiling and/or copying public records

When compilation and/or reproduction of public records are requested, these records will be furnished at the lowest possible cost to the person requesting the records. In setting these charges, due consideration will be given to the expense involved in compiling and/or copying the public records, making every effort to match the charges with the actual cost of compiling and/or copying the records.

There will be no charge for a single request for compilation and/or reproduction of up to 10 pages of readily available information. A charge of \$.10 per page will be assessed for a single request for reproduction of 11 to 50 pages of readily available information.

The cost of compiling and/or copying more than 50 pages of readily available information will reasonably include all related costs, including costs of materials and personnel time. Personnel time will be computed at the hourly rate of the personnel involved in searching for and/or copying records. An attempt will be made to use the lowest paid person available.

Costs of materials and personnel time will be assessed for the compilation and/or reproduction of any amount of material that is deemed to require extensive staff time to compile.

A reasonable deposit based on the expected cost will be required prior to searching for and/or copying the requested records.

(Also BE-R)

Adopted 5/3/93

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES



Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Mark A. Bounds
Chief Information Officer *MA B*
8/29

Date: September 5, 2013

Re: Board Policies – Section K

Issue: Proposed additions and revisions to Board Policies – Section K

Background: Attached for your consideration are the recommended new policies and revisions from the South Carolina School Boards Association for the following policies:

- Replace LEB "Parents' Organizations" with KBE "Relations with Parent Organizations"
- Add KC "Career and Technology Education Planning and Appeals"
- Replace LC "School-Business-Community Partnerships" with KCA "School-Community Relations Goals/Priority Objectives"
- Replace KE "Student Mentoring Program" with KCAA "Student Mentoring Program"
- Replace KNBA "Complaints About Instructional Materials" and IFAD "Complaints About Instructional Materials" with KEC "Public Concerns and Complaints About Instructional Resources"
- Replace KNBA-R "Complaints About Instructional Materials" and IFAD-R "Complaints About Instructional Materials" with KEC-R "Public Concerns and Complaints About Instructional Resources"
- Replace KNBA-E "Individual School Letterhead" and IFAD-E "Sample" with KEC-E "Citizen's Request for Review of Education Materials"
- Replace KCC "Business Partnerships" with KG "Business Partnerships"
- Replace KIA "Political Campaign Materials Distribution/Staff Participation in Political Activities" with KHE "Political Campaign Materials Distribution/Staff Participation in Political Activities"
- Replace KM "Visitors to the Schools" with KI "Visitors"

Recommendation: Administration recommends that the Board give first reading approval to the proposed additions/revisions to selected "K" policies.

MB/aw

Attachments - Current Board Policies/Recommended Policies – Section K

RELATIONS WITH PARENT ORGANIZATIONS

Code **KBE** Issued **DRAFT/08**

Purpose: To establish the basic structure for board and district relations with parent organizations.

State law delegates to local school district boards of trustees the responsibility of officially representing the public in the operation of the district's public schools. In order to accommodate citizens who have specific positive interests in providing additional support for selected school activities, the board authorizes the formation of cooperative parent-school groups that will provide legitimate and systematic participation to foster selected school activities. Among these are booster clubs, parent-teacher organizations, parent support groups, business-school partnerships and school education foundations. The board believes that for a successful community-school organization to exist, the propelling and compelling impetus for such an organization must be a spirit of altruism, cooperation and supportive action rather than discord, confrontation and usurpation of legitimate board and administrative prerogatives.

These groups will not have administrative authority in connection with the operation of the school. The board has final authority over money raised and gifted for school operations. Equipment donated to the school becomes the property of the district. Money raised by non-profit parent organizations for non-operational / support activities and items will be managed by the parent organization in accordance with SC Title 33, Chapter 56. "South Carolina Solicitation of Charitable Funds Act."

The board encourages administration, staff and employees to be supportive and accommodating to the activities of these groups. Each group will submit a statement of purpose and regulations governing the group's involvement to the superintendent for review and approval by the board.

These support groups need administrative approval for any events, programs or operations that involve the following.

- the participation of children
- operation of a school service
- charges to children
- solicitation of children
- communications sent home with all children in a school

The board directs the administration to establish regulations and procedures that will provide for an orderly and systematic operation of such groups. The board further directs the administration periodically to evaluate the productivity and impact of the support groups.

This policy governs all groups currently in existence in the district as well as those formed after the date of adoption of this policy.

Adopted 11/16/81; Revised ^

Policy LEB Parents' Organizations

Issued 11/81

While the formation of appropriate parent organizations within each school is inherently commendable and, as such, should be actively encouraged, the specific objectives and responsibilities of these groups-as duly envisioned by the principal/director-should be clearly defined. Each parent organization should be tightly structured, goal oriented, and operationally responsive to the particular concerns of the principal/director and the ultimate welfare of the students directly involved.

Adopted 11/16/81

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

CAREER AND TECHNOLOGY EDUCATION PLANNING AND APPEALS

Code **KC** Issued **DRAFT/08**

Purpose: To establish the board's vision for community involvement in career and technology education planning and appeals.

Career and technology education program planning

In order to comply with the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (PL 101-392), the district will observe the participatory and appeal processes described below in the planning and implementation of career and technology education programs. Interested district parents/legal guardians, students, business leaders, and community members will be able to participate directly in local decisions pertaining to the local plan through appropriate committees and working groups. District Five will maintain a Career and Technology Education (CATE) Council that includes separate committees as needed for CATE offerings in the district.

Participatory planning

In order to provide an opportunity for all segments of the population to have input into the local plan development, the district will do the following.

- Provide the opportunity for community involvement or input into the development of the local plan for career and technology education prior to its submission to the State Office of Career and Technology Education.
- Inform students, parents/legal guardians, teachers and/or community member of the opportunities for input into the local decisions influencing the character of programs.

Expedited appeal process

Students, parents/legal guardians, teachers and/or community member will be able to appeal local decisions that influence the character of career and technology programs affecting their interest as follows.

- Within 14 days after a decision is rendered by the local school district/other eligible recipient administration, the matter may be submitted in writing to the attention of the district superintendent.
- The superintendent will respond to the appeal in writing within 14 days. A complaint that remains unresolved may be appealed in writing to the district board of trustees within 30 days for review and action within 30 days.
- An unsatisfactory decision by the school district board of trustees may be appealed in writing to the South Carolina state board of education within 14 days for final action within 60 days.

Adopted ^

Legal references:

A. Federal statutes:

1. P.L. 101-392, Section 118, Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.

School District Five of Lexington and Richland Counties

SCHOOL-COMMUNITY RELATIONS GOALS/PRIORITY OBJECTIVES

Code **KCA** Issued **DRAFT/08**

Purpose: To establish the board's vision for school-community relations.

The board will interpret the educational program to the people and invite discussion and suggestion on important educational policies. The board will attempt, at all times, to represent the entire community rather than any single group or section. To this end, the board establishes the following school-community relations goals.

- to develop intelligent citizen understanding of the school district in all aspects of its operation
- to determine how the citizenry feels about the school district and what it wishes the school district to accomplish
- to develop citizen understanding of the need for adequate financial support of a sound educational program
- to help citizens assume a more direct responsibility for the quality of education the school district provides
- to earn the good will, respect and confidence of the citizenry in the personnel and services of the school district
- to bring about citizen understanding of the need for improvement and what must be done to facilitate essential change
- to engage and inform citizens of the work of the board and the solving of its educational problems
- to invite the assistance, cooperation and understanding of elected and appointed officials and committees in the development of educational programs and facilities
- to promote a genuine spirit of cooperation between the board and community in sharing leadership for the improvement of the community

Adopted 1/21/85; Revised ^

Policy LC School-Business-Community Partnerships

Issued 1/85

School District Five of Lexington and Richland Counties supports effective partnerships among schools, parents, community, and business. Because such partnerships contribute greatly to the education of students, the district encourages all schools:

To strengthen the involvement of parents in the education of their children.

To increase the participation of business and industry in public schools.

To broaden community involvement in the schools.

To strengthen the involvement of parents in the education of their children, School District Five of Lexington and Richland Counties expects the following:

Scheduled parent-teacher conferences in each school.

Parent opportunities to assist in developing educational programs for their children.

Appropriate parenting classes and seminars scheduled.

Opportunities for parents to discuss academic achievement of the schools and to become involved in parent-teacher groups.

To increase the participation of business and industry in our schools, School District Five of Lexington and Richland Counties expects the following:

School personnel to obtain advice and suggestions from the business community whenever appropriate.

