



**AGENDA  
BOARD OF TRUSTEES  
CENTER FOR ADVANCED TECHNICAL STUDIES  
MAY 5, 2014**

1. Call to order at 6:00 p.m.
2. Enter executive session to consider the following:
  - a. Selected employment items (Exhibit A)
3. Welcoming remarks at 7 p.m.
4. Invocation – Ed White
5. Pledge of Allegiance – Veronica Boggs, a Dutch Fork High School student
6. School Board Spotlight
7. Welcome and brief overview of the Center for Advanced Technical Studies by Dr. James Couch, Director
8. Approval of the agenda
9. Approval of the minutes of the April 7, 2014 board meeting
10. Superintendent's report
  - a. Office of Finance
    1. Monthly Financial Reports (Exhibit B)
  - b. Office of Design and Construction
    1. 5-year review of bond/capital projects (Exhibit C)
11. Public participation\*

## **ACTION AGENDA**

12. Items considered in executive session
13. Final reading of proposed revisions to JICDA-R "Code of Conduct" (Exhibit D)
14. Final reading of proposed revisions to board policy JLCEE "Concussions and Student Athletes" and JLCEE-R and JLCEE-E (Exhibit E)
15. Final reading of the proposed capital budget for 2014-2015 (Exhibit F)

## **DISCUSSION AGENDA**

16. Proposed textbook adoption (Exhibit G)
17. Parameters for the 2014-2015 general fund budget
18. 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**

19. School Improvement Council reports (Exhibit H)
20. The next regular scheduled board meeting will be May 19, 2014 at Chapin Middle School.

\*The Board welcomes and encourages public participation. We respectfully ask that you adhere to the procedures and the decorum provided in board policy BEDH "Public Participation at Meetings". 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.



Minutes/ April 7, 2014

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

Mrs. Beth Burn Watson, 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 Officer  
Mr. Mark Bounds, Chief Information Officer  
Mr. Michael Harris, Chief Student Services Officer  
Dr. Christina Melton, Chief Instructional Officer  
Mr. Keith McAlister, Director of New Design and Construction  
Mr. Len Richardson, Chief Financial Officer

Chairman Beth Watson called the meeting to order and gave welcoming remarks.

The Invocation was given by Ellen Baumgardner. The Pledge of Allegiance was led by Olivia Stokes, a senior at Irmo High School.

The School Board Spotlight was led by Beth Watson, Ellen Baumgardner, Jondy Loveless and Jim Turner.

A welcome and brief overview of Irmo High School was given by Dave Riegel.

During the superintendent's report, Len Richardson presented the Quarterly Capital Budget Report (Exhibit B) and the Quarterly Bond Referendum Report (Exhibit C); and Chris Whitley presented the Monthly Update (Exhibit D).

During the public participation time, Cindy Otis, Jacob Otis and Paula Rock spoke regarding Dutch Fork High School's Choral Program; and John Chiles, April Sampson, LaToya Winston, Andre and Erica Seibles and Denise Anderson spoke regarding Dutch Fork High School's Volleyball Team.

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

SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES

Meeting of April 7, 2014

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES  Meeting of April 7, 2014			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. Loveless	S. Baumgardner	X	A	X		X	X	A
Enter executive session to consider the following: a) receipt of legal advice regarding contractual matter; b) update on litigation involving the District; and c) selected employment items (Exhibit A)									
2.	M. Loveless	S. Turner	X	A	X		X	X	A
Approve the agenda									
3.	M. Turner	S. Baumgardner	X	A	X		X	X	A
Approve the minutes of the March 24, 2014 board meeting									
4.	M. Baumgardner	S. Loveless	X	A	X		X	X	A
Approve the selected employment items (Exhibit A)									
5.	M. Turner	S. Baumgardner	X	A	X		X	X	A
First reading of proposed revisions to JICDA-R "Code of Conduct" (Exhibit E)									
6.	M. Turner	S. Baumgardner	X	A	X		X	X	A
First reading of proposed revisions to board policy JLCEE "Concussions and Student Athletes" and JLCEE-R and JLCEE-E (Exhibit F)									
7.	M. Baumgardner	S. Loveless	X	A	X		X	X	A
First reading of the proposed capital budget for 2014-2015 (Exhibit G)									
8.	M. Loveless	S. Baumgardner	X	A	X		X	X	A
Approval of the textbook adoptions (Exhibit H)									
9.	M. Baumgardner	S. Loveless	X	A	X		X	X	A

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SCHOOL DISTRICT FIVE  
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LEXINGTON AND RICHLAND COUNTIES

Meeting of April 7, 2014

		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
Approval of the proposed 2014-2015 school board meeting schedule (Exhibit I)								
10. M.	Baumgardner	X	A	X		X	X	A
Approval of the recommendation regarding technology for middle school students (Exhibit J)								
11. M.	Loveless	X	A	X		X	X	A
Adjourn at 8:18 p.m.								

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## MEMORANDUM

To: Members of the Board of Trustees

Through: Stephen Hefner, Ed.D.  
Superintendent

From: A. Len Richardson   
Chief Finance Officer

Date: April 29, 2014

Re: Monthly Financial Reports – March 2014

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Attached for your information are the revenue and expenditure reports for March 2014.

ALR:tl

Attachment

## MARCH 2014 - REVENUE

**SCHOOL DISTRICT 5 LEXINGTON/RICHLAND CO**  
**REVENUE BUDGET REPORT BY ACCOUNT**  
**FY 2013-2014**  
**CURRENT PERIOD: MARCH 2014**

	FY 2013-2014 Original Budget	Current Month	Year to Date Revenue	Remaining Balance
<b>Revenue From Local Sources:</b>				
11100 Tax Levies	\$ 43,678,518.00	\$ 74,115.76	\$ 40,868,541.39	\$ 2,809,976.61
11120 Vehicle Taxes	\$ 9,502,236.00	\$ 1,000,326.97	\$ 8,137,521.31	\$ 1,364,714.69
11130 Current Tax Penalties	\$ 380,000.00	\$ 38,680.42	\$ 235,442.19	\$ 144,557.81
11400 Delinquent Taxes & Penalties	\$ 2,000,000.00	\$ 90,386.26	\$ 1,018,946.49	\$ 981,053.51
12800 Revenue in Lieu of Taxes	\$ 743,709.00	\$ 894,878.67	\$ 913,363.71	\$ (169,654.71)
13100 Regular School Day Patron	\$ 5,000.00	\$ -	\$ -	\$ 5,000.00
13500 Summer School	\$ -	\$ -	\$ 3,517.00	\$ (3,517.00)
15100 Interest on Investments	\$ 100,000.00	\$ 200.12	\$ 53,926.36	\$ 46,073.64
17400 Student Fees	\$ 35,000.00	\$ 1,769.00	\$ 35,867.36	\$ (867.36)
19100 Rentals	\$ 70,000.00	\$ 8,180.00	\$ 108,265.91	\$ (38,265.91)
19500 Refund of Prior Year Expenditures	\$ 8,000.00	\$ 2,588.36	\$ 6,311.19	\$ 1,688.81
19990 Other Local Revenue	\$ 12,000.00	\$ 175.83	\$ 28,184.59	\$ (16,184.59)
Total Local Revenue	\$ 56,534,463.00	\$ 2,111,301.39	\$ 51,409,887.50	\$ 5,124,575.50
<b>Revenue From State Sources:</b>				
31600 School Bus Driver Salaries	\$ 550,000.00	\$ 46,014.80	\$ 472,988.03	\$ 77,011.97
31800 Fringe Benefits Contributions	\$ 13,636,881.00	\$ 1,162,299.90	\$ 10,563,067.29	\$ 3,073,813.71
31810 Retiree Insurance	\$ 3,837,288.00	\$ 363,053.05	\$ 3,187,757.87	\$ 649,530.13
33000 Education Finance Act	\$ 32,192,401.00	\$ 2,653,899.37	\$ 24,033,048.52	\$ 8,159,352.48
33750 Education Foundation Supplement	\$ 2,020,581.00	\$ -	\$ -	\$ 2,020,581.00
38100 Act 388 - One Cent Prop. Tax Relief	\$ 29,095,434.00	\$ 5,819,086.80	\$ 17,457,260.40	\$ 11,638,173.60
38100 Reimbursement For Prop. Tax Relief	\$ 10,580,071.00	\$ -	\$ 9,522,063.94	\$ 1,058,007.06
38200 Homestead Exemption	\$ 1,758,200.00	\$ -	\$ -	\$ 1,758,200.00
38300 Merchant's Inventory Tax	\$ 209,687.00	\$ -	\$ 160,466.34	\$ 49,220.66
38400 Manufacturer's Depreciation Reimbursement	\$ 303,663.00	\$ -	\$ -	\$ 303,663.00
38900 Motor Carrier Revenue	\$ 139,505.00	\$ 822.41	\$ 112,119.66	\$ 27,385.34
39900 Other State Revenue	\$ 44,980.00	\$ -	\$ 15,305.28	\$ 29,674.72
Total State Revenue	\$ 94,368,691.00	\$ 10,045,176.33	\$ 65,524,077.33	\$ 28,844,613.67
<b>Transfer From Other Funds</b>				
52800 Indirect Costs Transfer	\$ 200,000.00	\$ 11,195.48	\$ 42,328.40	\$ 157,671.60
52300 Transfer from EIA	\$ 3,606,122.00	\$ 292,506.83	\$ 2,340,054.65	\$ 1,266,067.35
Total Transfers	\$ 3,806,122.00	\$ 303,702.31	\$ 2,382,383.05	\$ 1,423,738.95
19999 Operational Balance	\$ 3,747,745.00	\$ -	\$ -	\$ 3,747,745.00
<b>Total</b>	<b>\$ 158,457,021.00</b>	<b>\$ 12,460,180.03</b>	<b>\$ 119,316,347.88</b>	<b>\$ 39,140,673.12</b>

**SCHOOL DIST 5 LEXINGTON/RICHLAND CO**  
**REVENUE BUDGET REPORT BY ACCOUNT**  
**FY 2013-2014**  
**CURRENT PERIOD: 03/01/2014 TO 03/31/2014**

<u>ACCOUNT</u>	<u>BUDGETED REVENUE</u>	<u>CURRENT REVENUE</u>	<u>YEAR TO DATE REVENUE</u>	<u>BALANCE</u>	<u>PCT</u>
100-001-110-0000-00 LEVIES - CUR. OPERATION	30,138,177.00	61,339.87	29,611,556.93	526,620.07	2
100-001-110-0001-00 LEX. CO. VEHICLE TAXES	4,941,163.00	526,423.69	4,319,082.89	622,080.11	13
100-001-110-0002-00 STATE SALES & USE TAX	0.00	0.00	1,064.75	-1,064.75	0
100-001-110-0003-00 RICH. CO. CURRENT TAXI	13,540,341.00	12,775.89	11,255,919.71	2,284,421.29	17
100-001-110-0005-00 LEX. CO. DELINQUENT TA	1,120,000.00	31,167.66	614,205.57	505,794.43	45
100-001-110-0006-00 RICH. CO. DELINQUENT T	880,000.00	59,218.60	404,740.92	475,259.08	54
100-001-110-0007-00 RICH. CO. VEHICLE TAXE	4,561,073.00	473,903.28	3,818,438.42	742,634.58	16
100-001-140-0000-00 PENALTIES/INTEREST - LI	220,400.00	21,354.01	132,383.98	88,016.02	40
100-001-140-0001-00 PENALTIES/INTEREST - RI	159,600.00	17,326.41	103,058.21	56,541.79	35
100-001-280-0000-00 FEE IN LIEU OF TAXES - L	743,709.00	894,878.67	913,363.71	-169,654.71	-23
100-001-310-0000-00 REG. DAY SCHOOL TUITIK	5,000.00	0.00	0.00	5,000.00	100
100-001-350-0003-00 SUMMER SCHOOL TUITIO	0.00	0.00	3,517.00	-3,517.00	0
100-001-510-0000-00 INTEREST ON INVESTMEN	100,000.00	200.12	53,926.36	46,073.64	46
100-001-740-0000-00 REVENUE - STUDENT FEE	35,000.00	1,769.00	35,867.36	-867.36	-2
100-001-910-0000-00 RENTALS OF PROPERTIES	70,000.00	0.00	0.00	70,000.00	100
100-001-950-0000-00 REFUND ON PRIOR YEAR'	8,000.00	2,588.36	5,513.33	2,486.67	31
100-001-950-0001-00 REFUND OF PRIOR YEAR	0.00	0.00	797.86	-797.86	0
100-001-990-0000-00 MISC. LOCAL REVENUE	12,000.00	175.83	21,789.59	-9,789.59	-82
100-001-990-0008-00 MISC REVENUE-FACILITII	0.00	8,180.00	97,345.91	-97,345.91	0
100-001-999-0000-00 ALLOC. OF BEGIN. FUND I	3,747,745.00	0.00	0.00	3,747,745.00	100
100-001-999-0003-00 MISC. REV - FACILITY US,	0.00	0.00	10,920.00	-10,920.00	0
100-003-160-0000-00 BUS DRIVERS SALARY	550,000.00	46,014.80	414,133.13	135,866.87	25
100-003-162-0000-00 BUS DRIVERS WORKERS	0.00	0.00	58,854.90	-58,854.90	0
100-003-180-0000-00 FRINGE BENEFITS - EMPL	13,636,881.00	1,162,299.90	10,563,067.29	3,073,813.71	23
100-003-181-0000-00 RETIREE FRINGE - EMPLO	3,837,288.00	363,053.05	3,187,757.87	649,530.13	17
100-003-310-0000-00 EFA REVENUE TOTALS	32,192,401.00	0.00	0.00	32,192,401.00	100
100-003-311-0000-00 EFA REVENUE - KINDERG	0.00	146,983.18	1,417,116.76	-1,417,116.76	0
100-003-312-0000-00 EFA REVENUE - PRIMARY	0.00	480,418.63	4,218,598.54	-4,218,598.54	0
100-003-313-0000-00 EFA REVENUE - ELEMEN	0.00	747,182.84	6,693,473.76	-6,693,473.76	0
100-003-314-0000-00 EFA REVENUE - SECONDA	0.00	168,645.65	1,615,029.55	-1,615,029.55	0
100-003-315-0000-00 EFA REVENUE - T.M.H.	0.00	8,488.57	76,129.35	-76,129.35	0
100-003-316-0000-00 EFA REVENUE - SPEECH	0.00	215,803.43	2,073,042.45	-2,073,042.45	0
100-003-317-0000-00 EFA REVENUE - HOMEBO	0.00	1,250.70	53,568.15	-53,568.15	0
100-003-321-0000-00 EFA REVENUE - EMOTION	0.00	10,361.31	138,837.19	-138,837.19	0
100-003-322-0000-00 EFA REVENUE - E.M.H.	0.00	6,021.19	54,729.56	-54,729.56	0
100-003-323-0000-00 EFA REVENUE - L.D.	0.00	174,681.95	1,612,527.70	-1,612,527.70	0
100-003-324-0000-00 EFA REVENUE - HEARING	0.00	590.28	36,400.84	-36,400.84	0
100-003-325-0000-00 EFA REVENUE - VISUALL	0.00	6,499.31	64,890.13	-64,890.13	0
100-003-326-0000-00 EFA REVENUE - ORTHOPE	0.00	2,989.34	37,519.21	-37,519.21	0