Schools to establish partnerships with business and industry which are in mutual benefit.

To broaden community involvement in schools, School District Five of Lexington and Richland Counties expects the following:

Schools to establish volunteer programs.

Schools to encourage civic and professional organizations to participate in school-business partnership.

Schools to implement an effective public information program to inform parents and district residents about school and student achievement.

School District Five of Lexington and Richland Counties will officially recognize individuals and firms which contribute to partnerships. The district superintendent will prepare a yearly report to show what partnerships have been established and recommend recognition of individuals and firms providing significant leadership in this area. The report should be presented to the Board of Trustees at one of its meetings in June of each year.

Adopted 1/21/85

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

Section 59-5-65 - State Board of Education authorized to assist school districts in the creation of effective school/business/community partnerships.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

STUDENT MENTORING PROGRAM

Code **KCAA** Issued **DRAFT/08**

Purpose: To establish the basic structure for the student mentoring program.

The board supports and encourages a vibrant and productive district-wide mentoring program. Such a program provides students with another adult in their academic lives and can result in higher academic achievement, better discipline and improved social skills.

The entire district community, individuals and businesses are encouraged to support this program by volunteering to be mentors or supporting mentoring programs.

All new mentors must be a part of the district's formal mentoring program, attend the mentoring orientation session and have a SLED and Sex Offender screening. Applications are required for all mentors.

Flex-time policy

In an effort to provide more mentors to students who need them, the board encourages employees to participate in the district mentoring program.

Since most mentoring activities occur during the work day, the board endorses a flex-time schedule to allow employees time during the day to meet with their mentee. Such a schedule must be approved by each employee's supervisor and must not interfere with or inhibit the work of the employee. Time missed should be made-up on the same day if possible, by either arriving early, staying late or forgoing a lunch hour.

Off-campus activities

Some mentors and mentees develop such a bond that they wish to expand their mentoring activities to include off-campus activities like sporting events, concerts, fishing and hiking. Arrangements must be approved by the school guidance office and permission must be made directly between the mentor, student and the student's parent/legal guardian. Students and parents/legal guardians must understand that the district does not provide supervision for off-campus activities, except group activities sponsored by the district.

Adopted 1/27/03; Revised ^

Policy KE Student Mentoring Program

Issued 1/03

The board supports and encourages a vibrant and productive district-wide mentoring program. Such a program provides students with another adult in their academic lives and can result in higher academic achievement, better discipline and improved social skills.

The entire District Five Community, individuals and businesses, is encouraged to support this program by volunteering to be mentors.

All new mentors must be a part of the district's formal mentoring program, attend the mentoring orientation session and have a SLED and Department of Social Services screening.

Flex-time policy

In an effort to provide more mentors to students who need them, the board encourages employees to participate in the district mentoring program.

Since most mentoring activities occur during the work day, the board endorses a flex-time schedule to allow employees time during the day to meet with their mentee. Such a schedule must be approved by each employee's supervisor and must not interfere with or inhibit the work of the employee. Time missed should be made-up on the same day if possible, by either arriving early, staying late or forgoing a lunch hour.

Off-campus activities

Some mentors and mentees develop such a bond that they wish to expand their mentoring activities to include off-campus activities like sporting events, concerts, fishing and hiking. Arrangements and permission must be made directly between the mentor, student and the student's parent or guardian. Students, parents and guardians must understand that the district does not provide supervision for off-campus activities, except group activities sponsored by the district.

Adopted 1/27/03

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

PUBLIC CONCERNS AND COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

Code **KEC** Issued **DRAFT/08**

Purpose: To establish the basic structure for receiving and handling public concerns and complaints about instructional resources.

The board of trustees recognizes its responsibility in the matter of selection and provision of instructional materials. Any parent/legal guardian or citizen may lodge a complaint against any books or instructional materials being used in the school system.

The complainant must submit criticism of books or other instructional materials in writing to the superintendent using the "Citizens Request for Review of Educational Materials" form (KEC-E). Committees will review all complaints (building level and district level) in accordance with approved administrative rules (KEC-R).

The board directs that any challenged materials remain in the school pending final action upon the complaint. However, the school may observe the request of a parent/legal guardian that his/her own child not be assigned a specific book or instructional resources.

The superintendent will inform the board of all complaints about instructional materials.

Adopted 3/17/75; Revised 6/7/82, 4/16/90, ^

Legal references:

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

1. Section 59-19-90(7) - The board of trustees shall control the educational interests of the district.

B. Case Law:

1. Board of Education v. Pico, 457 U.S. 853 (1982).

Policy KNBA Complaints About Instructional Materials

Issued 4/90

The board recognizes the principles of academic freedom based on the professional judgements of administrators and certified staff members about effective instructional materials and techniques. The board also recognizes its responsibility in assuring that such materials meet legal requirements and reflect widely-held community values.

Occasionally the public will object to instructional materials used in classrooms and libraries, in spite of the care taken in their selection. In order to have a complaint about instructional material considered, an individual must complete the official form [KNBA-E](#) and submit it to the principal of the school in which the material is being used.

Should the principal/director be unable to resolve the matter satisfactorily with the person filing the complaint, he/she will follow the procedures specified in [KNBA-R](#).

Upon receipt of a written complaint, the principal will comply with the request of a parent that his/her own child not be assigned materials considered personally offensive. However, these specific materials will not be confiscated or stored or removed from general use until a final decision has been made.

(Also [IFAD](#))

Adopted 3/17/75; Revised 6/7/82, 4/16/90

Constitutional and Statutory Provisions:

State Board of Education Regulations:

[R-43-253](#) - School Libraries

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

Policy IFAD Complaints about Instructional Materials

Issued 4/90

The board recognizes the principles of academic freedom based on the professional judgments of administrators and certified staff members about effective instructional materials and techniques. The board also recognizes its responsibility in assuring that such materials meet legal requirements and reflect widely-held community values.

Occasionally the public will object to instructional materials used in classrooms and libraries, in spite of the care taken in their selection. In order to have a complaint about instructional material considered, an individual must complete the official form [IFAD-E](#) and submit it to the principal of the school in which the material is being used.

Should the principal/director be unable to resolve the matter satisfactorily with the person filing the complaint, he/she will follow the procedures specified in [IFAD-R](#).

Upon receipt of a written complaint, the principal will comply with the request of a parent that his/her own child not be assigned materials considered personally offensive. However, these specific materials will not be confiscated or stored or removed from general use until a final decision has been made.

(Also [KNBA](#))

Adopted 3/17/75; Revised 6/7/82, 4/16/90

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

PUBLIC CONCERNS AND COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

Code **KEC-R** Issued **DRAFT/08**

Two committees will review all complaints about instructional materials. The principal will name a school level committee. The superintendent will name a district level committee.

The superintendent will submit the written complaint to the appropriate building principal for review by a school level committee. The school level review committee will meet within 10 days of the receipt of a completed book action request form to consider the complaint. The committee will review the complaint and formulate a recommendation and the principal will send the recommendation to the district level review committee within 3 days of the school level review committee's decision.

The superintendent will appoint the district level review committee annually. The district level review committee will meet to consider all school level review committee recommendations within 10 days of their receipt of the school committee's recommendation. As a part of the review process, the committee may invite the complainant to appear before it to discuss the nature of the complaints. Following their review, the district committee will forward a recommendation to the superintendent for review and transmittal to the complainant.

The complainant may appeal the committee's decisions in writing through the superintendent to the board.

Instructions to evaluating committees

The board directs the evaluating committees to bear in mind the principles of the freedom to learn and to read. The committees must base their decisions on these principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

The committee should study all materials thoroughly and read available reviews. The committee should check the general acceptance of the materials by consulting standard evaluation aids and local holdings in other schools.

The committee must not pull passages or parts out of context. The committee must weigh values and faults against each other and base its opinions on the material as a whole.

Should a committee recommend the removal of a book, the committee's final report must demonstrate that its decision was not intended to remove books to deny students' access to ideas which committee members find to be repugnant. Such an intention would violate Constitutional standards. The committee must further demonstrate that the books in question are not educationally suitable.

The committee report, reflecting the majority opinion, will be given to the complainant at the conclusion of the committee's discussion on the questioned materials. Deserting committee members must not publically challenge/attack the consensus decision of the entire committee.

Suggested format or outline for report from evaluating committee.

- list of committee members and their positions
- statement ensuring that each committee member read the material in its entirety
- list of review source(s) consulted

School District Five of Lexington and Richland Counties

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- statement of majority opinion
- committee's final decision

Issued 6/7/82; Revised 8/15/82, 4/16/90, ^

AR KNBA-R Complaints about Instructional Materials

Issued 4/90

The procedures for handling complaints about instructional materials are as follows:

The complainant secures the appropriate form (KNBA-E) from the school in which the material is used. The complainant completes the form and returns it to the school's principal/director.

The principal/director immediately refers the complaint form to a school review committee for consideration and evaluation. The committee shall consist of community representatives and at least two certified staff members knowledgeable about the particular subject matter. This committee will judge the material as to its relative suitability for the students served by the school.

Within a reasonable period after formal notification, the review committee shall return a written recommendation on the validity of the complaint to the principal/director.

If the principal/director agrees with the review committee's recommendations, he/she informs the complainant of the decision in writing. The complainant is also told about the appeal procedure.

If the principal/director does not agree with the review committee's recommendations, he/she immediately forwards a copy of the original written complaint to the superintendent along with the review committee's recommendation and his/her dissenting opinion. The superintendent passes selective judgment and notifies in writing all participating parties of his/her decision (i.e., complainant, review committee and principal/director). The complainant is also told about the appeal procedure.

The complainant may appeal the principal's decision in writing to the superintendent. If not satisfied with the superintendent's decision, the complainant may request permission to appear officially before the board of trustees for a final decision.

(Also IFAD-R)

Issued 6/7/82; Revised 8/15/82, 4/16/90

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

AR IFAD-R Complaints about Instructional Materials

Issued 4/90

The procedures for handling complaints about instructional materials are as follows:

The complainant secures the appropriate form ([IFAD-E](#)) from the school in which the material is used. The complainant completes the form and returns it to the school's principal/director.

The principal/director immediately refers the complaint form to a school review committee for consideration and evaluation. The committee shall consist of community representatives and at least two certified staff members knowledgeable about the particular subject matter. This committee will judge the material as to its relative suitability for the students served by the school.

Within a reasonable period after formal notification, the review committee shall return a written recommendation on the validity of the complaint to the principal/director.

If the principal/director agrees with the review committee's recommendations, he/she informs the complainant of the decision in writing. The complainant is also told about the appeal procedure.

If the principal/director does not agree with the review committee's recommendations, he/she immediately forwards a copy of the original written complaint to the superintendent along with the review committee's recommendation and his/her dissenting opinion. The superintendent passes selective judgment and notifies in writing all participating parties of his/her decision (i.e., complainant, review committee and principal/director). The complainant is also told about the appeal procedure.

The complainant may appeal the principal's decision in writing to the superintendent. If not satisfied with the superintendent's decision, the complainant may request permission to appear officially before the board of trustees for a final decision.

(Also [KNBA-R](#))

Adopted 6/7/82; Revised 8/15/82, 4/16/90

Constitutional and Statutory Provisions:

State Board of Education Regulations:

[R-43-253](#) - School Libraries

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

FILE: KEC-E

CITIZEN'S REQUEST FOR REVIEW OF EDUCATION MATERIALS

Author _____ Type of material _____

Title _____

Publisher or producer _____

Request initiated by _____

Telephone _____ Address _____

City and state _____ ZIP code _____

Do you represent: Yourself: ____ An organization (name): _____

Other group (name): _____

1. To what in the work do you object? Please be specific. List pages. _____

2. What of value is there in this work? _____

3. What do you feel might be the result of using this material? _____

4. If you did not examine the entire body of this work, why not? _____

5. Are you aware of the judgements of this work by literary critics? _____

6. If the material was obtained from the media center as a result of a class assignment, are you aware of the teacher's purpose for using it? _____

7. What do you believe is the theme or purpose of this work? _____

8. What do you prefer the school to do about this material?

- _____ Do not assign/lend it to my child.
_____ Re-evaluate this material.
_____ Withdraw it from the use of all students.

Other: (Explain): _____

9. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

File KNBA-E Individual School Letterhead

SAMPLE

Complaint About Instructional Materials

Please define the nature of the material to which you object:

_____ Book:

Textbook Record

Library Tape Recording

_____ Pamphlet Other (specify)

Author _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone Address _____

City _____ Zip _____

Complainant represents: _____

Himself _____

Organization (name)

Other (specify) _____

To what do you specifically object? _____

Did you read the entire book/article or listen to/view all the material? _____

What do you believe is the theme of this material? _____

What do you believe might be the result of students coming in contact with this material?

For what age group would you recommend this material? _____

Is there anything good about this material? If so, what?

Are you aware of the judgment of this material by literary critics? _____

What would you like your school to do about this material?

In its place, what material of equal literary quality would you recommend that would convey the information contained in the material or as valuable a picture and perspective of our civilization?

Signature of Complainant

Date _____

Submit completed form to the principal of the school in which the material is used.

(Also IFAD-E)

Adopted 6/7/82; Revised 4/2/90

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

File IFAD-E Sample

Individual School Letterhead

Complaint about Instructional Materials

Issued 6/82

Please define the nature of the material to which you object:

Book: _____

Textbook Record: _____

Library Tape Recording: _____

Pamphlet Other (specify): _____

Author: _____

Title: _____

Publisher (if known): _____

Request initiated by: _____

Telephone: _____ Address: _____

City: _____ Zip: _____

Complainant represents: _____

Himself: _____

Organization (name): _____

Other (specify): _____

To what do you specifically object? _____

Did you read the entire book/article or listen to/view all the material?

What do you believe is the theme of this material?

What do you believe might be the result of students coming in contact with this material?

For what age group would you recommend this material?

Is there anything good about this material? if so, what?

Are you aware of the judgment of this material by literary critics?

What would you like your school to do about this material?

In its place, what material of equal literary quality would you recommend that would convey the information contained in the material or as valuable a picture and perspective of our civilization?

Signature of Complainant

Date _____

Submit completed form to the principal of the school in which the material is used.

(Also [KNBA-E](#))

Adopted 6/7/82; Revised 4/2/90

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

BUSINESS PARTNERSHIPS

Code **KG** *Issued* **DRAFT/08**

Purpose: To establish the basic structure for establishing a business partnership program in the district

The board supports and endorses a strong business partnership program between the district, its schools and the business community. All partnerships with the district and its schools should be two-way partnerships that provide resources that are mutually beneficial to all parties. This is especially important if an initiative of a partnership could result in a cost to the district. Such initiatives should show a direct benefit to our students and be carefully considered before being approved.

Adopted 10/28/02; Revised ^

Policy KCC Business Partnerships

Issued 10/02

The board supports and endorses a strong business partnership program between the district, its schools and the business community. All partnerships with the district and its schools should be two-way partnerships that provide resources that are mutually beneficial to all parties. This is especially important if an initiative of a partnership could result in a cost to the district. Such initiatives should show a direct benefit to our students and be carefully considered before being approved.

Adopted 10/28/02

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

POLITICAL CAMPAIGN MATERIALS DISTRIBUTION/ STAFF PARTICIPATION IN POLITICAL ACTIVITIES

Code **KHE** Issued **DRAFT/08**

Purpose: To establish the basic structure the distribution of political campaign materials and staff participation in political activities.

The board firmly believes in the democratic process and its principles. Additionally, the board feels the exposure of students to persons of political prominence and/or current events is an important part of a comprehensive education. Therefore, the board permits the following.

- Teachers to use political campaign materials or conduct mock elections as a relevant part of the curriculum, provided the teacher does not advocate on behalf of one candidate, a political party or political agenda.
- Principals to invite candidates to visit classes and assemblies if equal opportunity is afforded all registered candidates for a particular office, and the invitation to speak is part of the lesson plans.
- School Improvement Councils and other school-sponsored groups to hold candidate forums in school facilities as long as all registered candidates are invited to participate. Any campaign materials must be removed at the conclusion of the activity.
- The use of schools as an official polling place. In the event of such use, the rules and regulations of the election commission will prevail.

The board opposes those actions that transform the schools into arenas for political activity. Activities that substantially disrupt or materially interfere with school activities are prohibited. Prohibited activities include the distribution of any cards, fliers, pamphlets, brochures, signs, pins, badges or any other political paraphernalia espousing any political party, political agenda or candidate at any time on district property during regular school hours. No one will be permitted to use the district-owned communications systems, including websites, social media systems, email or voice mail, to promote or solicit on behalf of any candidate or political party.

Upon request, the district may grant permission for current and prospective public office-holders and/or their campaign workers to distribute campaign literature on district-owned property after regular school hours (e.g., at athletic events). The district reserves the right to curtail such activity if it becomes disruptive or otherwise interferes with school activities. Due to the potential disruption, no campaign literature may be distributed during school board meetings.