**SCHOOL DIST 5 LEXINGTON/RICHLAND CO  
REVENUE BUDGET REPORT BY ACCOUNT**

**FY 2013-2014**

**CURRENT PERIOD: 03/01/2014 TO 03/31/2014**

<u>ACCOUNT</u>	<u>BUDGETED REVENUE</u>	<u>CURRENT REVENUE</u>	<u>YEAR TO DATE REVENUE</u>	<u>BALANCE</u>	<u>PCT</u>
100-003-327-0000-00 EFA REVENUE - VOCATIO	0.00	626,892.77	5,461,284.22	-5,461,284.22	0
100-003-331-0000-00 EFA REVENUE - AUTISM	0.00	57,090.22	479,901.11	-479,901.11	0
100-003-375-0000-00 ED FOUNDATION SUPPLE	2,020,581.00	0.00	0.00	2,020,581.00	100
100-003-810-0000-00 PROPERTY TAX RELIEF R	6,611,007.00	0.00	5,949,906.73	661,100.27	10
100-003-810-0001-00 PROPERTY TAX RELIEF R	3,969,064.00	0.00	3,572,157.21	396,906.79	10
100-003-820-0000-00 HOMESTEAD EXEMPTION	1,230,740.00	0.00	0.00	1,230,740.00	100
100-003-820-0001-00 HOMESTEAD EXEMPTION	527,460.00	0.00	0.00	527,460.00	100
100-003-825-0000-00 TIER III PROPERTY TAX R	29,095,434.00	5,819,086.80	17,457,260.40	11,638,173.60	40
100-003-830-0000-00 MERCHANTS INV TAX RE	192,912.00	0.00	147,660.60	45,251.40	23
100-003-830-0001-00 MERCHANT INV TAX REL	16,775.00	0.00	12,805.74	3,969.26	24
100-003-840-0000-00 MANUFACTURERS DEPR	300,626.00	0.00	0.00	300,626.00	100
100-003-840-0001-00 MANUFACTURERS DEPR	3,037.00	0.00	0.00	3,037.00	100
100-003-890-0000-00 MOTOR CARRIER VEH TA	97,654.00	822.41	95,276.15	2,377.85	2
100-003-890-0001-00 MOTOR CARRIER VEH TA	41,851.00	0.00	16,843.51	25,007.49	60
100-003-990-0000-00 OTHER STATE REVENUE	44,980.00	0.00	1,349.75	43,630.25	97
100-003-999-0000-00 REVENUE FROM OTHER S	0.00	0.00	13,955.53	-13,955.53	0
100-005-230-0000-00 TRANSFER FROM EIA FUN	3,606,122.00	292,506.83	2,340,054.65	1,266,067.35	35
100-005-280-0000-00 TRANS FROM OTHER FUN	200,000.00	11,195.48	42,328.40	157,671.60	79
100-005-300-0001-00 SALE OF FIXED ASSET	0.00	0.00	6,395.00	-6,395.00	0
	<u>158,457,021.00</u>	<u>12,460,180.03</u>	<u>119,316,347.88</u>	<u>39,140,673.12</u>	<u>25</u>

## MARCH 2014 - EXPENDITURES



**SCHOOL DIST 5 LEXINGTON/RICHLAND CO**  
**EXPENDITURE BUDGET REPORT BY FUNCTION**  
**FY 2013-2014**  
**CURRENT PERIOD: 03/01/2014 TO 03/31/2014**

<u>ACCOUNT</u>	<u>BUDGETED EXPENDITURE</u>	<u>CURRENT EXPENDITURE</u>	<u>YEAR TO DATE EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>	<u>PCT</u>
<b>KINDERGARTEN PROGRAMS-K5</b>						
1 Salaries & Bonuses	4,559,260.74	386,712.98	2,839,676.72	0.00	1,719,584.02	38
2 Fringe Benefits	1,748,368.10	145,541.84	1,080,677.63	0.00	667,690.47	38
3 Contracted Services	350.50	35.00	135.00	0.00	215.50	61
4 Supplies & Materials, etc	58,056.00	4,138.17	46,990.11	2,389.56	8,676.33	15
<b>111 KINDERGARTEN PROGRAMS-K5</b>	<b>6,366,035.34</b>	<b>536,427.99</b>	<b>3,967,479.46</b>	<b>2,389.56</b>	<b>2,396,166.32</b>	<b>38</b>
<b>PRIMARY PROGRAMS(1-3)</b>						
1 Salaries & Bonuses	12,041,992.98	997,298.97	7,455,177.22	0.00	4,586,815.76	38
2 Fringe Benefits	4,665,209.73	350,769.36	2,628,011.72	0.00	2,037,198.01	44
3 Contracted Services	3,400.00	0.00	2,065.00	0.00	1,335.00	39
4 Supplies & Materials, etc	251,387.82	19,677.88	202,592.09	4,999.54	43,796.19	17
<b>112 PRIMARY PROGRAMS(1-3)</b>	<b>16,961,990.53</b>	<b>1,367,746.21</b>	<b>10,287,846.03</b>	<b>4,999.54</b>	<b>6,669,144.96</b>	<b>39</b>
<b>ELEMENTARY PROGRAMS(4-8)</b>						
1 Salaries & Bonuses	20,088,168.01	1,660,638.97	12,441,673.06	0.00	7,646,494.95	38
2 Fringe Benefits	7,316,590.36	580,922.79	4,370,776.54	0.00	2,945,813.82	40
3 Contracted Services	10,100.00	1,848.27	22,081.02	0.00	-11,981.02	-119
4 Supplies & Materials, etc	376,745.17	21,478.20	306,426.07	13,625.76	56,693.34	15
<b>113 ELEMENTARY PROGRAMS(4-8)</b>	<b>27,791,603.54</b>	<b>2,264,888.23</b>	<b>17,140,956.69</b>	<b>13,625.76</b>	<b>10,637,021.09</b>	<b>38</b>
<b>HIGH SCHOOL PROGRAM(9-12)</b>						
1 Salaries & Bonuses	16,259,920.78	1,303,672.84	9,805,489.76	0.00	6,454,431.02	40
2 Fringe Benefits	5,547,902.27	439,004.68	3,304,354.18	0.00	2,243,548.09	40
3 Contracted Services	145,543.50	26,676.77	103,555.31	25,000.00	16,988.19	12
4 Supplies & Materials, etc	938,760.28	56,280.54	731,362.92	58,983.05	148,414.31	16
6 Insurance, Principal, etc	6,065.00	0.00	5,000.00	0.00	1,065.00	18
<b>114 HIGH SCHOOL PROGRAM(9-12)</b>	<b>22,898,191.83</b>	<b>1,825,634.83</b>	<b>13,949,762.17</b>	<b>83,983.05</b>	<b>8,864,446.61</b>	<b>39</b>
<b>CATE-VOCATIONAL PROGRAMS</b>						
1 Salaries & Bonuses	2,944,315.97	218,807.49	1,686,208.04	0.00	1,258,107.93	43
2 Fringe Benefits	991,549.86	75,747.02	585,981.66	0.00	405,568.20	41
3 Contracted Services	788.00	3.18	779.83	8.17	0.00	0
4 Supplies & Materials, etc	160,211.40	11,099.67	105,382.95	8,322.72	46,505.73	29
<b>115 CATE-VOCATIONAL PROGRAMS</b>	<b>4,096,865.23</b>	<b>305,657.36</b>	<b>2,378,352.48</b>	<b>8,330.89</b>	<b>1,710,181.86</b>	<b>42</b>
<b>EDUCABLE MENTALLY HANDICAP</b>						
1 Salaries & Bonuses	645,871.40	55,154.59	413,934.81	0.00	231,936.59	36

**SCHOOL DIST 5 LEXINGTON/RICHLAND CO**  
**EXPENDITURE BUDGET REPORT BY FUNCTION**  
**FY 2013-2014**  
**CURRENT PERIOD: 03/01/2014 TO 03/31/2014**

<u>ACCOUNT</u>	<u>BUDGETED EXPENDITURE</u>	<u>CURRENT EXPENDITURE</u>	<u>YEAR TO DATE EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING BALANCE</u>	<u>PCT</u>
2 Fringe Benefits	235,915.60	19,875.37	150,068.31	0.00	85,847.29	36
4 Supplies & Materials, etc	1,750.00	211.08	712.05	0.00	1,037.95	59
121 EDUCABLE MENTALLY HANDICAP	883,537.00	75,241.04	564,715.17	0.00	318,821.83	36
TRAINABLE MENTALLY HANDIC						
1 Salaries & Bonuses	614,113.40	46,359.60	358,162.40	0.00	255,951.00	42
2 Fringe Benefits	239,612.12	18,576.67	138,039.71	0.00	101,572.41	42
4 Supplies & Materials, etc	1,500.00	145.45	862.62	131.00	506.38	34
122 TRAINABLE MENTALLY HANDIC	855,225.52	65,081.72	497,064.73	131.00	358,029.79	42
ORTHOPEDICALLY HANDICAP						
1 Salaries & Bonuses	30,749.00	2,562.42	19,218.15	0.00	11,530.85	37
2 Fringe Benefits	10,120.55	779.64	5,950.60	0.00	4,169.95	41
4 Supplies & Materials, etc	50.00	0.00	0.00	0.00	50.00	100
123 ORTHOPEDICALLY HANDICAP	40,919.55	3,342.06	25,168.75	0.00	15,750.80	38
VISUALLY HANDICAPPED						
1 Salaries & Bonuses	119,559.00	9,963.28	74,724.60	0.00	44,834.40	37
2 Fringe Benefits	40,390.86	3,619.53	26,360.71	0.00	14,030.15	35
4 Supplies & Materials, etc	630.00	295.17	570.27	0.00	59.73	9
124 VISUALLY HANDICAPPED	160,579.86	13,877.98	101,655.58	0.00	58,924.28	37
HEARING HANDICAPPED						
1 Salaries & Bonuses	141,348.00	11,779.06	88,342.95	0.00	53,005.05	37
2 Fringe Benefits	53,812.93	3,813.74	29,592.45	0.00	24,220.48	45
4 Supplies & Materials, etc	330.00	0.00	0.00	30.00	300.00	91
125 HEARING HANDICAPPED	195,490.93	15,592.80	117,935.40	30.00	77,525.53	40
SPEECH HANDICAPPED						
1 Salaries & Bonuses	960,691.10	77,582.87	587,728.78	0.00	372,962.32	39
2 Fringe Benefits	342,495.69	27,412.60	205,419.00	0.00	137,076.69	40
3 Contracted Services	75,000.00	0.00	6,093.75	20,231.25	48,675.00	65
4 Supplies & Materials, etc	5,650.00	477.65	3,335.13	0.00	2,314.87	41
126 SPEECH HANDICAPPED	1,383,836.79	105,473.12	802,576.66	20,231.25	561,028.88	41
LEARNING DISABILITIES						
1 Salaries & Bonuses	4,288,745.52	372,700.33	2,789,682.31	0.00	1,499,063.21	35
2 Fringe Benefits	1,553,375.49	129,868.77	978,135.78	0.00	575,239.71	37
3 Contracted Services	780.00	0.00	750.00	0.00	30.00	4
4 Supplies & Materials, etc	23,367.47	2,662.04	12,842.54	772.28	9,752.65	42