No employee will, during school hours, on district-owned property or at a school-sponsored event, influence, or attempt to influence, any student, teacher, parent/legal guardian or other person to vote for or against any candidate for public office. This prohibition will be interpreted to prohibit employees from engaging in any activity during regular school hours that indicates that an employee is using his/her position to further personal views on candidates for public office or a political campaign, but will not prevent employees or other members of the public from wearing political buttons or other items espousing a particular candidate on district-property after regular school hours. Employees and other members of the public are permitted to drive personal vehicles displaying political bumper stickers or similar sized magnets or decals onto district-owned property during and after regular school hours, but may not display large

PAGE 2 - KHE - POLITICAL CAMPAIGN MATERIALS DISTRIBUTION/STAFF PARTICIPATION IN POLITICAL ACTIVITIES

signs (signs that are not in, or affixed directly to, the vehicle) espousing for a particular candidate, political party or political agenda.

During the school day, on district-owned property or at a school-sponsored event, no employee will contact any student, teacher, parent/legal guardian or other person for the purpose of espousing any candidate, political party or political agenda.

At no time will district owned copiers, printers, computers or any other machines or systems be used to espouse any candidate, political party or political agenda.

Concerns regarding the political activity of an employee will be reported and discussed in a conference between the employee and the superintendent or his/her designee.

Students or employees wearing any part of an official school uniform may not participate in any political event including rallies, parades or forums. Official school uniforms are uniforms worn for school competitions/athletic events. School uniforms do not include school t-shirts or other clothing that may have a school logo.

No school publication will advertise or accept for advertisement any material promoting any political party, political agenda or any candidate for public office.

No candidate for office can send group/individual emails to district employees within 90 days of election.

Adopted 6/7/82; Revised 1/27/92, 7/24/06, ^

Policy KIA Political Campaign Materials Distribution/Staff Participation in Political Activities

Issued 7/06

The board firmly believes in the democratic process and its principles. Additionally, the board feels the exposure of students to persons of political prominence and/or current events is an important part of a comprehensive education. Therefore, the board permits the following.

- Teachers to use political campaign materials or conduct mock elections as a relevant part of the curriculum, provided the teacher does not advocate on behalf of one candidate or one party.
- Teachers and principals to invite candidates to visit classes and assemblies if equal opportunity is afforded all registered candidates for a particular office, and the invitation to speak is part of the teacher's lesson plans. A teacher must have the principal's approval prior to inviting candidates to the school.
- School improvement councils and other school-sponsored groups to hold candidate forums in school facilities as long as all registered candidates are invited to participate. Any campaign materials must be removed at the conclusion of the activity.
- The use of schools as an official polling place. In the event of such use, the rules and regulations of the election commission will prevail.

The board opposes those actions that transform the schools into arenas for political activity. Activities that substantially disrupt or materially interfere with school activities are prohibited. Prohibited activities include the distribution of any cards, fliers, pamphlets, brochures, signs, pins, badges or any other political paraphernalia espousing any political party or candidate at any time on district property during regular school hours. No one will be permitted to use the district-owned communications systems, including Web sites, e-mail or voice mail, to promote or solicit on behalf of any candidate or political party.

Upon request, the district may grant permission for current and prospective public office-holders and/or their campaign workers to distribute campaign literature on district-owned property after regular school hours (e.g., at athletic events). The district reserves the right to curtail such activity if it becomes disruptive or otherwise interferes with school activities. Due to the potential disruption, no campaign literature may be distributed during school board meetings.

No employee will, during school hours, on district-owned property or at a school-sponsored event, influence, or attempt to influence, any student, teacher, parent/legal guardian or other person to vote for or against any candidate for public office. This prohibition will be interpreted to prohibit employees from engaging in any activity during regular school hours that indicates that an employee is using his/her position to further personal views on candidates for public office, but will not prevent employees or other members of the public from wearing political buttons or other items espousing a particular candidate on district-property after regular school hours. Employees and other members of the public are permitted to drive personal vehicles displaying political bumper stickers onto district-owned property during and after regular school hours, but may not display large signs (signs that are not in, or affixed directly to, the vehicle) espousing for a particular candidate or political party.

During the school day, on district-owned property or at a school-sponsored event, no employee will contact any student, teacher, parent/legal guardian or other person for the purpose of espousing any candidate or political party or use any district property for the purpose of espousing any candidate or political party.

VISITORS

Code **KI** Issued **DRAFT/08**

Purpose: To establish the basic structure for public visits to the school.

1. Authorized Visitors Encouraged

The board encourages authorized parents/legal guardians, grand parents, and other citizens of the district to fully participate in the educational process and to visit classrooms or attend other school activities at times authorized by the District or the Principal to observe the work of the school.

2. Visitors Must Report to the Front Office of a School

The board and state law requires that during school hours, all visitors to the school must report to the school's front office. Visitors must follow the security check-in procedures, receive authorization and a visitor's badge before visiting classes, students, or elsewhere in the building. Visitors must wear their visitors badge until they depart the building. School employees should report violations of this law and school procedures to the school administration and law enforcement authorities immediately.

3. Employees and School Volunteers Must Wear Identification Badges

The board requires that during school hours while at work or in a school facility, all district employees and volunteers must wear their identification badges at all times, except if it is unsafe to do so because of the use of certain machinery or the nature of their work. However, at all times, the district identification badge should be kept on the person of the employee or volunteer while on-campus during the school day. District and school administrators and supervisors will enforce this rule.

4. Public Safety and Security Personnel

Uniformed or properly credentialed public safety officers, such as fire marshalls, firefighters, emergency medical technicians, and on-duty law enforcement officers do not have to check-in while on-campus or inside the school if they are there in the performance of their official capacity, and not visiting the school as a parent or other school visitor. If the legitimacy of any such individual is questionable, the front office staff may stop the individual and ask for his/her credentials. If further proof is needed, they may call the individuals agency, or request assistance from district security staff, public information office or law enforcement.

5. Routine School Staff

Staff officially working in the schools, but assigned to other legitimate government or service agencies and are known to routinely work in the school, have their proper uniform and/or identification, may not have to check-in at the front office at the discretion of the school administration.

6. Employee Identification Challenges

It is the responsibility of all employees to politely challenge those without the proper identification or visitors badge when it is safe to do so, and report violations to the school administration and law enforcement.

7. Picking Up A Student Mid-Day

A person picking-up a student in the middle of the school day must have legal custody of the child or be properly authorized to pick the child by the custodial parent or guardian. Any person picking-up a child mid-day from school, must be positively identified and show their state issued driver's license, State issued identification card, or through other verifiable methods

demonstrating conclusively they have permission/authority to pick-up the student. The custodial parent will be contacted if there are any concerns about releasing the student. In the event of an emergency, such as the sudden death or injury of a parent, or when the parent cannot be contacted, the school may release a child to the proper law enforcement, social services, or a verified next of kin at the discretion of the Principal. In all cases, the person's identity must be verified and the person must sign for the child, and the signature kept on file.

8. Unauthorized Persons

Principals will not permit unauthorized persons in school buildings or on school grounds. Both state law and the school board authorize principals, district and school staff to take appropriate action to prevent unauthorized persons from entering buildings and from loitering on grounds.

9. Dangerous Person(s)

School front office employees, teachers, district and school staff may prevent the entry of any person into the school or on a school campus where there is an articulable reason(s) to believe that the visitor(s) poses a threat, has an illegal weapon, or possesses a suspicious or hazardous device.

10. Suspicious Person(s)

District or school employees may call for assistance or delay entry if there is an articulable belief that the person may pose a disturbance or prohibit the safe operation of a school until such time as an Administrator, School Resource Officer, or other individual can clear the individual. Such articulable beliefs may include, but are not limited to, the following:

- The person appears highly intoxicated or under the influence of drugs;
- The person has unusual and extreme anger;
- The person does not appear to be in touch with reality or is out of control mentally;
- The person appears to be wearing unusually bulky items for the weather or time of year, and/or the person appears to be hiding unknown items under their clothing that is suspicious in nature;
- The person possesses unlawful items or displays inappropriate items, or contraband;
- The person is known from past incidents as a security threat, or is known to be a wanted person or sex offender;
- The person has been expelled from school or is under an existing verbal or written No Trespass Notice for the school or district.