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ACCOUNT	BUDGETED	CURRENT	YEAR TO DATE		REMAINING	
	EXPENDITURE	EXPENDITURE	EXPENDITURE	ENCUMBRANCE	BALANCE	PCT
127 LEARNING DISABILITIES	5,866,268.48	505,231.14	3,781,410.63	772.28	2,084,085.57	36
EMOTIONALLY HANDICAPPED						
1 Salaries & Bonuses	677,230.60	54,937.47	409,618.39	0.00	267,612.21	40
2 Fringe Benefits	267,052.73	20,688.98	155,544.76	0.00	111,507.97	42
4 Supplies & Materials, etc	3,550.00	789.73	2,048.49	233.17	1,268.34	36
128 EMOTIONALLY HANDICAPPED	947,833.33	76,416.18	567,211.64	233.17	380,388.52	40
CEISEARLY INTERVENING SVC						
1 Salaries & Bonuses	255,387.00	21,616.36	162,122.70	0.00	93,264.30	37
2 Fringe Benefits	88,364.57	7,287.10	56,089.84	0.00	32,274.73	37
129 CEISEARLY INTERVENING SVC	343,751.57	28,903.46	218,212.54	0.00	125,539.03	37
PRE-SCHL HAND SPEECH 3-4						
4 Supplies & Materials, etc	100.00	0.00	0.00	0.00	100.00	100
135 PRE-SCHL HAND SPEECH 3-4	100.00	0.00	0.00	0.00	100.00	100
PRESCH HAND ITINERANT 3-4						
1 Salaries & Bonuses	11,470.65	754.40	5,561.93	0.00	5,908.72	52
2 Fringe Benefits	3,850.03	255.16	1,961.79	0.00	1,888.24	49
136 PRESCH HAND ITINERANT 3-4	15,320.68	1,009.56	7,523.72	0.00	7,796.96	51
PRE-SCHL HAND SELF-CONT 3						
1 Salaries & Bonuses	975,845.60	94,545.21	624,613.21	0.00	351,232.39	36
2 Fringe Benefits	385,680.52	35,696.52	256,513.24	0.00	129,167.28	33
4 Supplies & Materials, etc	320.20	0.00	172.16	0.00	148.04	46
137 PRE-SCHL HAND SELF-CONT 3	1,361,846.32	130,241.73	881,298.61	0.00	480,547.71	35
PRE-SCHL HAND HOMEBASED 3						
1 Salaries & Bonuses	8,526.75	488.24	3,661.80	0.00	4,864.95	57
2 Fringe Benefits	2,868.72	166.34	1,315.38	0.00	1,553.34	54
4 Supplies & Materials, etc	279.80	0.00	320.20	0.00	-40.40	-14
138 PRE-SCHL HAND HOMEBASED 3	11,675.27	654.58	5,297.38	0.00	6,377.89	55
FOUR YEAR OLD EARLY CHILD						
1 Salaries & Bonuses	1,033,373.20	91,472.28	684,091.04	0.00	349,282.16	34
2 Fringe Benefits	371,929.03	35,269.51	254,676.84	0.00	117,252.19	32
3 Contracted Services	5,625.00	364.81	2,724.80	130.00	2,770.20	49
4 Supplies & Materials, etc	100,784.00	1,167.37	85,556.47	1,642.71	13,584.82	13
139 FOUR YEAR OLD EARLY CHILD	1,511,711.23	128,273.97	1,027,049.15	1,772.71	482,889.37	32
GIFTED & TALENTED ACADEM						

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1 Salaries & Bonuses	554,925.90	45,822.41	347,202.40	0.00	207,723.50	37
2 Fringe Benefits	204,008.15	17,193.73	128,000.66	0.00	76,007.49	37
141 GIFTED & TALENTED ACADEM	758,934.05	63,016.14	475,203.06	0.00	283,730.99	37
ADVANCED PLACEMENT						
1 Salaries & Bonuses	587,996.27	36,328.14	273,326.12	0.00	314,670.15	54
2 Fringe Benefits	189,416.05	12,509.57	93,836.22	0.00	95,579.83	50
143 ADVANCED PLACEMENT	777,412.32	48,837.71	367,162.34	0.00	410,249.98	53
HOMEBOUND						
1 Salaries & Bonuses	46,800.00	16,237.50	84,167.00	0.00	-37,367.00	-80
2 Fringe Benefits	13,200.00	3,843.46	19,643.68	0.00	-6,443.68	-49
3 Contracted Services	11,000.00	400.00	4,390.50	0.00	6,609.50	60
145 HOMEBOUND	71,000.00	20,480.96	108,201.18	0.00	-37,201.18	-52
GIFTED & TALENTED ARTISTC						
1 Salaries & Bonuses	5,302.75	183.56	2,727.30	0.00	2,575.45	49
2 Fringe Benefits	632.41	53.66	724.22	0.00	-91.81	-15
3 Contracted Services	2,200.00	0.00	0.00	0.00	2,200.00	100
148 GIFTED & TALENTED ARTISTC	8,135.16	237.22	3,451.52	0.00	4,683.64	58
PPPSC-OTHER SPEC PROG						
1 Salaries & Bonuses	1,043,823.34	42,252.15	441,194.73	0.00	602,628.61	58
2 Fringe Benefits	294,385.19	16,147.74	143,185.52	0.00	151,199.67	51
149 PPPSC-OTHER SPEC PROG	1,338,208.53	58,399.89	584,380.25	0.00	753,828.28	56
AUTISM						
1 Salaries & Bonuses	911,458.50	74,797.46	563,204.80	0.00	348,253.70	38
2 Fringe Benefits	338,282.25	30,023.81	227,643.87	0.00	110,638.38	33
4 Supplies & Materials, etc	3,426.00	490.76	2,437.53	236.31	752.16	22
161 AUTISM	1,253,166.75	105,312.03	793,286.20	236.31	459,644.24	37
HIGH SCH SUMMER SCH 9-12						
1 Salaries & Bonuses	0.00	0.00	12,726.00	0.00	-12,726.00	0
2 Fringe Benefits	0.00	0.00	3,026.01	0.00	-3,026.01	0
173 HIGH SCH SUMMER SCH 9-12	0.00	0.00	15,752.01	0.00	-15,752.01	0
ADULT ED BASIC EDUC PROG						
1 Salaries & Bonuses	155,836.00	26,414.82	166,786.12	0.00	-10,950.12	-7
2 Fringe Benefits	55,116.63	7,439.75	48,998.07	0.00	6,118.56	11
3 Contracted Services	6,423.45	0.00	787.52	0.00	5,635.93	88

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6 Insurance, Principal, etc	400.00	0.00	120.00	0.00	280.00	70
181 ADULT ED BASIC EDUC PROG	217,776.08	33,854.57	216,691.71	0.00	1,084.37	0
ADULT ED SECONDARY EDUC						
3 Contracted Services	1,000.00	0.00	105.00	0.00	895.00	90
4 Supplies & Materials, etc	5,446.55	0.00	3,584.59	0.00	1,861.96	34
182 ADULT ED SECONDARY EDUC	6,446.55	0.00	3,689.59	0.00	2,756.96	43
PUPIL ACTIVITY-INSTRUCTL						
1 Salaries & Bonuses	399,351.98	39,699.86	310,343.41	0.00	89,008.57	22
2 Fringe Benefits	98,483.45	9,324.25	71,817.15	0.00	26,666.30	27
6 Insurance, Principal, etc	24,459.00	1,886.36	12,453.65	0.00	12,005.35	49
190 PUPIL ACTIVITY-INSTRUCTL	522,294.43	50,910.47	394,614.21	0.00	127,680.22	24
ATTENDANCE & SOCIAL WORK						
1 Salaries & Bonuses	808,993.00	69,870.46	567,863.92	0.00	241,129.08	30
2 Fringe Benefits	324,421.89	27,900.32	223,059.11	0.00	101,362.78	31
3 Contracted Services	6,000.00	787.39	3,386.34	0.00	2,613.66	44
4 Supplies & Materials, etc	3,862.00	141.77	2,731.31	221.81	908.88	24
211 ATTENDANCE & SOCIAL WORK	1,143,276.89	98,699.94	797,040.68	221.81	346,014.40	30
GUIDANCE SVCS						
1 Salaries & Bonuses	3,077,464.07	255,551.23	2,041,242.22	0.00	1,036,221.85	34
2 Fringe Benefits	1,021,588.34	87,795.05	689,922.57	0.00	331,665.77	32
3 Contracted Services	2,321.00	194.00	596.00	0.00	1,725.00	74
4 Supplies & Materials, etc	21,616.00	1,827.98	10,017.94	124.75	11,473.31	53
212 GUIDANCE SVCS	4,122,989.41	345,368.26	2,741,778.73	124.75	1,381,085.93	33
HEALTH SVCS						
1 Salaries & Bonuses	1,354,534.05	116,278.40	876,863.48	0.00	477,670.57	35
2 Fringe Benefits	414,928.34	40,143.61	298,955.70	0.00	115,972.64	28
3 Contracted Services	400.00	0.00	170.00	0.00	230.00	58
4 Supplies & Materials, etc	24,757.00	1,500.66	14,897.10	1,206.98	8,652.92	35
213 HEALTH SVCS	1,794,619.39	157,922.67	1,190,886.28	1,206.98	602,526.13	34
PSYCHOLOGICAL SVCS						
1 Salaries & Bonuses	843,494.00	79,120.40	626,939.24	0.00	216,554.76	26
2 Fringe Benefits	263,369.13	23,414.97	185,340.50	0.00	78,028.63	30
3 Contracted Services	6,000.00	2,362.86	4,213.95	0.00	1,786.05	30
4 Supplies & Materials, etc	6,562.00	0.00	6,929.96	0.00	-367.96	-6

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214 PSYCHOLOGICAL SVCS	1,119,425.13	104,898.23	823,423.65	0.00	296,001.48	26
CAREER SPEC. SERVICES						
1 Salaries & Bonuses	178,377.62	10,577.88	89,044.35	0.00	89,333.27	50
2 Fringe Benefits	71,799.55	4,209.12	34,845.90	0.00	36,953.65	51
4 Supplies & Materials, etc	1,050.00	115.37	807.45	0.00	242.55	23
217 CAREER SPEC. SERVICES	251,227.17	14,902.37	124,697.70	0.00	126,529.47	50
IMPROV INSTRUCT-CURR DEV						
1 Salaries & Bonuses	2,870,051.57	230,753.59	2,004,804.24	0.00	865,247.33	30
2 Fringe Benefits	851,349.82	70,618.32	610,039.18	0.00	241,310.64	28
3 Contracted Services	521,376.00	21,448.05	274,841.25	77,647.55	168,887.20	32
4 Supplies & Materials, etc	174,225.00	5,298.11	51,546.58	9,409.27	113,269.15	65
6 Insurance, Principal, etc	1,850.00	0.00	899.50	0.00	950.50	51
221 IMPROV INSTRUCT-CURR DEV	4,418,852.39	328,118.07	2,942,130.75	87,056.82	1,389,664.82	31
LIBRARY & MEDIA SERVICES						
1 Salaries & Bonuses	1,860,163.03	159,446.58	1,162,863.94	0.00	697,299.09	37
2 Fringe Benefits	672,710.50	55,716.44	418,539.20	0.00	254,171.30	38
3 Contracted Services	1,845.00	810.54	1,490.54	0.00	354.46	19
4 Supplies & Materials, etc	294,591.88	22,724.83	182,916.57	56,485.16	55,190.15	19
222 LIBRARY & MEDIA SERVICES	2,829,310.41	238,698.39	1,765,810.25	56,485.16	1,007,015.00	36
SUPERVISION OF SPECI PROG						
1 Salaries & Bonuses	530,604.11	25,403.42	229,664.86	0.00	300,939.25	57
2 Fringe Benefits	139,415.98	8,034.00	70,715.51	0.00	68,700.47	49
3 Contracted Services	3,500.00	0.00	1,026.00	0.00	2,474.00	71
4 Supplies & Materials, etc	600.00	141.05	175.71	0.00	424.29	71
223 SUPERVISION OF SPECI PROG	674,120.09	33,578.47	301,582.08	0.00	372,538.01	55
IMPROV INSTRUCT-INSERV TR						
1 Salaries & Bonuses	4,798.25	0.00	0.00	0.00	4,798.25	100
3 Contracted Services	87,100.00	6,571.88	60,266.88	1,755.00	25,078.12	29
4 Supplies & Materials, etc	9,972.49	851.82	6,714.14	211.38	3,046.97	31
224 IMPROV INSTRUCT-INSERV TR	101,870.74	7,423.70	66,981.02	1,966.38	32,923.34	32
BOARD OF EDUCATION						
1 Salaries & Bonuses	70,000.00	4,312.50	38,812.50	0.00	31,187.50	45
2 Fringe Benefits	16,580.00	731.30	5,588.42	0.00	10,991.58	66
3 Contracted Services	333,275.00	3,337.09	131,937.91	3,600.00	197,737.09	59

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6 Insurance, Principal, etc	337,225.00	0.00	293,480.00	250.00	43,495.00	13
231 BOARD OF EDUCATION	757,080.00	8,380.89	469,818.83	3,850.00	283,411.17	37
OFFICE OF SUPERINTENDENT						
1 Salaries & Bonuses	261,672.00	22,905.26	205,523.96	0.00	56,148.04	21
2 Fringe Benefits	72,703.30	6,417.84	52,304.04	0.00	20,399.26	28
3 Contracted Services	12,000.00	303.53	3,971.14	0.00	8,028.86	67
4 Supplies & Materials, etc	10,470.00	1,165.69	4,047.62	0.00	6,422.38	61
6 Insurance, Principal, etc	6,100.00	0.00	1,996.50	0.00	4,103.50	67
232 OFFICE OF SUPERINTENDENT	362,945.30	30,792.32	267,843.26	0.00	95,102.04	26
SCHOOL ADMINISTRATION						
1 Salaries & Bonuses	8,423,918.62	678,736.05	5,819,875.14	0.00	2,604,043.48	31
2 Fringe Benefits	2,737,460.51	308,561.92	2,376,928.29	0.00	360,532.22	13
3 Contracted Services	241,883.00	13,232.76	77,671.52	39,602.88	124,608.60	52
4 Supplies & Materials, etc	225,942.30	11,676.26	138,424.49	14,925.31	72,592.50	32
5 Equip. & Improvements	5,175.50	0.00	1,193.66	181.29	3,800.55	73
6 Insurance, Principal, etc	49,791.12	1,895.76	34,074.01	1,165.00	14,552.11	29
233 SCHOOL ADMINISTRATION	11,684,171.05	1,014,102.75	8,448,167.11	55,874.48	3,180,129.46	27
STU TRANS FED/DIST MANDAT						
1 Salaries & Bonuses	0.00	316.19	2,102.68	0.00	-2,102.68	0
2 Fringe Benefits	0.00	56.91	475.19	0.00	-475.19	0
3 Contracted Services	7,235.00	0.00	882.00	0.00	6,353.00	88
251 STU TRANS FED/DIST MANDAT	7,235.00	373.10	3,459.87	0.00	3,775.13	52
FISCAL SERVICES						
1 Salaries & Bonuses	819,288.00	66,501.16	573,436.61	0.00	245,851.39	30
2 Fringe Benefits	276,368.97	22,819.42	194,262.84	0.00	82,106.13	30
3 Contracted Services	113,000.00	3,579.51	48,414.65	1,264.61	63,320.74	56
4 Supplies & Materials, etc	65,250.00	589.37	28,058.74	886.72	36,304.54	56
5 Equip. & Improvements	6,250.00	0.00	0.00	0.00	6,250.00	100
6 Insurance, Principal, etc	4,500.00	0.00	3,930.59	0.00	569.41	13
252 FISCAL SERVICES	1,284,656.97	93,489.46	848,103.43	2,151.33	434,402.21	34
OPER & MAINT OF PLANT						
1 Salaries & Bonuses	6,087,460.60	507,801.72	4,588,465.21	0.00	1,498,995.39	25
2 Fringe Benefits	2,574,942.22	202,744.16	1,800,248.15	0.00	774,694.07	30
3 Contracted Services	3,828,135.00	197,912.90	2,886,001.88	733,798.09	208,335.03	5

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4 Supplies & Materials, etc	5,300,080.00	458,210.08	3,315,506.41	52,891.27	1,931,682.32	36
6 Insurance, Principal, etc	35,310.00	0.00	5,075.98	0.00	30,234.02	86
254 OPER & MAINT OF PLANT	17,825,927.82	1,366,668.86	12,595,297.63	786,689.36	4,443,940.83	25
<b>PUPIL TRANSP STATE MANDAT</b>						
1 Salaries & Bonuses	2,954,658.73	251,033.40	1,998,479.97	0.00	956,178.76	32
2 Fringe Benefits	837,193.55	68,581.01	546,290.45	0.00	290,903.10	35
3 Contracted Services	388,579.00	22,264.33	162,825.20	126,306.21	99,447.59	26
4 Supplies & Materials, etc	71,235.00	10,046.75	46,329.51	12,624.75	12,280.74	17
6 Insurance, Principal, etc	1,450.00	16.00	232.00	0.00	1,218.00	84
255 PUPIL TRANSP STATE MANDAT	4,253,116.28	351,941.49	2,754,157.13	138,930.96	1,360,028.19	32
<b>INTERNAL SERVICES</b>						
1 Salaries & Bonuses	269,452.40	22,454.36	202,089.24	0.00	67,363.16	25
2 Fringe Benefits	87,111.93	7,401.70	66,325.99	0.00	20,785.94	24
3 Contracted Services	725,875.00	51,483.91	443,878.10	192,241.62	89,755.28	12
4 Supplies & Materials, etc	42,589.00	-2,717.40	-30,022.69	1,250.94	71,360.75	168
257 INTERNAL SERVICES	1,125,028.33	78,622.57	682,270.64	193,492.56	249,265.13	22
<b>SCHOOL SECURITY</b>						
1 Salaries & Bonuses	70,906.00	5,908.84	53,607.91	0.00	17,298.09	24
2 Fringe Benefits	24,083.08	2,043.22	18,385.87	0.00	5,697.21	24
3 Contracted Services	1,492,707.00	6,521.19	774,699.29	90,731.89	627,275.82	42
258 SCHOOL SECURITY	1,587,696.08	14,473.25	846,693.07	90,731.89	650,271.12	41
<b>INFORMATION SERVICES</b>						
1 Salaries & Bonuses	688,051.87	64,615.18	533,499.54	0.00	154,552.33	22
2 Fringe Benefits	207,923.57	18,867.79	157,504.76	0.00	50,418.81	24
3 Contracted Services	67,150.00	1,526.39	10,466.90	60,963.82	-4,280.72	-6
4 Supplies & Materials, etc	34,975.00	1,391.36	23,114.47	2,343.32	9,517.21	27
6 Insurance, Principal, etc	14,050.00	444.00	5,435.04	783.00	7,831.96	56
263 INFORMATION SERVICES	1,012,150.44	86,844.72	730,020.71	64,090.14	218,039.59	22
<b>STAFF SERVICES</b>						
1 Salaries & Bonuses	532,761.00	50,477.27	448,325.09	0.00	84,435.91	16
2 Fringe Benefits	175,015.73	15,688.50	155,911.83	0.00	19,103.90	11
3 Contracted Services	70,571.00	4,793.74	38,909.15	11,437.25	20,224.60	29
4 Supplies & Materials, etc	64,824.00	856.66	37,025.32	171.72	27,626.96	43
6 Insurance, Principal, etc	825.00	0.00	756.50	0.00	68.50	8



**SCHOOL DIST 5 LEXINGTON/RICHLAND CO**  
**EXPENDITURE BUDGET REPORT BY FUNCTION**  
**FY 2013-2014**  
**CURRENT PERIOD: 03/01/2014 TO 03/31/2014**

<u>ACCOUNT</u>	<u>BUDGETED</u> <u>EXPENDITURE</u>	<u>CURRENT</u> <u>EXPENDITURE</u>	<u>YEAR TO DATE</u> <u>EXPENDITURE</u>	<u>ENCUMBRANCE</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PCT</u>
264 STAFF SERVICES	843,996.73	71,816.17	680,927.89	11,608.97	151,459.87	18
TECH/DATA PROCESSING SVCS						
1 Salaries & Bonuses	1,503,216.00	122,485.68	1,072,944.80	0.00	430,271.20	29
2 Fringe Benefits	430,525.78	41,390.42	355,530.37	0.00	74,995.41	17
3 Contracted Services	161,275.00	1,070.92	120,868.18	6,025.15	34,381.67	21
4 Supplies & Materials, etc	12,300.00	-135.00	7,816.71	0.00	4,483.29	36
266 TECH/DATA PROCESSING SVCS	2,107,316.78	164,812.02	1,557,160.06	6,025.15	544,131.57	26
PUPIL SERVICE ACTIVITIES						
1 Salaries & Bonuses	1,202,873.35	130,721.70	1,108,172.21	0.00	94,701.14	8
2 Fringe Benefits	330,941.57	32,365.13	267,722.46	0.00	63,219.11	19
3 Contracted Services	22,423.82	2,230.39	15,153.77	0.00	7,270.05	32
6 Insurance, Principal, etc	363,168.00	0.00	363,168.00	0.00	0.00	0
271 PUPIL SERVICE ACTIVITIES	1,919,406.74	165,317.22	1,754,216.44	0.00	165,190.30	9
OTHER COMMUNITY SVCS						
3 Contracted Services	15,000.00	1,440.00	9,360.00	7,200.00	-1,560.00	-10
4 Supplies & Materials, etc	6,500.00	0.00	188.68	0.00	6,311.32	97
390 OTHER COMMUNITY SVCS	21,500.00	1,440.00	9,548.68	7,200.00	4,751.32	22
PYMT STATE DEPT OF EDUC						
7 Transfers & Payments	22,000.00	0.00	0.00	0.00	22,000.00	100
411 PYMT STATE DEPT OF EDUC	22,000.00	0.00	0.00	0.00	22,000.00	100
PYMT OTHER GOVERNMT UNITS						
7 Transfers & Payments	26,000.00	2,175.00	58,293.57	0.00	-32,293.57	-124
412 PYMT OTHER GOVERNMT UNITS	26,000.00	2,175.00	58,293.57	0.00	-32,293.57	-124
PYMT NONPROFIT 1ST STEPS						
7 Transfers & Payments	3,200.00	0.00	0.00	0.00	3,200.00	100
415 PYMT NONPROFIT 1ST STEPS	3,200.00	0.00	0.00	0.00	3,200.00	100
TRANSF TO FOOD SERV FUND						
7 Transfers & Payments	511,745.00	0.00	0.00	0.00	511,745.00	100
425 TRANSF TO FOOD SERV FUND	511,745.00	0.00	0.00	0.00	511,745.00	100
	158,457,021.01	12,611,602.87	101,744,258.32	1,644,442.26	55,068,320.43	35





**MEMORANDUM**

May 5, 2014

To: Members of the Board of Trustees

From: Keith McAlister   
Director, New Design and Construction

Re: 5 Year Review of Bond/Capital Update

**ADMINISTRATION CONSIDERATION**

Administration provides information in reference to the 5 year effort regarding Bond/Capital projects for New Design & Construction.

**RECOMMENDATION**

Information is received for review.

**ATTACHMENT**

Exhibit

## District 5 Schools

- Best in South Carolina
  - Great students, parents, and staff
  - 121 portable classrooms
- 5 year challenge
  - Improve facilities
  - Reduce portable classrooms
- Capital/bond

## Chapin ES – Original Scope

- New kindergarten addition
- Enclose classrooms & limited interior renovation
- Addition of 1 serving line in cafeteria
- Sound panels in cafeteria & gymnasium
- Code compliance upgrades
- Duct system changes to accommodate classroom walls
- Improve student drop-off and pick-up traffic lanes
- Improve site lighting



## Chapin ES – Added Work Performed

- Admin. Area renovation including secure entrance
- Complete kitchen renovation from below slab to ceiling
- Creation of developmentally delayed instructional area
- Glass wall system install to fully enclose media center
- Total HVAC replacement
- Completely repaint the entire building & roof mansard
- Completely installed new ceilings and lighting
- Replace the majority of the flooring
- New storefront entrances
- New theatrical lighting

## Chapin ES – Added Work Performed

- New plumbing
- New security system
- New PA system
- Modernize technology infrastructure
- New fire sprinkler for the entire building
- New playgrounds with rubberized fall surfaces
- Reroof existing building (capital)

## Leaphart ES – Original Scope

- New kindergarten wing
- Enclose classrooms
- Improve student drop-off & pick-up lanes
- Improve parking



## Leaphart ES – Added Work Performed

- Admin. area renovation including secure entrance
- New front entrance canopy
- New loop road & repave entire campus
- Total HVAC replacement
- Completely repaint the entire building & roof mansard
- New ceilings & lighting
- Upgrade gym ceiling system
- Replace the majority of the flooring
- New storefront entrances
- New plumbing

## Leaphart ES – Added Work Performed

- New security system
- New public address (PA) & clock system
- Modernize technology infrastructure
- Install new fire sprinkler for the entire building
- Install new playgrounds with rubberized fall surfaces
- Reroof existing building
- Complete kitchen renovation from below slab to above ceiling (capital)
- New exterior signage (capital)



## Seven Oaks ES – Original Scope

- New kindergarten addition & expand admin. Area
- Improve circulation & security from main office into school
- Clearly identify main entrance of the school
- Renovate cafeteria & media center
- Update kitchen equipment & expand multi-purpose rm.
- Add parking & improve flow of parent drop-off & pick-up

## Seven Oaks ES – Added Work Performed

- Demolish wall and enlarge cafeteria
- Completely repaint the entire building
- New ceilings & lighting
- New gymnasium flooring
- New classroom casework
- Replace the majority of the flooring
- New plumbing
- New security system
- New public address (PA) & clock system
- Modernize technology infrastructure



## Seven Oaks ES – Added Work Performed

- Install new fire sprinkler for the entire building
- Install new playgrounds with rubberized fall surfaces
- New site lighting
- Completely repave campus
- Reroof existing buildings (50% capital, 50% bond)
- Complete kitchen renovation from below slab to above ceiling (capital)
- New exterior signage (capital)

## Irmo ES – Original Scope

- New 38,000 square foot classroom addition
- Expand cafeteria, gymnasium and media center
- Interior renovations in classrooms
- Renovate student drop-off and pick-up lines to improve traffic flow and add parking
- Improve interior circulation patterns and security



## Irmo ES – Added Work Performed

- Construct approximately 70,000 square foot new addition & renovated 30,000 square feet of existing
- New cafeteria
- New kitchen
- New media center
- Existing 80's two story classroom wing demolished & new classrooms constructed to replace existing building
- Completely repaint the entire building
- New ceilings & lighting
- Replace the majority of flooring

## Irmo ES – Added Work Performed

- Maintain historical integrity by preserving hardwood floors
- New plumbing
- New security system
- New public address (PA) & clock system
- Modernize technology infrastructure
- Install new fire sprinkler for the entire building
- Install new playgrounds with rubberized fall surfaces
- Exterior signage (capital)



## Spring Hill HS/ The Center – Original Scope

- Create a 55,000 square foot career & technical center for courses such as auto technology, auto collision, culinary arts, HVAC, journalism & welding
- New 275,000 square foot school with a 2,000 core capacity and 1,700 student opening day capacity

## **Spring Hill HS/ The Center – Added Work Performed**

- Construct 267,000 square foot spring hill high school
- Make provisions for a portion of SHHS to be utilized as alternative academy
- Technology upgrades to insure HS is state of the art
- Included 600 seat auditorium at SHHS
- Construct 115,000 square foot career & technical ctr.
- Technology upgrades ensure center is state of the art
- Modify administration area to better serve needs of the staff based on dr. Couch's vision
- Create career & technical center that people from around the country desire to visit



## Chapin HS – Original Scope

- New 70,000 square foot addition to include classrooms, science labs, resource rooms and support space
- Bring capacity to 1,700 students
- Add new 40,000 square foot gymnasium with stage
- Classroom renovations
- Security upgrades
- Expand cafeteria & media center
- Improve parking & traffic flow
- Site upgrades
- Athletic upgrades including new practice fields & end zone athletic facilities

## Chapin HS – Added Work Performed

- Total new square footage: 180,000 square feet +
- Media center upgrade
- Technology upgrades to ensure HS is state of the art
- Construct new field house
- Administration renovation
- Strings addition
- Connecting corridor additions
- Fine arts addition
- New softball field including dugouts and bleachers
- New tennis courts



## Chapin HS – Added Work Performed

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- New track
- New security system
- New public address (PA) & clock system
- Modernize technology infrastructure
- New fire sprinkler for the entire building
- New ceilings & lighting
- Repave entire campus
- Install synthetic turf on football field (capital)

## Irmo HS – Original Scope

- Renovate to incorporate new career clusters defined under HS re-design program
- Make room for additional CATE programs including carpentry & electricity
- Add additional special needs classroom space