11. No Trespass Notices

District and school administrators, after school or after hours program managers, district security and safety staff, school resource officers, or other on-duty or extra-duty law enforcement officers assigned to work at a school or event may issue a verbal or written No Trespass Notice for the School Facility, delay the entry of a person for cause, or ask for the removal any such individual(s), as necessary. On-duty law enforcement officers patrolling a school campus after-hours may also issue a No Trespass Notice to individuals who are not in compliance with a school's No Trespass Sign or rules, or are when the individual(s) are causing a disturbance or are not in compliance with a local law while on school property.

12. Searches and Seizures

State law allows school administrators and school district security and safety staff to conduct reasonable searches of the person and property of visitors on school premises. It is against the law for school administrators, school security and safety staff, or any school employees to conduct a strip search. Schools must post notice of the search law at all regular school entrances and any other access point to the school grounds.

Adopted 8/1/73; Revised 11/16/81, ^

Legal references:

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

SCSBA

1. Section 16-17-420 - Disturbing school and penalties therefore.
2. Section 59-19-90(5) - Board in control of property of district.
3. Section 59-19-120 - Board may issue regulations governing use of school buildings for other than normal school activity.
4. Section 59-63-110, et. seq. - Search of persons and effects on school property.

Policy KM Visitors to the Schools

Parents and community residents are encouraged to visit the schools and to observe their instructional programs; however, permission must be obtained first from the school principal/director or designee.

Signs welcoming visitors and giving directions to the office should be posted at each school.

Unauthorized Visitors

To maintain an academic atmosphere and a safe environment for students, the Board will take all steps necessary to keep unauthorized visitors off school premises.

The principals/directors are empowered to take appropriate action against unauthorized visitors in the building, on the grounds or other school property. Such action shall include the right to call in police and swear out warrants.

The authority for such is [Section 16-17](#)-420 of the South Carolina Code of Laws, 1976, as amended:

"Disturbing school: -- It shall be unlawful: (1) for any person willfully or unnecessarily (a) to interfere with or disturb in any way or in any place the students or teachers of any school or college in this state, (b) to loiter about such school or premises or (c) to act in any obnoxious manner thereon; or (2) for any person to (a) enter upon any such premises or (b) loiter around the premises, except on business, without the permission of the principal or president in charge. Any person violating any of the provisions of this section shall be guilty of a misdemeanor....."

Adopted 8/1/73; Revised 11/16/81

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended:

[Section 59-19](#)-90 (5) - Board in control of property of district.

[Section 59-19](#)-120 - Board may issue regulations governing use of school buildings for other than normal school activity.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES



Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Mark A. Bounds
Chief Information Officer

[Signature]
8/29

Date: September 5, 2013

Re: Board Policies – Section K

Issue: Proposed additions and revisions to Board Policies – Section K

Background: Attached for your consideration are the recommended new policies and revisions from the South Carolina School Boards Association for the following policies:

- Replace KJ "Advertising, Distribution of Promotional Materials and Vending Agreements on School Property and at School-Sponsored Events" and KHC "Distribution of Promotional Materials" with KHEA "Advertising Distribution of Promotional Materials and Vending Agreements on School Property at School-Sponsored Events"
- Replace LDAJA "Interrogations and Searches" with KLG "Relations with Law Enforcement Authorities"

Recommendation: Administration recommends that the proposed additions/revisions to selected "K" policies proceed to first reading approval.

MB/aw

Attachments - Current Board Policies/Recommended Policies – Section K

ADVERTISING, DISTRIBUTION OF PROMOTIONAL MATERIALS AND VENDING AGREEMENTS ON SCHOOL PROPERTY AND AT SCHOOL-SPONSORED EVENTS

Code **KHEA** Issued **DRAFT/08**

Purpose: To establish the basic structure for advertising, distribution of promotional materials, and vending agreements and the revenues that these activities may generate.

Definitions

For the purpose of this policy, the following definitions will apply.

- Advertisements are defined as visual signs and other notices intended to call attention to a product or service that are erected on or affixed to district real or non-real property.
- Promotional materials are defined as pamphlets, flyers, brochures and other items containing descriptions or advertising that are distributed to the recipients.
- Vending is defined as the sale or donation of any item for use or consumption by the purchaser.
- Sponsor means any person or organization that pays for or carries out a project or activity in return for advertising.

Guidelines

Advertisements, promotional materials and/or vending items cannot undermine or detract from the district's educational mission.

Corporate involvement in the district's affairs must support and enhance the educational goals of the district.

The board and the superintendent retain the authority at all times to review and evaluate any materials, agreements, programs or relationships with a corporate entity to ensure that they are consistent with the district's educational goals.

The board and the superintendent retain the authority to determine that all aspects of such materials, agreements, programs and relationships are tasteful; appropriate for the educational environment; do not violate any district policies; and meet all local, state and federal legal requirements as well as the ethical standards and requirements of the district.

The board and the superintendent or his/her designee retain the authority and right for final approval of any and all agreements established with corporate entities.

The superintendent must have on file a report concerning all commercial agreements covered by this policy. The report must include a list of the agreements, the subject matter of the agreement, the schools involved and the revenue produced under each agreement. This information was moved and placed under 'guidelines.'

All sponsored and/or donated materials must meet the same standards used for selection and procurement of the curriculum materials. Schools and teachers retain discretion in the use of corporate sponsored materials.

School District Five of Lexington and Richland Counties

PAGE 2 - KHEA - ADVERTISING, DISTRIBUTION OF PROMOTIONAL MATERIALS AND VENDING AGREEMENTS ON SCHOOL PROPERTY AND AT SCHOOL-SPONSORED EVENTS

Students cannot be required to observe, listen to or read advertisements or promotional materials. The district will not provide any non-district entity access to a "captive audience."

Administrative procedures

All agreements allowing any entity to advertise, distribute promotional materials or engage in vending on school property must be in writing. These agreements must identify the parties involved, include a description of any advertising or promotional materials, and include a list of vending items to be sold.

Where the agreement anticipates generation of revenue or donation of tangible items, the principal may grant final approval to such agreements whose value is under \$10,000; agreements over \$10,000 but less than \$25,000 must be approved by the superintendent or his/her designee; agreements over \$25,000 must be approved by the superintendent and board, unless otherwise provided for in the procurement laws, rules, regulations and policies applicable to the district. On term agreements, the required approval authority will be determined by the anticipated total revenue for the entire term of the agreement.

School administrators, teachers, booster clubs and other district personnel and organizations may recommend that the district enter into agreements regarding advertising, distribution of promotional items or vending activities. Recommendations must be submitted to the superintendent, his/her designee or a committee that the superintendent may establish to review such proposed agreements.

Any agreement for advertising, promotional or vending programs which obligates the district to the expenditure of more than \$1,000 through a capital expenditure or a general fund, a payment upon termination or otherwise must be approved by the board.

Revenue

All revenue collected pursuant to any advertising approved by the superintendent and the board will be placed in a school account and will be expended for the general benefit of the school as approved by the principal. Collections and expenditures of all such revenues must be accounted for in an annual audit submitted to the board. Revenues generated from PTAs, PTOs and club-sponsored activities at school-sponsored functions will be retained by the club. Revenue generated from sponsorships, donations and assessments will also be retained by the organization and/or club.

The superintendent will present to the board an annual report detailing the use and disposition of all property donated to the district pursuant to agreements made under this policy.

PAGE 3 - KHEA - ADVERTISING, DISTRIBUTION OF PROMOTIONAL MATERIALS AND VENDING AGREEMENTS ON SCHOOL PROPERTY AND AT SCHOOL-SPONSORED EVENTS

Contract terms

Contracts executed under this policy will conform to standard terms and conditions established by the superintendent or his/her designee and the district's legal counsel. The established terms and conditions are effective the current year only. Multiple year contracts must be approved by the superintendent or his/her designee.

Adopted 9/13/99; Revised 6/28/04, 8/14/06, ^

Legal references:

A. Court cases:

1. Child Evangelism Fellowship of Maryland, Inc. v. Montgomery County Public Schools, 373 F.3d 589 (4th Cir. 2004).
2. Child Evangelism Fellowship of Maryland, Inc. v. Montgomery County Public Schools, -- F.3d --, 2006 WL 2294272, C.A. 4 (Md.), August 10, 2006.

Policy KJ Advertising, Distribution of Promotional Materials and Vending Agreements on School Property and at School-Sponsored Events

Issued 8/06

Purpose

The purpose of this policy is to provide guidelines to School District Five of Lexington and Richland Counties on the issues of advertisements, distribution of promotional materials, vending and revenues that these activities may generate.

Definitions

For the purpose of this policy, the following definitions will apply.