## Irmo HS – Added Work Performed

- Interior renovations allowing removal of all portable classrooms
- New football and baseball field lighting
- Extensive stadium renovations
- New field house
- Renovate existing visitor's locker room
- New 600 seat auditorium
- New parking lot in rear of school
- New canopies at drop-off locations
- New drives and parking in front of school



## Irmo HS – Added Work Performed

- New security system
- New PA system
- Modernize technology infrastructure
- Install new fire sprinkler for the entire building
- New ceilings & lighting systems
- Install synthetic turf on football field (capital)
- Replace track (capital)
- Add 1,500 additional bleachers seats (capital)



## Dutch Fork HS – Original Scope

- Renovate to incorporate new career clusters defined under the HS re-design program

## Dutch Fork HS – Added Work Performed

---

- Add 1,500 seats to visitor's bleachers at stadium
- New softball & baseball pressboxes
- New bleachers at softball & baseball fields
- New health science building
- New visitor's concession & restroom facility
- Interior renovations
- Middle & high connector road for improved traffic flow
- New front parking lot
- Bus drop off at visitor's side of stadium
- New canopies at drop-off areas

## Dutch Fork HS – Added Work Performed

- Add 1,500 seats to visitor's side of stadium (capital)
- Install synthetic turf on stadium field (capital)
- New stadium, baseball and softball field lighting (capital)



# D5 Elementary Schools

(BES, DFES, HWES, HECES, LMES, NRES, OPES, RSES)

- Construct secure entrances for safety & security
- Install fencing & site lighting for safety & security
- Replace fire alarm, public address (PA) & clock systems
- Replace heating, ventilation & air conditioning (HVAC)
- Renovate kitchens
- Replace roofs
- Install rubberized fall surfaces, all playgrounds
- Increase lighting levels in classrooms & mini-theaters
- Painting, interior/exterior
- Replace carpet/tile
- Install school marquees

# D5 Middle Schools

(CMS, CRMS, DFMS, IMS)

- Construct secure entrance for safety & security
- Install fencing & site lighting for safety & security
- Replace fire alarm, public address (PA) & clock systems
- Replace heating, ventilation & air conditioning (HVAC)
- Renovate kitchens
- Renovations (special needs, media ctr., Offices, restrms.)
- Replace roofs
- Replace storefront entrances & hardware systems
- Painting, interior/exterior
- Replace carpet/tile
- Install school marquee



# D5 High Schools

(DFHS, IHS)


- Install fencing & site lighting for safety & security
- Replace fire alarm, public address (PA) & clock systems
- Replace heating, ventilation & air conditioning (HVAC)
- Renovate kitchen
- Renovations (special needs, auditorium, labs, offices)
- Install artificial turf, visitors bleachers; upgrade tracks
- Replace roofs
- Replace storefront entrances & hardware systems
- Painting, interior/exterior
- Replace carpet/tile
- Install school marquee





**MEMORANDUM**

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

FROM: Mr. Michael R. Harris   
Chief Student Services Officer

DATE: April 30, 2014

RE: May 5, 2014 Board Meeting, Final Reading.  
"Proposed Revisions to Board Policy JICDA-R "Code of Conduct

Items to be deleted highlighted in yellow.  
Items to be added highlighted in blue.

Recommendation:

The administration recommends that the proposed revisions to Board J Policies proceed for Board approval.

Attachments:



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## **STUDENT BEHAVIOR CODE**

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

The following regulations are designed to protect all members of the educational community in the exercising of their rights and responsibilities. These regulations are effective during the following times and places:

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

Students and parents are encouraged to become familiar with the rules and regulations contained in this booklet.

If you have any questions, please talk with your building level administrator or call the District Hearing Officer.

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

## **AUTHORITY OF THE HEARING OFFICER**

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

\*\*Denotes only applicable in situations where out of school suspension is 8 days or more or if the principal is directly involved.



# Chapter 1

## Elementary School - Category I thru IV



## CATEGORY I OFFENSES:

Acts considered as Category I Offenses include, but are not limited to, the following:

- 1.789. \*\*\*Possession, transfer or use of a firearm. (See Glossary)
- 1.789. \*\*\*Possession, transfer or use of a prohibited weapon other than a firearm including a knife with a blade over two inches, BB gun, paint ball gun, pellet gun, air-soft pistol, razor, razor blade, martial arts throwing star, metal knuckles, mace and pepper spray, blackjack, adir and a metal pipe or pole. Box cutters and utility/X-Acto knives containing any size blades are also considered a violation of this section (\*K-2). (SC 16-23-430.) (See Glossary)
- 1.680. \*\*\*Possession, transfer, distribution, use in any amount, or being under the influence of alcohol. Since alcohol consumption is illegal by minors, consumption of any amount of alcohol will constitute a violation of this section. This includes being present on District/school property or at any school-sponsored event after using any amount of these substances, (See Glossary)

**Note 1:** In determining whether a student is under the influence of alcohol, the student's appearance/manner/behavior and or the presence of an alcohol odor, as well as statements made by the student as to consumption of alcohol will be considered.

- 1.580, 1.570, 1.575  
\*\*\*Possession (1.580), transfer (1.570), distribution (1.570), use in any amount, or being under the influence (1.575) of marijuana (including marijuana seeds), hallucinogenic drugs, inhalants, or any other controlled or illegal substance. This includes being present on District/school property or at any school-sponsored event after using any amount of these substances, (See Glossary)

**Note 1:** In determining whether a student is under the influence of drugs, the student's appearance/manner/behavior, as well as statements made by the student as to consumption of drugs, will be considered.

- 1.610. \*\*\*Sexual assault. (See Glossary)
- 1.520. \*\*\*Assault of a staff member or any other adult designated by the school to supervise students, including volunteers. (See Glossary)
- 1.500. \*\*\*Arson, which is the intentional damage of school property, or attempted arson of school property. (See Glossary)



## **CATEGORY I OFFENSES Continued):**

- 1.260. \*\*\*Communicating a Threat of a Destructive Device or Weapon: Communicating, writing, threatening, or transmitting to a person or school facility that there is, or will be, a destructive device, bomb, shooting, or dangerous event, with the intent of intimidating, threatening, or interfering with government functions or school activities; or, harboring one who is guilty of this offense.
- 1.700. \*\*\*Possession or transfer of dangerous explosives, plastic explosives or chemical reaction-type and pipe bomb materials including, but not limited to, Molotov cocktails and dynamite.
- 1.510. \*\*\*Active participation in an act of mob violence, to include lynching. A mob is described as two or more people. (See Glossary)
- 1.350. \*\*\*Unauthorized tampering with security, fire, access control or surveillance system or alarms.
- 1.690. \*\*\*Participating in sexual conduct/activity, which also includes compromising situations and circumstances. Such conduct may involve only the individual student or may involve other people.
- 1.540. \*\*\*Burglary to a school, portable classroom, school district building, or any structure on school district property.
- 1.700. \*\*\*Auto Breaking unlawful entry into a motor vehicle on school property or into a school district vehicle at any location.

## **CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY I OFFENSE WILL BE AS FOLLOWS:**

- A. When considering the developmental appropriateness of consequences, kindergarten, first, and second graders, *as noted with* (\*K-2), will be addressed as follows:

1st Offense - As determined by the principal or designee may include, but not be limited to, a parent conference, time-out, detention hall, administrative review, in-school or out-of-school suspension.

2nd Offense - Three (3) days out of school suspension.

3rd Offense - Five (5) days out-of-school suspension and the student may be recommended for expulsion.

4th Offense – Recommendation for expulsion.



## CATEGORY I CONSEQUENCES (Continued):

- B. Elementary students, grades 3 - 5, *and grades K - 2 (when not noted with the "K-2 disclaimer)* will be addressed as follows:

1st Offense - Three (3) day out-of-school suspension and the student may be recommended for expulsion.

2nd Offense - Five (5) day out-of-school suspension from school and the student may be recommended for expulsion.

3rd Offense - Recommendation for expulsion.

- C. When these offenses are committed on a school bus or other school vehicle, the Transportation Department will conduct a preliminary investigation and report their findings to the appropriate school administrator for action. Students who are suspended out-of-school immediately forfeit the opportunity to ride the school buses or other district vehicle for the duration of the suspension or until a decision is made otherwise by the principal or the hearing officer.

- D. Restitution of property and damages where appropriate will be sought by the school or district.

### *Omit*

- E. *When these offenses are committed on a school bus or other school vehicle, Office of Transportation will conduct a preliminary investigation and report their findings to the appropriate school administrator for action. Students who are suspended out-of-school immediately forfeit the opportunity to ride the school bus or other vehicle for the duration of the suspension or until a decision is made otherwise by the principal or the hearing officer.*

- F. Elementary students who commit alcohol, drug, or sexually related violations will be referred to the appropriate school personnel for assessment.

- G. Students who are expelled for possession of a firearm will be subject to the 1995 Federal and State laws that mandate a one year (365 days) expulsion term, unless the Superintendent determines to reduce the term of expulsion. (See 59-63-235)

## LAW ENFORCEMENT INVOLVEMENT:

*** All Category I Offenses will involve law enforcement.
---

## CATEGORY II OFFENSES:

Acts considered as Category II Offenses include, but are not limited to, the following:

2.760, 2.670

\*\*\*Vandalism (2.760) or theft (2.670) **possession or transfer (2.740)** of personal or school district property where value is \$50.00 or more. (See Glossary)

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

2.750. \*\*Trespassing. (See Glossary)

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

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

2.004. \*\*\*Selling, possessing, transferring or using items represented as being illegal, controlled substances, prescription drugs or over the counter drugs without regard to amount. (See Glossary)

2.004. \*\*Selling, possessing, transferring or using items that are substantially similar in color, shape, size, or markings to a controlled substance, i.e., Wizard Smoke, etc. See JICH.

2.520. \*\*\*Physical assault of a student. (See Glossary)

2.789. \*\*Possession of a knife with a blade two inches or less, starter pistol, replica weapon/device or bat. The blade will be measured from tip to base. This does not include a baseball bat that has been approved for recreational purposes in the elementary school. (See Glossary)

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

2.789. \*\*\*Use of any item not generally considered as a weapon but used as a weapon to inflict bodily harm. Such items include, but are not limited to, a knife with a blade two inches or less, starter pistol, replica weapon/device, paintball gun, or bat. This does not include a baseball bat that has been approved for recreational purposes in the elementary school. (See Glossary)



## **CATEGORY II OFFENSES (Continued):**

- 2.700. \*\*Any other behavior, whether on or off campus, that threatens the safety of students or staff members (regardless of where behavior takes place) or disrupts the operation or function of the school. This does include coming on school/district property after consuming non-prescribed controlled substances and/or illegal drugs. Notes 1 & 2 apply also.
- 2.390. \*\*\*Possession or use of mace or pepper gas or spray.
- 2.013. \*\*Sexual harassment. (See Glossary)
- 2.019. \*\*\*Indecent exposure. (See Glossary)
- 2.220. *\*\*\*Unauthorized and deliberate tampering with a computer setup. Examples: Switching cables, disabling fans, deliberately introducing a virus, unauthorized and deliberate tampering, deletion, OR destruction of any computer programs, systems or data files.*
- 2.270. \*\*Direct refusal to obey a staff member or any adult authorized by the school to supervise students, including volunteers, in a crisis situation. (See Glossary)
- 2.620. \*\*\*Fraudulent request for emergency services.
- 2.651. Pattern of threatening, bullying, or intimidating other students. (See Bullying policy)
- 2.009. \*\*Fighting. (See Glossary)
- 2.270. *Refusal to obey school or District Administrator.*

**CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY II OFFENSE WILL BE AS FOLLOWS:**

A. Kindergarten, first, and second graders (\*K-2)

1st Offense - Parent conference and a penalty deemed appropriate by the principal or designee.

2nd Offense – May include, but not limited to, time-out, detention hall, administrative review, in-school suspension, or out-of-school suspension.

3rd Offense – Three (3) days suspension from school and a possible recommendation for expulsion.

B. Grades 3-5 *and K-2 without the special \*K-2 disclaimer.*

1st Offense – May include, but not limited to, time-out, detention hall, administrative review, in-school suspension, or out-of-school suspension.

2nd Offense – Three (3) days mandatory suspension from school and the student may be recommended for expulsion.

3rd Offense – Automatic suspension from school with a possible recommendation for expulsion.

C. Students who are suspended out-of-school immediately forfeit the opportunity to ride school buses or other school vehicles for the duration of the suspension.

D. Restitution of property and damages where appropriate will be sought by the school or district.

E. Elementary students who commit alcohol, drug, or sexual harassment related violations will be referred to the appropriate school personnel for assessment.

**NOTE 1:** In determining whether a student is under the influence of alcohol, the student's appearance/manner, his/her behavior and/or the presence of an alcohol odor, as well as statements made by the student as to consumption of alcohol, will be considered.

**NOTE 2:** Any student who violates the alcohol, inhalant or controlled and/or illegal substance rule will be suspended from participation and attendance in any and all extracurricular activities for 30 school days. These 30 days (excluding summer school) will carry over into the next school year if the violation occurs near the end of the current school term. These 30 days begin when the student begins the days of suspension. (See Glossary)



- F. Because of the seriousness of these offenses, if the violation occurs on the bus, the office of transportation will conduct the preliminary investigation, take action regarding the opportunity to ride a bus, and refer the violation to the school for further action.

1st Offense – (K-5)      10 day suspension.

2nd Offense – (K-5)      15 day suspension.

3rd Offense – (K-5)      20 day to indefinite suspension.

### LAW ENFORCEMENT INVOLVEMENT

Some acts may also result in the involvement of law enforcement. These acts are denoted with asterisks and indicate the following:

**2 stars \*\*** = Law enforcement may be contacted after investigation of the situation.

**3 stars \*\*\*** = Law enforcement will be contacted and police report will be filed

All fights will be reported to law enforcement regardless of denotation.

### CATEGORY III OFFENSES:

Acts considered as Category III Offenses include, but are not limited to, those listed below.