- Advertisements are defined as visual signs and other notices intended to call attention to a product or service that are erected on or affixed to district real or non-real property.
- Promotional materials are defined as pamphlets, flyers, brochures and other items containing descriptions or advertising that are distributed to the recipients.
- Vending is defined as the sale or donation of any item for use or consumption by the purchaser.
- Sponsor means any person or organization that pays for or carries out a project or activity in return for advertising.

Guidelines

Advertisements, promotional materials and/or vending items cannot undermine or detract from the district's educational mission.

Corporate involvement in the district's affairs must support and enhance the educational goals of the district.

The board of trustees and the superintendent retain the authority at all times to review and evaluate any material, agreement, program or relationship with a corporate entity to ensure that they are consistent with the district's educational goals.

The board of trustees and the superintendent retain the authority to determine that all aspects of such materials, agreements, programs and relationships are tasteful; appropriate for the educational environment; do not violate any district policies; and meet all local, state and federal legal requirements as well as the ethical standards and requirements of the district.

The board of trustees and the superintendent or his/her designee retain the authority and right for final approval of any and all agreements established with corporate entities.

All sponsored and/or donated materials must meet the same standards used for selection and procurement of the curriculum materials. Schools and teachers retain discretion in the use of corporate sponsored materials.

Students cannot be required to observe, listen to or read advertisements or promotional materials. The district will not provide any non-district entity access to a "captive audience."

Administrative procedures

All agreements allowing any entity to advertise, distribute promotional materials or engage in vending on school property must be in writing. These agreements must identify the parties involved, include a

description of any advertising or promotional materials and include a list of vending items to be sold.

Where the agreement anticipates generation of revenue or donation of tangible items, the principal may grant final approval to such agreements whose value is under \$10,000; agreements over \$10,000 but less than \$25,000 must be approved by the superintendent or his/her designee; agreements over \$25,000 must be approved by the superintendent and board, unless otherwise provided for in the procurement laws, rules, regulations and policies applicable to the district. On term agreements, the required approval authority will be determined by the anticipated total revenue for the entire term of the agreement.

School administrators, teachers, booster clubs and other district personnel and organizations may recommend that the district enter into agreements regarding advertising, distribution of promotional items or vending activities. Recommendations must be submitted to the superintendent, his/her designee or a committee that the superintendent may establish to review such proposed agreements.

Any agreement for advertising, promotional or vending programs which obligates the district to the expenditure of more than \$1,000 through a capital expenditure or a general fund, a payment upon termination or otherwise must be approved by the board of trustees.

Revenue

All revenue collected pursuant to any advertising approved by the superintendent and the board will be placed in a school account and will be expended for the general benefit of the school as approved by the principal. Collections and expenditures of all such revenues must be accounted for in an annual audit submitted to the board. Revenues generated from PTAs, PTOs and club-sponsored activities at school-sponsored functions will be retained by the club. Revenue generated from sponsorships, donations and assessments will also be retained by the organization and/or club.

The superintendent will present to the board an annual report detailing the use and disposition of all property donated to the district pursuant to agreements made under this policy.

Report to the board

The superintendent must submit a report to the board each fiscal year concerning all commercial agreements covered by this policy. The report must include a list of the agreements, the subject matter of the agreement, the schools involved and the revenue produced under each agreement.

Contract terms

Contracts executed under this policy will conform to standard terms and conditions established by the superintendent or his/her designee and the district's legal counsel.

Adopted 6/28/04; Revised 8/14/06

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

Policy KHC Distribution of Promotional Materials

Issued 9/99

Faculty and students may not be used in any manner for advertising, promoting or distributing the interests of any business or non-school agency or organization without the approval of the director of community services and the school principal. Materials being approved must meet the following criteria.

Materials from non-profit organizations may be approved providing the information being communicated clearly provides a much-needed service to parents and students.

School business partnerships are designed to strengthen the school program. Business partners who have entered into a formal partnership with the school may receive approval to distribute information that will benefit the school in a clear and substantial manner.

Approved information directed toward faculty members from businesses and commercial organizations may be placed in faculty distribution boxes at the principal's discretion, or may be placed in appropriate areas where faculty and staff members may pick them up if they so desire.

Information from non-profit organizations and agencies that will assist faculty and staff as they serve students may be placed in faculty distribution boxes.

Adopted 9/13/99

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

RELATIONS WITH LAW ENFORCEMENT AUTHORITIES

Code **KLG** Issued **DRAFT/08**

Purpose: To establish the basic structure for the district's relations with law enforcement authorities.

1. Law Enforcement Point of Contact

The district's primary point of contact with law enforcement agencies will be the District's Security and Safety Specialist at the district level and the Principal and Administrators at the school level, however all district employees should assist and cooperate with School Resource Officers (SROs) and other Law Enforcement Officers (LEOs). To the extent possible, school and district staff shall attempt to keep law enforcement patrol routines, assignments, and specific locations at any given time as confidential as possible in order to deter potential or would-be criminals from all schools and locations. Suspicious questions pertaining to this type of information should be forwarded to the particular law enforcement agency and the District Security and Safety Specialist. Media and similar inquiries about the specific location of law enforcement officers at a given time or patrol routines should be forwarded to the District's Public Information Officer.

2. Routine Law Enforcement Calls for Service

Routine calls for law enforcement services that are not urgent or time-sensitive during school hours should usually originate from the school administration, however all employees, students, or visitor are encouraged to report suspicious persons, activities, items or crimes to their School Resource Officer (SRO) or local law enforcement agency in a timely manner.

3. School Resource Officers (SROs)

SROs are Certified Class 1 Law Enforcement Officers that have additional school related training and they are a great resource to both the schools and their law enforcement agency. SROs work at the school as per the district-SRO agreement, but they are under the primary direction and authority of their agency's chain-of-command, policy and procedures, and relevant local, state, and federal laws. SROs have law enforcement jurisdiction at their school and anywhere in the state when they are traveling with their school or at school sponsored or school sports events.

In schools with a permanent, temporary, or periodic SRO presence, staff should report coordinate and cooperate routinely with SROs on a number of law enforcement, safety, crime or drug prevention, traffic, training, teaching and mentoring activities as indicated on the district-SRO contract.

4. SROs-Calls for Law Enforcement Services

School employees or students may request law enforcement services directly from their SRO via radio, phone, or other approved methods, however when there is an emergency or a need for an immediate law enforcement response and the SRO cannot be immediately reached, the school or other individuals should call 911. In a situation in which the SRO needs additional assistance, the school administration should call for additional law enforcement assistance via 911. When outside law enforcement officers urgently respond to the school due to an incident, the school administration should ensure that the district is notified immediately via the district emergency line (when available) or other approved methods.

5. Emergency Law Enforcement Calls for Service

Any school district employee may call law enforcement directly at any time during school hours or after school hours, when there is an emergency, crime in progress, or in the event of any time-sensitive need for law enforcement services due to an emergency or suspicious person, item, or activity. School employees that call law enforcement during school hours should immediately

inform the school administration. If there is an urgent response by outside law enforcement or public safety to the school, the school administration should ensure that the appropriate school staff are notified and that the district office is notified immediately via the district emergency line (when available) or other approved method.

6. Law Enforcement Activity or Crime in the Vicinity of a School

If there is a crime in progress or law enforcement activity within the close proximity of a school that could endanger the occupants of the school, the school administration should take appropriate protective action and seek the advice of their SRO or local law enforcement or public safety authorities. School administration should take action, if any, recommended by the law enforcement or public safety authorities. The recommendation of the law enforcement or public safety agency should be followed unless the school staff has reasonable knowledge of other dangers that the public safety agency is unaware of. In the event of a modified or full Lock-Down, school administration must notify their SRO and the district via the district emergency line (when available) or other methods immediately so that the district can assist with informing the other schools, buses, and appropriate district security and safety staff. In the event that a school is in Lock-Down or Modified Lock Down due to a dangerous situation, to the extent possible, the school administration in coordination with the district office staff should attempt to notify other schools and buses within close proximity to that school of any known danger.

7. Law Enforcement Incident Command Post

In the event of major incident at or near a school, law enforcement or public safety may set-up an Incident Command Post to assist with the incident management, coordination, scene safety, and communication. The person in charge of the public safety Incident Command Post is called the **Incident Commander**, and nature and location of the incident dictates which agency the Incident Commander comes from. The Principal or designee from the affected school should be available to serve as a school **Liaison Officer** to the public safety Incident Command Post. Additionally, District Security and Safety and Public Information Staff may also respond to or be requested to assist at the public safety Incident Command Post.

8. Student CrimeStoppers and Crime Tips

All district administrators and staff should advertise and strongly encourage the use of the *Student CrimeStoppers* program and other related reward or positive behavior programs that are available at their school and in the district. Students can communicate with *Student CrimeStoppers* using a phone, online, or using various media 24 hours a day and seven days a week, and the call is always anonymous. A cash award may be given out anonymously via a bank should the tip be verified. Students should be periodically reminded that reporting crimes and potential crimes is for everyone's safety, to include the well being and safety of any potential perpetrator(s). Students should be reminded that they can always tell a parent or trusted adult, school staff member, law enforcement, or contact *Student CrimeStoppers* in the event that they have knowledge about a threat, crime, or any potentially dangerous situation that could affect the school or community.

9. Reporting Suspicious or Dangerous Activity to Law Enforcement

It is the duty of every district employee, volunteer, or student to report suspicious people, activities, or items immediately to the school administration and law enforcement and/or other appropriate public safety agency in a timely manner. Suspicious activity that is in-progress should be reported immediately, rather than hours or days after the individual(s) have departed the area. Staff and students are encourage to collect and write down as much pertinent facts as they can safely obtain, such as tag numbers, vehicle and suspect descriptions, and the time, date, and location of the observances. The school administration should also report suspected dangerous or suspicious criminal activity to the district security and safety office in a timely manner after law enforcement has been notified.

10. Law Enforcement School Volunteers

School and District Administrators are encouraged to invite and recruit current or retired law enforcement officers in good standing to serve as school volunteers in a non-paid and non-benefitted "security capacity". If a law enforcement officer volunteers wishes to volunteer at the

school, they must submit a School Volunteer Application to the Principal, and the Principal will send it to the District Security and Safety Office for a background check and approval. If approval is given, the law enforcement volunteer may work as a volunteer in the school in or out of uniform in accordance with their agency's policy and procedures, and with their agency's permission. However, they must have law enforcement identification and credentials ready to show, if necessary. The Law Enforcement Volunteer works at the school at the direction and pleasure of the Principal, and in coordination with the District Security and Safety Staff and School Resource Officer(s), if any. Law Enforcement Volunteers should check-in with the school front office and any other security staff upon their arrival and departure. Law Enforcement Volunteers are considered "Outside Law Enforcement" for the purposes of this policy. Other non-law enforcement volunteers may also serve in a non-paid and non-benefitted "security assistance role" at the discretion of the Principal, however they can apply via the normal volunteer process, cannot be armed in any way, and have no authority beyond that of any other School Volunteer.

11. Outside Law Enforcement - Official Business at a School

Except for routine patrol, if law enforcement officers, other than those assigned or temporarily assigned by the district or school to work at the school, wishes to come to a school facility during school hours to conduct an investigation or official business, they should first contact the School Resource Officer, if available, and school or district administrator to present their purpose and authority.

12. Interrogations of a Student Suspect

When any outside law enforcement officer, other than a School Resource Officer or Officer assigned by the school or district to work at the school, wishes to question a student who is the "suspect" of a crime, a School or District Administrator must be present during the questioning when the questioning occurs on campus during school hours. This does not prevent School Resource Officers or other Law Enforcement Officers from interviewing students during the "information gathering" portion of a criminal investigation. For example, when the student is reporting a crime, a potential victim or witness of a crime, or when the student was in close proximity to a crime or in a position where they might have been knowledgeable about a crime so long as the student has not been identified as a "suspect" at the time of questioning.

13. Custodial Arrests

If custody and/or arrest is involved and/or an official warrant or pick-up order has been issued by a judge for a student, the principal will assist the law enforcement officer in assuring that all procedural safeguards as prescribed by law are observed. School officials must attempt to notify parents/legal guardians if their child is taken into police custody during school hours, or when they are under their direct supervision. If a staff member is arrested on campus for any reason, the school administration must notify their Supervisor and the District's Security and Safety Director immediately.

14. Duty to Report Certain Crimes

As per state law, all school district employees must immediately report to their administrator and law enforcement a serious crime in progress, or any incident where there is a reasonable belief that a student is missing, or anyone on school district property has been abducted, missing-endangered, abused, criminally neglected, or sexually assaulted. The onus is on the employee knowledgeable about any of the above crimes to report the crime, or ensure that the crime is reported by their school administration in an urgent and timely manner. Additionally, all school employees must immediately report to school administration and law enforcement authorities any illegal or dangerous firearm, dangerous activity, suspected bombs, bomb threats, hazardous devices, or similar items immediately. The school administration should contact the district immediately via the district emergency line (when available) or other approved methods.

15. Criminal Evidence

All school employees should make every effort to protect crime scenes, physical evidence of a crime, or reasonably potential criminal evidence by not disturbing the evidence until a law enforcement officer can be consulted or respond to the scene. In the event of a felony or serious

crime, school staff should not interfere or disturb evidence except for life safety or school safety purposes. Graffiti should be reported to the appropriate SRO or law enforcement agency, and the writing should be read, recorded, and only then removed. Vehicles involved in traffic accidents should only be moved for life safety purposes or when authorized by a law enforcement officer or their dispatch operator. If a student or staff member is reported or believed to be criminally sexually assaulted, then staff should deter an alleged victim from bathing or washing, or changing clothes, except for life safety purposes, until they can be seen by trained medical staff and law enforcement at a hospital or other medical facility.

16. Criminal Incident Reports

All crime that occurs on campus should be reported to the SRO or local law enforcement in a reasonable and timely manner. The principal should collect a copy of all School Resource Officer incident reports, and other reports when possible, related to their campus when they become available and they must submit a copy of these reports to the district security and safety office in a timely manner. The principal and district security and safety office and administrators should monitor these reports and consider these reports during the development of district and school plans, budgets, and operations.

17. Traffic Law Enforcement

Local law enforcement, including but not limited to, School Resource, Patrol, and Traffic Officers are granted full authority to patrol and enforce traffic and parking laws at any school district facility at any time. Traffic accidents that occur on school property should be reported to the school administration and SRO or appropriate law enforcement agency in a timely manner. If there are injuries, the employee must ensure that proper public safety is notified without delay. In the event of a traffic accident with injuries, the school administration should notify staff, public safety, and the district via the district emergency line immediately (when available) or other approved method.

18. Law Enforcement Crossing Guard Services

The Director of Transportation should be the primary district point of contact with the appropriate Sheriff's Department School Crossing Guards and their Supervisors. The Transportation Director will review pedestrian safety, traffic, population, and bus patterns with their agency to determine Crossing Guards locations.

19. Requests for Law Enforcement by Bus Transportation

In the event there is a bus accident or other need for a law enforcement response to a school bus, the driver must ensure that the transportation administration is notified and that the appropriate law enforcement and/or public safety agency is requested without delay. The Transportation administration must ensure that the district is notified immediately of any bus accident, with or without injuries, or any law enforcement emergency response to a school bus immediately via the district emergency line procedure (when available) or by other approved means.

20. Law Enforcement Canine Services

School Principals are encouraged to utilize local law enforcement canine resources appropriately, and should request drug, bomb, gun detection or other canines as appropriate via their SRO or local law enforcement agency. The Principal should ensure that the school staff coordinates with Law Enforcement Canine Handlers in an appropriate and safe manner before a scheduled search. In the event that an emergency bomb detection or tracking dog search is taking place at the school, the school administration should alert appropriate staff, take appropriate life safety measures, assist the canine units as requested, and inform the district via the district emergency line (when available) or by other approved methods.

(District should add agreed-upon list here or a reference to specifics of other policies.)

Adopted 4/28/75; Revised 11/16/81, 9/11/95, ^

Legal references:

SCSBA

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

1. Section 59-24-60 - Requires administrators to contact law enforcement.

Policy LDAJA Interrogations and Searches

Issued 9/95

The Board recognizes that the Fourth Amendment protects citizens, including students, from unreasonable searches. However, the district considers any person entering the premises of any school in the district, including visitors, as consenting to a reasonable search of his/her person and personal property. Accordingly, district officials are authorized to conduct reasonable searches according to the procedures set forth in administrative rule [JCAB-R](#). The district will post appropriate notice on school property notifying individuals of this fact. In conducting the search, school officials will make every effort to protect the privacy interests of individuals. The district's express intention for this policy is to enhance security in the schools and prevent students from violating Board policies, school rules and state laws.

The district will conduct searches involving the use of metal detectors in accordance with the procedures outlined in policy [JCAC](#) and administrative Rule [JCAC-R](#).