- 3.740. \*\*Possession or transfer of stolen property (school or personal).
- 3.560. \*\*Planning and/or organizing and/or instigating and/or participating in an activity that causes *substantial* disruption to the educational program.
- 3.750. \*\*Unauthorized entry to *school building or property (this includes* any school sponsored events.
- 3.630. Gambling (games of chance for money or profit).
- 3.230. Possession/use or transfer of tobacco or tobacco products.
- 3.220. \*\*Tampering with, changing or altering records or documents of the school or district by any method, including, but not limited to, computer access or other electronic means.
- 3.270. Refusal to obey a staff member or any other adult authorized by the school to supervise students to report to a certain place or to leave a certain place.
- 3.007. *Creating or participating in a classroom disturbance that interferes with the instructional process. (PS Code 007)*
- 3.160, 3.150. (Not applicable to elementary students)
- 3.310. Leaving or attempting to leave school grounds without permission, whether or not the school day has actually begun. This includes unauthorized driving/riding to an off campus class.
- 3.320. Walking out of a class (without teacher approval).
- 3.016. Engaging in verbal or written abuse, name calling, (i.e., ethnic or racial slur, or derogatory statements about sexual orientation) intentionally addressed publicly to others that may disrupt the school educational program or incite violence.
- 3.407. Provoking or simulating a fight.
- 3.220. *\*\*Intentional creation of, on-line use of and/or downloading of materials using a computer which would not be permissible in the schools in any other form. This includes e-mails, My Space, Face Book, etc...*



### CATEGORY III OFFENSES (Continued):

- 3.220. *\*\*Unauthorized storage and/or loading of a computer program, system or data file. This may also be a copyright violation and as such is subject to copyright laws.*
- 3.220. *\*\*Unauthorized access or duplication of computer programs, systems or data files.*
- 3.220. *\*\*Use of any computer access accounts other than those assigned to the individual.*
- 3.651, 3.650, 3.652  
Threatening, bullying (3.651), or intimidating (3.650) **or extorting** students, a staff member, or any other adult designated by the school to supervise students including volunteers.
- 3.018. *Unauthorized striking or lighting a match/lighter or igniting caps or use of poppers on school property.*
- 3.710. Possession/distribution of pornographic or obscene material.
- 3.210. Profanity/obscenity racial or ethnic slurs directed to a staff member or to any adult authorized by the school to supervise students, including volunteers.
- 3.017. Inappropriate sexual gestures and/or behavior.  
(Example: sexually suggestive language, movements, writings, drawings; this includes sexting)
- 3.017, 3.003, 3.029  
Health Code Violation (3.017) (including but not limited to biting (3.003), spitting (3.003) and urination (3.029) in a public or inappropriate location).  
(See Glossary) (See Section A)
- 3.520. *\*\*Simple Assault (See Glossary)*
- 3.220. Violation of the Acceptable Use Agreement.**

**CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY III OFFENSE WILL BE AS FOLLOWS:**

Consequences for students (K-5) who commit any Category III Offense are determined by the principal/designee and will be as follows:

- A. May include, but not be limited to, time-out, detention, administrative review, in-school suspension, out-of-school suspension.
- B. May include, but not be limited to, time-out, detention, administrative review, in-school suspension, out-of-school suspension. The student may also be placed on a behavior contract by the school.
- C. Repeated Category III Offenses may result in a recommendation for expulsion.
- D. Restitution of property and damages where appropriate will be sought by the school or the district.
- E. Students who are suspended from school immediately forfeit the opportunity to ride school buses or other school vehicles for the duration of the suspension.
- F. Because of the seriousness of Category III Offenses, if the offense occurs on the bus, the Transportation Department will conduct a preliminary investigation and refer the report to the school administration for further action.

**CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY III OFFENSE ON THE BUS OR IN A SCHOOL VEHICLE WILL BE AS FOLLOWS:**

Simple assault, tobacco possession/smoking, or planning and/or organizing and/or instigating and/or participating in an activity that causes *substantial* disruption to the educational program *or interfere with school bus safety*:

1st Offense – (K-Grade 5) – 5 day suspension

2nd Offense – (K-Grade 5) – 10 day suspension.

3rd Offense – (K-Grade 5) – 15 day to indefinite suspension.

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

1st Offense – (K-Grade 5) – 3 day suspension.

2nd Offense – (K-Grade 5) – 5 day suspension.

3rd Offense – (K-Grade 5) – 10 day suspension.

4th Offense – (K-Grade 5) – 15 day suspension *to indefinite suspension*.

5th Offense – (K-Grade 5) – 10 day to indefinite suspension.



## CATEGORY IV OFFENSES:

Acts considered as Category IV Offenses include, but are not limited to, the following:

4.006, 4.011

Lying or giving false information either verbally or in writing to a teacher, administrator, or school staff member (4.006). Examples: deliberate forgery of parent or educator signatures (4.011) or changing/deleting information sent home by the school to the parent. Making false accusations about a staff member also falls within this section.

4.360. Not applicable to elementary students.

4.017. Disrespect to teacher or staff member or other adult approved by the school to supervise students, including volunteers.

4.270. \* Persistent disobedience (See Note 1)

4.007, 4.340

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

**4.600. Extortion or attempting to extort through threat of force. (See Bullying Policy)**

4.022, 4.014

Inappropriate physical contact, including, but not limited to, pushing or shoving.

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

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

4.330, 4.390

**Using a paging device, i.e., pager, beeper, cell or mobile telephone (4.330) during school hours. All devices must be turned off and not visible during school hours.**

**Violation of Wireless Communication Device**

**4.180. Excessive tardiness/early dismissals.**

**4.271. Missing Afterschool detention.**

4.650. Hazing. (See Glossary)

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

4.012. Harassment. (See Glossary)



#### **CATEGORY IV OFFENSES (Continued):**

4.300, 4.305. Not applicable to elementary students.

4.017. Violation of cafeteria rules.

4.004. Violation of health room rules. All medication (to include over the counter drugs such as Benadryl, Tylenol, etc. or personal prescriptions) brought to school by a student must be in the original container, labeled appropriately and administered by the school nurse. Exceptions under a physician's order are managed by the school nurse. (PS Code 004/700)

4.002. Not applicable to elementary students.

4.200. Being in an unauthorized area or inappropriate use of facilities.

4.015. Inappropriate display of affection between students.

4.023. Not applicable for elementary students.

4.190. Cheating. (See Honor Code)

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

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

*4.390. Possession/use of skateboards, rollerblades, skates or scooters. Skating is not allowed on any school campus at any time including during school hours or in any prohibited area, during an after school activity or in the immediate proximity of parked vehicles.*

*4.390. Unauthorized card playing.*

4.028. Throwing rocks or other objects.

*4.370. Littering school grounds.*

4.280. Dress code violations.

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

#### **CATEGORY IV OFFENSES (Continued):**

4.210, 4.290

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

4.390. Possession of a lighter or matches.

4.270. Failure to obey a staff member.

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

4.280. Wearing items or clothing that could pose a safety threat to one's self or others (heavy chains not made as jewelry, studded bracelets/collars, nose/lip-to-ear chains, etc.).

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

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

4.430. \* Violation of a behavior contract. (See Note 1)

**4.430. Violation of District level behavior contract.**

4.760, 4.670

Vandalism (4.760), theft (4.670), possession or transfer (4.740) of school or personal property where value is less than \$50.00 or less.

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

4.250. Participation in gangs/gang-related activity. (See Policy JICF)

4.340. Any behavior or act that interferes with the safe operation of a school bus (including violation of school bus safety rules listed in Chapter 4).



**CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY IV OFFENSE WILL BE AS FOLLOWS:**

- A. Consequences for students (K-5) who commit any Category IV offense other than participation in gangs or gang-related activity are determined by the principal/designee and will be as follows:
1. Administrative conference, counseling, parent conference, detention, Saturday detention, in-school suspension, out-of school suspension, or a recommendation for expulsion.
  2. Any student suspended three times for a Category IV offense must be placed on a behavior contract by the administration.
  3. A range of consequences from immediate counseling to indefinite suspension from riding the vehicle will be imposed on students by the office of transportation when an offense occurs on a school bus or other school vehicle. Students who are suspended out-of-school immediately forfeit the opportunity to ride school buses or other school vehicles for the duration of the suspension.

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

1st Offense – Parent/Legal guardian, student and administrative conference.

2nd Offense – Three (3) day out-of school suspension and the student may be recommended for expulsion.

3rd Offense - Recommendation for expulsion.

**NOTE 1.** \*A series of repeated infractions will result in a recommendation for expulsion.

**NOTE 2.** In determining whether a student has violated the discipline code, the principal or his/her designee will consider all the facts and circumstances of the particular incident.

**NOTE 3.** Students who inappropriately use video cameras, video phones or other recording devices are subject to violation of the Privacy Act and can be assigned school and bus consequences.

**CONSEQUENCES FOR CATEGORY IV OFFENSE ON THE BUS OR IN A SCHOOL VEHICLE WILL BE AS FOLLOWS:**

Any offense – A range of consequences from immediate counseling to indefinite suspension from the school bus.



## Chapter 2

### Middle School - Category I thru IV



## CATEGORY I OFFENSES:

Acts considered as Category I Offenses include, but are not limited to, the following:

- 1.789. \*\*\*Possession, transfer or use of a firearm. (See Glossary)
- 1.789. \*\*\*Possession, transfer or use of a prohibited weapon other than a firearm including a knife with a blade over two inches, BB gun, paint ball gun, pellet gun, air-soft pistol, razor, razor blade, martial arts throwing star, metal knuckles, mace and pepper spray, blackjack, adir and a metal pipe or pole. Box cutters and utility or X-Acto knives containing any size blades are also considered a violation of this section (\*K-2). (SC 16-23-430.) (See Glossary)
- 1.680. \*\*\*Possession, transfer, distribution, use in any amount, or being under the influence of **alcohol**. Since alcohol consumption is illegal by minors, consumption of any amount of alcohol will constitute a violation of this section. This includes being present on District/school property or at any school-sponsored event after using any amount of these substances, (See Glossary)

**Note 1:** In determining whether a student is under the influence of alcohol, the student's appearance/manner/behavior and or the presence of an alcohol odor, as well as statements made by the student as to consumption of alcohol will be considered.

1.580, 1.570, 1.575

\*\*\*Possession (1.580), transfer (1.570), distribution (1.570), use in any amount, or being under the influence (1.575) of **marijuana** (including marijuana seeds), hallucinogenic drugs, inhalants, or any other controlled or illegal substance. This includes being present on District/school property or at any school-sponsored event after using any amount of these substances, (See Glossary)

**Note 1:** In determining whether a student is under the influence of drugs, the student's appearance/manner/behavior, as well as statements made by the student as to consumption of drugs, will be considered.

- 1.610. \*\*\*Sexual assault. (See Glossary)
- 1.520. \*\*\*Assault of a staff member or any other adult designated by the school to supervise students, including volunteers. (See Glossary)
- 1.500. \*\*\*Arson, which is the intentional damage of school property, or attempted arson of school property. (See Glossary)



## **CATEGORY I OFFENSES (Continued):**

- 1.260. \*\*\*Communicating a Threat of a Destructive Device or Weapon: Communicating, writing, threatening, or transmitting to a person or school facility that there is, or will be, a destructive device, bomb, shooting, or dangerous event, with the intent of intimidating, threatening, or interfering with government functions or school activities; or, harboring one who is guilty of this offense.
- 1.700. \*\*\*Possession or transfer of dangerous explosives, plastic explosives or chemical reaction-type and pipe bomb materials including, but not limited to, Molotov cocktails and dynamite.
- 1.510. \*\*\*Active participation in an act of mob violence, to include lynching. A mob is described as two or more people. (See Glossary)
- 1.350. \*\*\*Unauthorized tampering with security, fire, access control or surveillance system or alarms.
- 1.690. \*\*\*Participating in sexual conduct/activity, which also includes compromising situations and circumstances. Such conduct may involve only the individual student or may involve other people.
- 1.540. \*\*\*Burglary to a school, portable classroom, school district building, or any structure on school district property.
- 1.700. \*\*\*Auto Breaking unlawful entry into a motor vehicle on school property or into a school district vehicle at any location.

**NOTE 1:** In determining whether a student is under the influence of drugs or alcohol, the student's appearance and/or manner, behavior and/or the presence of an alcohol odor, as well as statements made by the student as to consumption of alcohol or drugs, will be considered. (See Glossary)

**CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY I OFFENSE WILL BE AS FOLLOWS:**

- A. Student will be suspended from school immediately with a recommendation for expulsion. During the investigative period, middle school students may be suspended from school for up to 3 school days pending a possible recommendation for expulsion. Once the investigation has been completed, the principal shall meet with the student and his/her parent/guardian to discuss the results of the principal's investigation and to provide the student the opportunity to present his/her defense to the matter. At the conclusion of that meeting, the principal shall inform the student whether she/he intends to proceed forward with the recommendation for expulsion.
- B. Whenever these offenses are committed, law enforcement will be called and charges (juvenile petition or warrant) will be filed against the perpetrator. Although in some cases, law enforcement's decision whether to press criminal charges for weapons or drugs may require possession of that item on the person, in all such cases the school administrator will still contact law enforcement and file an incident report.
- C. When these offenses are committed on a school bus or other school vehicle, the Transportation Department will conduct a preliminary investigation and report their findings to the appropriate school administrator for action. Students who are suspended out-of-school immediately forfeit the opportunity to ride the school buses or other district vehicle for the duration of the suspension or until a decision is made otherwise by the principal or the hearing officer.
- D. Restitution of property and damages where appropriate will be sought by the school or district.
- E. Middle school students who commit alcohol, drug, or sexually related violations will be referred to an appropriate counseling program. Failure to successfully complete an approved counseling program may result in additional disciplinary action. Alternative 8-10 week alcohol and other drug programs must be approved by the district hearing officer.
- F. Students who are expelled for possession of a firearm will be subject to the 1995 Federal and State laws that mandate a one year (365 days) expulsion term, unless the Superintendent determines to reduce the term of expulsion. (See 59-63-235)



## **LAW ENFORCEMENT INVOLVEMENT:**

<b>*** All Category I Offenses will involve law enforcement</b>
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## **CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY I OFFENSE ON THE BUS OR IN A SCHOOL VEHICLE WILL BE AS FOLLOWS:**

1st Offense – Student will be suspended from school immediately with a recommendation for expulsion.