Police interrogations

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is therefore the implicit responsibility of the school administration to protect each student under its control according to the following criteria.

When law enforcement officers find it necessary to question students during the school day, the school principal or his/her designee will be present. The questioning will be done in the administrator's office. Personnel will make every reasonable effort to contact the parent/legal guardian and request his/her attendance.

If custody and/or arrest is involved and/or an official warrant has been issued, the principal/director will cooperate with the officer. Personnel will make reasonable efforts to contact the parent/legal guardian to make them aware of the situation.

(Also [JCAB](#))

Adopted 4/28/75; Revised 11/16/81, 9/11/95

Constitutional and Statutory Provisions:

S.C. Code, 1976, as amended

[Section 59-19-90](#) (3) - Regulation of student conduct.

[1994 Act 373](#) - Allows searches.

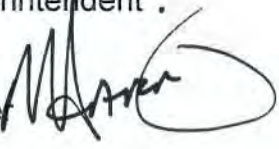
[New Jersey v. T.L.O.](#), 469 U.S. 325 (1985).

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES



MEMORANDUM

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

FROM: Michael R. Harris
Chief Student Services Officer 

DATE: August 29, 2013

RE: September 9, 2013 Board Meeting, Discussion Item.
Proposed Revisions to Board Policy JCDAE "Urinalysis Drug Testing for
Certain Expelled Students Attending the Alternative School"

- REPLACE - JCDAE "Urinalysis Drug Testing for Certain Expelled Students Attending the Alternative School" WITH "JICHA "Urinalysis Drug Testing for Certain Expelled Students Attending the Academy for Success"
- DELETE – "Administrative Rule JCDAE-R" "Urinalysis Drug Testing for Certain Expelled Students Attending the Alternative School"

Recommendation:

The administration recommends that the proposed revisions proceed to First Reading approval.

Attachments

Replaces Policy (JCDAE) – Urinalysis Drug Testing for Certain Expelled Students Attending the Alternative School

Urinalysis Drug Testing for Certain Expelled Students Attending the Academy for Success

Code JICHA Final

Purpose: To establish the basic structure for urinalysis drug and alcohol testing for certain expelled students.

The board recognizes that the Fourth Amendment protects citizens, including students from unreasonable searches. In accordance with the United States Supreme Court decision in Vernonia School District 47J v. Acton, the district will request urinalysis drug and alcohol testing of students who have been expelled from the district's regular school program or any district school for any drug or alcohol offense and who are eligible to enroll and accepted to attend the district's Academy for Success program.

In requesting this testing, school officials will make every effort to protect the privacy interest of students. The board's express intention for this policy is to discourage students from using drugs and alcohol, to protect their health and safety, and to provide drug and alcohol users with opportunities to participate in rehabilitation and assistance programs in conjunction with local substance abuse assistance agencies. The testing results will not be turned over to law enforcement authorities unless there is a subpoena or a court order.

Adopted

Lexington/Richland School District Five

Policy »JCDAE « Urinalysis Drug Testing for Certain Expelled Students Attending the Alternative School

Issued 6/97

The Board of Trustees recognizes that the Fourth Amendment protects citizens, including students, from unreasonable searches. The Board also recognizes that drug use by its students is a problem which needs to be addressed.

Accordingly, all students who are expelled from the district's regular school program for violations of the district's policies regarding drug offenses, and who are eligible and accepted to attend the district alternative school, will be required to submit to urinalysis drug testing prior to their acceptance into the alternative school, and while the student is attending the alternative school. In conducting the urinalysis drug testing, school officials shall make every effort to protect the privacy interests of individuals.

The Board intends this policy to do the following.

- Discourage students from using drugs.

- Protect the health and safety of all students.

- Provide drug users with assistance programs.

The district will not turn the testing results over to law enforcement authorities unless they present a subpoena or a court order.

Adopted 6/2/97

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

CURRENT ADMINISTRATIVE RULE
(Recommend Deletion)

AR JCDAE R Regulations for Urinalysis Drug Testing for Certain Expelled Students Attending the District's Alternative School

Issued 6/97

The district authorizes the hearing office to conduct urinalysis drug testing of students who have been expelled from the district's regular program for drug offenses, and who desire to enroll in and attend the district alternative school according to the following procedures. These students will have been properly approved by the Board of Trustees and accepted by the alternative school.

Students subject to urinalysis drug testing

Any student who has been expelled from school for a violation of the district's policies regarding drug offenses, and who wishes to attend the district alternative school, must sign and have his/her parent/guardian sign a form consenting to urinalysis drug testing. The refusal of a student and/or his/her parent/guardian to sign the consent form prior to enrollment in the alternative school will preclude the student from attending the alternative school during the term of his/her expulsion.

Selection of students to be tested

Each student expelled for a drug offense will be required to present a recent (within the past 10 days) drug screen prior to acceptance into the alternative school. The student and his/her parent/guardian will bear the expense of that initial screen. A copy of this test result is to be presented to the district hearing officer prior to enrollment in the alternative school if the student has been accepted to enroll. The results of this screen will be used by the district as a "baseline" for interpreting further test results during the student's tenure at the alternative school. At any time that an accepted student's screen is above the baseline test, he/she will be given the opportunity to take a second test within 48 hours at parent expense. If the first and second screens are above the baseline or do not show a decrease, the student will be recommended for dismissal from the alternative school. Any student who does not submit to such a screen will not be permitted to attend the alternative school.

In addition, once each week during the school year, the names of the students eligible for drug screens will be placed in a "pool." The director of the alternative school will randomly draw the names of one to three students each week. Those students selected will be assigned a code number which will be used to identify the student's urine specimen(s) and all reports on drug tests. The alternative school director will contact each chosen student's parent/guardian and request the screening.

The student will be given the form to take to the lab. The district will maintain a confidential record of students' names and code numbers. Prior to being tested, a student must also complete a form, with his/her code number listed at the top, indicating any prescription medications he/she is taking at the time of the testing, and must provide verification by producing either a copy of the prescription or a doctor's statement. Students will be given the option of submitting this information directly to the testing lab indicating so on the form. Students who select this option will be responsible for ensuring the testing lab receives this information. Students who fail to notify the laboratory of any prescription medications they are taking run the risk of a positive test result.

Collection of urine samples

Students who are selected for testing will be taken by their parent/guardian for a drug screen the same day they are notified of their selection or the next day. (The district will bear the expense of this screen.) The students will be required to have the screens done at a testing facility specified by the district. The district will select a facility which offers the lowest possible cut-off screen.

Laboratory receipt of and testing of urine samples

The urine samples will be routinely tested for drugs, including amphetamines, cocaine and marijuana. The district may request that the laboratory test for the presence of other drugs, but the identity of a particular student will not determine which drugs will be tested.

The lab is authorized to mail the testing results only to the district hearing officer or the superintendent. In addition, the lab is authorized to provide test results to district personnel by telephone only if the requesting official recites a code number confirming his/her authority to receive the results. The results will not be turned over to law enforcement authorities. The results will be maintained for one year only.

Student and parent/guardian notification of testing results

If a student's sample tests positive, a follow-up test will be permitted, if the parent/guardian chooses, within 48 hours of the receipt of the result to confirm the original result. All follow-up tests will be at the expense of the student and his/her parent/guardian. If the follow-up test is negative, no further action will be taken. If the follow-up test is positive, the district will notify the student and his/her parent/guardian and schedule a meeting with the district hearing officer and the student and his/her parent/guardian within three school days of the district's receipt of the test results.

At the meeting, the student may present, if he/she chooses, a medical review officer's interpretation of all test results. That interpretation will not, however, be binding on the school district, but may, within discretion of the hearing officer, be considered. After consideration of such information, the hearing officer may dismiss the student from the alternative school or may take other action.

Such students will also be given information about drug assistance programs. Students who are expelled for any drug related offense are required to complete LRADAC's SciP program or another approved alcohol and other drug program prior to applying for re-admission into the district following the expulsion term ([Policy JCDA-R](#)) and are encouraged to participate in them at their own expense.

Adopted 6/2/97

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

Title III
English for Speakers of Other Languages
2013-2014 Budget

2013-2014 Budget

FY 13-14 (New Grant) Funds	\$ 38,264.18
FY 12-13 (Carryover) Funds	<u>34,601.04</u>
TOTAL 13-14 FUNDS	\$ 72,865.22

Program Purposes:

To improve the education of limited English proficient children (LEP) by assisting the children to learn English and meet challenging State Academic content and student academic achievement standards.