## CATEGORY II OFFENSES:

Acts considered as Category II Offenses include, but are not limited to, the following:

2.760, 2.670

\*\*\*Vandalism (2.760) or theft (2.670) **possession or transfer (2.740)** of personal or school district property where value is \$50.00 or more. (See Glossary)

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

2.750. \*\*Trespassing. (See Glossary)

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

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

2.004. \*\*\*Selling, possessing, transferring, using items represented as being illegal **or substantially similar as** controlled substances, prescription drugs or over the counter drugs without regard to amount. (See Glossary)

*2.004. \*\*Selling, possessing, transferring or using items that are substantially similar in color, shape, size, or markings to a controlled substance, i.e., Wizard Smoke, etc. See JICH.*

2.520. \*\*\*Physical assault of a student. (See Glossary)

2.789. \*\*Possession of a knife with a blade two inches or less, starter pistol, replica weapon/device, or bat. The blade will be measured from tip to base. This does not include a baseball bat that has been approved for recreational purposes in the middle school. (See Glossary)

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

2.789. \*\*\*Use of any item not generally considered as a weapon but used as a weapon to inflict bodily harm. Such items include, but are not limited to, a knife with a blade two inches or less, starter pistol, replica weapon/device, paintball gun, or bat. This does not include a baseball bat that has been approved for recreational purposes in the middle school. (See Glossary)

## **CATEGORY II OFFENSES (Continued):**

- 2.700. \*\*Any other behavior, whether on or off campus, that threatens the safety of students or staff members (regardless of where behavior takes place) or disrupts the operation or function of the school. This does include coming on school/district property after consuming non-prescribed controlled substances and/or illegal drugs. Notes 1 & 2 apply also. (PS Code 700)
- 2.390. \*\*\*Possession or use of mace or pepper gas or spray.
- 2.013. \*\*Sexual harassment. (See Glossary)
- 2.019. \*\*\*Indecent exposure. (See Glossary)
- 2.220. *\*\*Unauthorized and deliberate tampering with a computer setup. Examples: Switching cables, disabling fans, deliberately introducing a virus, unauthorized and deliberate tampering, deletion, OR destruction of any computer programs, systems or data files.*
- 2.270. \*\*Direct refusal to obey a staff member or any adult authorized by the school to supervise students, including volunteers, in a crisis situation. (See Glossary)
- 2.620. \*\*\*Fraudulent request for emergency services.
- 2.651. Pattern of threatening, bullying, or intimidating other students. (See Bullying policy)
- 2.009. \*\*Fighting. (See Glossary)
- 2.520. *\*\*Simple Assault. (See Glossary)*
- 2.270. Refusal to obey school or District Administrator.



**CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY II OFFENSE WILL BE AS FOLLOWS:**

1st Offense: Up to five (5) days out-of-school suspension or an immediate recommendation for expulsion.

2nd Offense: Immediate suspension from school with a recommendation for expulsion.

**Note 1:** If the violation occurs on the bus, the Transportation Department will conduct the preliminary investigation, take action regarding the opportunity to ride a bus and refer the violation to the school for further action. Students who are suspended out-of-school forfeit the opportunity to ride the school bus or other school district vehicle for the duration of the suspension.

**Note 2:** In determining whether a student is under the influence of drugs or alcohol, the student's appearance or manner, their behavior and/or the presence of an alcohol odor, as well as statements made by the student as to consumption of alcohol or drugs, will be considered. (See Glossary)

**Note 3:** Restitution of property and damages where appropriate will be sought by the school or district.

**Note 4:** Any student who violates the alcohol, inhalant or controlled and/or illegal substance rule will be suspended from participation and attendance in any and all extracurricular activities for 30 school days. These 30 days (excluding summer school) will carry over into the next school year if the violation occurs near the end of the current school term. These 30 days begin when the student begins the 3-5 days of **out-of-school suspension**. (See Glossary)

SC Status 16-17-500. Sale or purchase of tobacco products for minors; proof of age; location of vending machines; penalties; smoking cessation programs.

**Note 5:** Middle school students who commit alcohol, drug, or sexual harassment related violations will be referred to an approved alcohol and drug counseling program before reentering school.

## LAW ENFORCEMENT INVOLVEMENT

Some acts may also result in the involvement of law enforcement. These acts are denoted with asterisks and indicate the following:

**2 stars \*\*** = Law enforcement may be contacted after investigation of the situation.

**3 stars \*\*\*** = Law enforcement will be contacted and a police report charges will be filed.

All fights will be reported to law enforcement regardless of denotation.

## CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY II OFFENSE ON THE BUS OR IN A SCHOOL VEHICLE WILL BE AS FOLLOWS:

1st Offense – Fifteen (15) day bus suspension.

2nd Offense – Thirty (30) day bus suspension.

3rd Offense – Indefinite suspension from the school bus.



### CATEGORY III OFFENSES:

Acts considered as Category III Offenses include, but are not limited to, those listed below:

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

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

3.750. *\*\*Unauthorized entry to school building or property (this includes any school sponsored events.*

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

3.230. Possession/use or transfer of tobacco or tobacco products (this includes electronic cigarettes).

3.220. *\*\*Tampering with, changing or altering records or documents of the school or district by any method, including, but not limited to, computer access or other electronic means.*

3.270. Refusal to obey a staff member or any other adult authorized by the school to supervise students to report to a certain place or to leave a certain place.

3.007. Creating or participating in a classroom disturbance that interferes with the instructional process. (PS Code 007)

3.160, 3.150. Cutting class or school.

3.310. Leaving or attempting to leave school grounds without permission, whether or not the school day has actually begun. *This includes unauthorized driving/riding to an off campus class.*

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

3.016. Engaging in verbal or written abuse, name calling, (i.e., ethnic or racial slur, or derogatory statements about sexual orientation) intentionally addressed publicly to others that may disrupt the school educational program or incite violence.

3.407. Provoking or simulating a fight.

3.220. Violation of the Acceptable Use Agreement.

3.220. *\*\*Intentional creation of, on-line use of and/or downloading of materials using a computer which would not be permissible in the schools in any other form. This includes e-mails, My Space, Face Book, etc...*



### CATEGORY III OFFENSES (Continued):

3.220. *\*\*Unauthorized storage and/or loading of a computer program, system or data file. This may also be a copyright violation and as such is subject to copyright laws.*

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

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

3.651, 3.650, 3.652

Threatening, bullying (3.651), or intimidating (3.650) students, a staff member, or any other adult designated by the school to supervise students including volunteers.

3.018. Unauthorized striking or lighting a match/lighter or igniting caps or use of poppers on school property.

3.710. Possession/distribution of pornographic or obscene material.

3.210, 3.290

Profanity/obscenity (3.210) racial or ethnic slurs (3.210) directed to a staff member or to any adult authorized by the school to supervise students, including volunteers.

3.017. Inappropriate sexual gestures and/or behavior.  
(Example: sexually suggestive language, movements, writings, drawings; this includes sexting)

3.017, 3.003, 3.029

Health Code Violation (3.017) (including but not limited to biting (3.003), spitting (3.003), urination **and or defecation** (3.029) in a public or inappropriate location). (See Glossary) (See Section A)

3.520. Not applicable to middle school students.

**CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY III OFFENSE WILL BE AS FOLLOWS:**

- A. The following consequences will be assigned for middle school students who commit a health code violation, uses profanity/obscenity, a racial or ethnic slur directed to a staff member or to any adult authorized by the school to supervise students, including volunteers, uses an inappropriate sexual gesture or any behavior or plans and/or organizes and/or instigates and/or participates in an activity that causes substantial disruption to the education program:

1st Offense – Two (2) - four (4) Up to Three (3) days out-of school suspension and law enforcement may be called and chargers may be filed.

2nd Offense – Four (4) Up to Six (6) days out-of school suspension or recommendation for expulsion. Law enforcement may be called and charges may be filed.

3rd Offense – Six (6) – Ten (10) days out-of school suspension from school with a recommendation for expulsion. Law enforcement may be called and charges may be filed.

4th Offense – Immediate suspension from school with a recommendation for expulsion. Law enforcement may be called and charges may be filed.

- B. The following consequences will be assigned for middle school students who violate the tobacco use/possession rule:

1st Offense – Parent conference, counseling and in-school suspension. Law enforcement may be called to issue a citation. (SC State Statute 44-95-20)

2nd Offense – Saturday morning detention, in-school suspension and/or work detail. Law enforcement may be called to issue a citation. (SC State Statute 44-95-20)

3rd Offense – Three (3) days out-of-school suspension and Law enforcement may be called to issue a citation. (SC State Statute 44-95-20)

4th Offense - Possible recommendation for expulsion.

**Note:** The Clean Indoor Air Act, SC 44-95-20, will also be followed.



### **CATEGORY III OFFENSE CONSEQUENCES Continued:**

- C. The following consequences for middle school students will be assigned for all Category III offenses other than use of profanity/obscenity, a racial or ethnic slur, directed to a staff member or to any adult authorized by the school to supervise students, including volunteers, uses an inappropriate sexual gesture or any behavior or plans and/or organizes and/or instigates and/or participates in an activity that causes substantial disruption to the education program:

1st Offense – Saturday morning Detention, work detail, and/or in-school suspension and/or possible out-of-school suspension.

2nd Offense – Two (2) days in-school suspension and/or possible out-of-school suspension.

3rd Offense – Two (2) day out-of-school suspension.

4th Offense – Four (4) day out-of-school suspension.

5th Offense – Recommendation for expulsion.

- D. Restitution of property and damages where appropriate will be sought by the school or the district.
- E. Students who are suspended from school immediately forfeit the opportunity to ride any school bus or other school vehicle for the duration of the suspension.
- F. Because of the seriousness of Category III Offenses, if the offense occurs on the school bus, the Transportation Department will conduct a preliminary investigation and refer the report to the school administration for further action.

### **CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY III OFFENSE ON THE BUS OR IN A SCHOOL VEHICLE WILL BE AS FOLLOWS:**

Tobacco possession/smoking, or planning and/or organizing and/or instigating and/or participating in an activity that causes substantial disruption to the educational program:

**A.** 1st Offense – Fifteen (15) day bus suspension.

2nd Offense – Thirty (30) day bus suspension.

3rd Offense – Indefinite suspension from the school bus.



**CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY III OFFENSE ON THE BUS OR IN A SCHOOL VEHICLE OTHER THAN TOBACCO POSSESSION, SMOKING, OR PLANNING AND/OR ORGANIZING AND/OR INSTIGATING AND/OR PARTICIPATING IN AN ACTIVITY THAT CAUSES SUBSTANTIAL DISRUPTION TO THE EDUCATIONAL PROGRAM:**

**B.**     1st Offense – Ten (10) day bus suspension.

2nd Offense – Fifteen (15) day bus suspension.

3rd Offense – Thirty (30) day bus suspension.

4th Offense – Indefinite suspension from the school bus.

**C.**     1st Offense – Five (5) day bus suspension.

2nd Offense – Ten (10) day bus suspension.

3rd Offense – Fifteen (15) day bus suspension.

4th Offense – Twenty (20) to Indefinite suspension from the school bus.

## CATEGORY IV OFFENSES:

Acts considered as Category IV Offenses include, but are not limited to, the following:

4.006, 4.011

Lying or giving false information either verbally or in writing to a teacher, administrator, or school staff member (4.006). Examples: deliberate forgery of parent or educator signatures (4.011) or changing/deleting information sent home by the school to the parent. Making false accusations about a staff member also falls within this section.

4.360. Failure to properly identify self or present school identification when requested to do so. Failure to properly display a school ID or while on the school bus also falls within this category.

4.017. Disrespect to teacher or staff member or other adult approved by the school to supervise students, including volunteers.

4.270. \* Persistent disobedience (See Note 1)

4.007, 4.340

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

4.600. Extortion or attempting to extort through threat of force. (See Bullying Policy)

4.022, 4.014

Inappropriate physical contact, including, but not limited to, pushing or shoving.

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

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

4.330, 4.390

*Using a paging device, i.e., pager, beeper, cell or mobile telephone (4.330) during school hours. All devices must be turned off and not visible during school hours.*

**Violation of Wireless Communication Device**

4.180. Excessive tardiness/early dismissals.

4.271. *Missing Afterschool detention.*

**Failure to serve any properly assigned school discipline.**



#### **CATEGORY IV OFFENSES (Continued):**

4.650. Hazing. (See Glossary)

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

4.012. Harassment. (See Glossary)

**4.300, 4.305**

*Violation of parking and driving regulations.*

**4.017. Violation of cafeteria rules**

4.004. Violation of health room rules. All medication (to include over the counter drugs such as Benadryl, Tylenol, etc. or personal prescriptions) brought to school by a student must be in the original container, labeled appropriately and administered by the school nurse. Exceptions under a physician's order are managed by the school nurse.

4.002. Failure to sign in or sign out from school in the office when required.

4.200. Being in an unauthorized area or inappropriate use of facilities.

4.015. Inappropriate display of affection between students.

**4.023. Unauthorized use of locker.**

4.190. **Cheating.** (See **Violation of** Honor Code)

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

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

**4.390. Possession/use of skateboards, rollerblades, skates or scooters. Skating is not allowed on any school campus at any time including during school hours or in any prohibited area, during an after school activity or in the immediate proximity of parked vehicles.**

**4.390. Unauthorized card playing.**

**4.028. Throwing rocks or other objects.**

4.370. Littering school grounds.



#### **CATEGORY IV OFFENSES (Continued):**

- 4.280. Dress code violations. **(See Appendix E)**
- 4.028. Violation of safety rules. This includes, **but not limited to** propelling objects i.e. rocks, spitballs, or food items and science lab rule violations, etc.
- 4.210, 4.290  
Profanity (4.210)/obscene gesture (4.290) directed toward another student or directed toward no one in particular.
- 4.390. Possession of a lighter or matches.
- 4.270. Failure to obey a staff member.
- 4.017. Disrespect to others, i.e., verbal ridicule, pulling wedgies, ankling, zipping, etc. (Ankling or zipping is defined as pulling down the pants of another.)
- 4.280. Wearing items or clothing that could pose a safety threat to one's self or others (heavy chains not made as jewelry, studded bracelets/collars, nose/lip-to-ear chains, etc.).
- 4.271. Failure to attend/complete Saturday detention or In-school suspension.**
- 4.001. Aiding and/or abetting another student(s) who is committing any rule violation. (See Glossary)
- 4.430. \* Violation of a behavior contract. (See Note 1)
- 4.430. Violation of District level behavior contract.**
- 4.760, 4.670  
Vandalism (4.760), theft (4.670), **possession or transfer (4.740)** of school or personal property where value is **less than \$50.00 or less.**
- 4.700. Planning or creating a situation that may lead to a crime or rule violation.
- 4.250. Participation in gangs/gang-related activity. (See Policy JICF)
- 4.340. Any behavior or act that interferes with the safe operation of a school bus (including violation of school bus safety rules listed in Chapter 4).

**CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY IV OFFENSE WILL BE AS FOLLOWS:**

- A. Consequences for students who commit any Category IV offenses other than participation in gangs/gang-related activity are determined by the principal/designee and will be as follows:
1. Any offense will result in any behavior management intervention deemed appropriate by the school such as a conference, counseling, parent conferences, detention hall, Saturday detention, **work detail**, in-school suspension, Twilight School, out-of school suspension, or a recommendation for expulsion.
  2. Any student suspended three (3) times for a Category IV offense must be placed on a behavior contract by the administration.
  3. A range of consequences from immediate counseling to indefinite suspension from riding the vehicle will be imposed on students by the office of transportation when an offense occurs on a school bus or other school vehicle. Students who are suspended out-of-school immediately forfeit the opportunity to ride school buses or other school vehicles for the duration of the suspension.
- B. Consequences for students who commit the offense of participation in gangs/gang-related activity will be as follows:

1st Offense – Parent/Legal guardian, student and administrative conference.

2nd Offense – Five (5) days out-of school suspension or an immediate recommendation for expulsion.

3rd Offense – Recommendation for expulsion.

**NOTE 1:** \*A series of repeated infractions will result in a recommendation for expulsion.

**NOTE 2:** In determining whether a student has violated the discipline code, the principal or his/her designee will consider all the facts and circumstances of the particular incident.

**NOTE 3:** Students who inappropriately use video cameras, video phones or other recording devices are subject to violation of the Privacy Act and can be assigned school and bus consequences.



**CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY VI OFFENSE ON THE BUS OR IN A SCHOOL VEHICLE WILL BE AS FOLLOWS:**

Any Category VI Offense – A range of consequences from immediate counseling to indefinite bus suspension.



## Chapter 3

### High School – Category I thru IV



## CATEGORY I OFFENSES:

Acts considered as Category I Offenses include, but are not limited to, the following:

- 1.789. \*\*\*Possession, transfer or use of a firearm. (See Glossary)
- 1.789. \*\*\*Possession, transfer or use of a prohibited weapon other than a firearm including a knife with a blade over two inches, BB gun, paint ball gun, pellet gun, air-soft pistol, razor, razor blade, martial arts throwing star, metal knuckles, mace and pepper spray, blackjack, adir and a metal pipe or pole. Box cutters and utility or X-Acto knives containing any size blades are also considered a violation of this section (\*K-2). (SC 16-23-430.) (See Glossary)
- 1.680. \*\*\*Possession, transfer, distribution, use in any amount, or being under the influence of **alcohol**. Since alcohol consumption is illegal by minors, consumption of any amount of alcohol will constitute a violation of this section. This includes being present on District/school property or at any school-sponsored event after using any amount of these substances, (See Glossary)

**Note 1:** In determining whether a student is under the influence of alcohol, the student's appearance/manner/behavior and or the presence of an alcohol odor, as well as statements made by the student as to consumption of alcohol will be considered.

- 1.580, 1.570, 1.575  
\*\*\*Possession (1.580), transfer (1.570), distribution (1.570), use in any amount, or being under the influence (1.575) of **marijuana** (including marijuana seeds), hallucinogenic drugs, inhalants, or any other controlled or illegal substance. This includes being present on District/school property or at any school-sponsored event after using any amount of these substances, (See Glossary)

**Note 1:** In determining whether a student is under the influence of drugs, the student's appearance/manner/behavior, as well as statements made by the student as to consumption of drugs, will be considered.

- 1.610. \*\*\*Sexual assault. (See Glossary)
- 1.520. \*\*\*Assault of a staff member or any other adult designated by the school to supervise students, including volunteers. (See Glossary)
- 1.500. \*\*\*Arson, which is the intentional damage of school property, or attempted arson of school property. (See Glossary)



## **CATEGORY I OFFENSES (Continued):**

- 1.260. \*\*\*Communicating a Threat of a Destructive Device or Weapon:  
Communicating, writing, threatening, or transmitting to a person or school facility that there is, or will be, a destructive device, bomb, shooting, or dangerous event, with the intent of intimidating, threatening, or interfering with government functions or school activities; or, harboring one who is guilty of this offense.
- 1.700. \*\*\*Possession or transfer of dangerous explosives, plastic explosives or chemical reaction-type and pipe bomb materials including, but not limited to, Molotov cocktails and dynamite.
- 1.510. \*\*\*Active participation in an act of mob violence, to include lynching. A mob is described as two or more people. (See Glossary)
- 1.350. \*\*\*Unauthorized tampering with security, fire, access control or surveillance system or alarms.
- 1.690. \*\*\*Participating in sexual conduct/activity, which also includes compromising situations and circumstances. Such conduct may involve only the individual student or may involve other people.
- 1.540. \*\*\*Burglary to a school, portable classroom, school district building, or any structure on school district property.
- 1.700. \*\*\*Auto Breaking unlawful entry into a motor vehicle on school property or into a school district vehicle at any location.

## **CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY I OFFENSE WILL BE AS FOLLOWS:**

- A. Student will be suspended from school immediately with a recommendation for expulsion from school. During the investigative period, high school students may be suspended from school for up to 3 school days pending a possible recommendation for expulsion. Once the investigation has been completed, the principal shall meet with the student and his/her parent/guardian to discuss the results of the principal's investigation and to provide the student the opportunity to present his/her defense to the matter. At the conclusion of that meeting, the principal shall inform the student whether she/he intends to proceed forward with the recommendation for expulsion.



## **CATEGORY I CONSEQUENCES (Continued):**

- B. Whenever these offenses are committed, law enforcement will be called and charges (juvenile petition or warrant) will be filed against the perpetrator. Although in some cases, law enforcement's decision whether to press criminal charges for weapons or drugs may require possession of that item on the person, in all such cases the school administrator will still contact law enforcement and file an incident report.
- C. When these offenses are committed on a school bus or other school vehicle, the Transportation Department will conduct a preliminary investigation and report their findings to the appropriate school administrator for action. Students who are suspended out-of-school immediately forfeit the opportunity to ride the school bus or other district vehicle for the duration of the suspension or until a decision is made otherwise by the principal or the hearing officer.
- D. Restitution of property and damages where appropriate will be sought by the school or district.
- E. High school students who commit alcohol, drug, or sexually related violations will be referred to an appropriate counseling program. Failure to successfully complete an approved counseling program may result in additional disciplinary action. Alternative 8-10 week alcohol and other drug programs must be approved by the district hearing officer.
- F. Students who are expelled for possession of a firearm will be subject to the 1995 Federal and State laws that mandate a one year (365 days) expulsion term, unless the Superintendent determines to reduce the term of expulsion. (See 59-63-235)

## **LAW ENFORCEMENT INVOLVEMENT**

<b>*** All Category I Offenses will involve law enforcement.</b>
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### **CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY I OFFENSE ON THE BUS OR IN A SCHOOL VEHICLE WILL BE AS FOLLOWS:**

Immediate and indefinite suspension from the school bus or other school vehicles including activity buses.

## CATEGORY II OFFENSES:

Acts considered as Category II Offenses include, but are not limited to, the following:

2.760, 2.670

\*\*\*Vandalism (2.760) or theft (2.670) **possession or transfer (2.740)** of personal or school district property where value is \$50.00 or more. (See Glossary)

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

2.750. \*\*Trespassing. (See Glossary)

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

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

2.004. \*\*\*Selling, possessing, transferring, using items represented as being illegal **or substantially similar as** controlled substances, prescription drugs or over the counter drugs without regard to amount. (See Glossary)

*2.004. \*\*Selling, possessing, transferring or using items that are substantially similar in color, shape, size, or markings to a controlled substance, i.e., Wizard Smoke, etc. See JICH.*

2.520. \*\*\*Physical assault of a student. (See Glossary)

2.789. \*\*Possession of a knife with a blade two inches or less, starter pistol, replica weapon/device, or bat. The blade will be measured from tip to base. This does not include a baseball bat that has been approved for recreational purposes in the high school. (See Glossary)

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

2.789 \*\*\*Use of any item not generally considered as a weapon but used as a weapon to inflict bodily harm. Such items include, but are not limited to, a knife with a blade two inches or less, starter pistol, replica weapon/device, paintball gun, or bat. This does not include a baseball bat that has been approved for recreational purposes in the high school. (See Glossary)



## CATEGORY II OFFENSES (Continued):

- 2.700. \*\*Any other behavior, whether on or off campus, that threatens the safety of students or staff members (regardless of where behavior takes place) or disrupts the operation or function of the school. This does include coming on school/district property after consuming non-prescribed controlled substances and/or illegal drugs. Notes 1 & 2 apply also. (PS Code 700)
- 2.390. \*\*\*Possession or use of mace or pepper gas or spray.
- 2.013. \*\*Sexual harassment. (See Glossary)
- 2.019. \*\*\*Indecent exposure. (See Glossary)
- 2.220. *\*\*Unauthorized and deliberate tampering with a computer setup. Examples: Switching cables, disabling fans, deliberately introducing a virus, unauthorized and deliberate tampering, deletion, OR destruction of any computer programs, systems or data files.*
- 2.270. \*\*Direct refusal to obey a staff member or any adult authorized by the school to supervise students, including volunteers, in a crisis situation. (See Glossary)
- 2.620. \*\*\*Fraudulent request for emergency services.
- 2.651. Pattern of threatening, bullying, or intimidating other students. (See Bullying policy)
- 2.009. \*\*Fighting. (See Glossary)
- 2.521. *\*\*Simple Assault. (See Glossary)*
- 2.270. Refusal to obey school or District Administrator.



## CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY II OFFENSE WILL BE AS FOLLOWS:

1st Offense – Up to eight (8) days suspension from school or immediate suspension from school with a recommendation for expulsion.

2nd Offense - Immediate suspension from school with a recommendation for expulsion.

- A. Restitution of property and damages where appropriate will be sought by the school or district.
- B. Students who are suspended out-of-school forfeit the opportunity to ride the school bus or other school district vehicle for the duration of the suspension.
- C. If the violation occurs on the bus, the Transportation Department will conduct the preliminary investigation, take action regarding the opportunity to ride a bus and refer the violation to the school for further action.

**Note 1:** In determining whether a student is under the influence of drugs or alcohol, the student's appearance or manner, their behavior and/or the presence of an alcohol odor, as well as statements made by the student as to consumption of alcohol or drugs, will be considered. (See Glossary),

**Note 2:** Any student who violates the alcohol, inhalant or controlled and/or illegal substance rule will be suspended from participation and attendance in any and all extracurricular activities for 30 school days. These 30 days (excluding summer school) will carry over into the next school year if the violation occurs near the end of the current school term. These 30 days begin when the student begins the **3-5 days of out-of-school** suspension. (See Glossary)

SC Status 16-17-500. Sale or purchase of tobacco products for minors; proof of age; location of vending machines; penalties; smoking cessation programs.

High school students who commit alcohol, drug or sexual harassment related violations will be referred to an approved alcohol and drug counseling program before reentering school.

## LAW ENFORCEMENT INVOLVEMENT

Some acts may also result in the involvement of law enforcement. These acts are denoted with asterisks and indicate the following:

**2 stars \*\*** = Law enforcement may be contacted after investigation of the situation.

**3 stars \*\*\*** = Law enforcement will be contacted and a police report charges will be filed.

All fights will be reported to law enforcement regardless of denotation.

## CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY II OFFENSE ON THE BUS OR IN A SCHOOL VEHICLE WILL BE AS FOLLOWS:

1st Offense – Thirty (30) days to indefinite suspension.

2nd Offense – Suspended pending expulsion hearing determination.



### CATEGORY III OFFENSES:

Acts considered as Category III Offenses include, but are not limited to, those listed below:

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

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

3.750. *\*\*Unauthorized entry to school building or property (this includes any school sponsored events.*

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

3.230. Possession/use or transfer of tobacco or tobacco products (this includes electronic cigarettes).

3.220. *\*\*Tampering with, changing or altering records or documents of the school or district by any method, including, but not limited to, computer access or other electronic means.*

3.270. Refusal to obey a staff member or any other adult authorized by the school to supervise students to report to a certain place or to leave a certain place.

3.007. Creating or participating in a classroom disturbance that interferes with the instructional process. (PS Code 007)

3.160, 3.150. Cutting class or school.

3.310. Leaving or attempting to leave school grounds without permission, whether or not the school day has actually begun. This includes unauthorized driving/riding to an off campus class.

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

3.016. Engaging in verbal or written abuse, name calling, (i.e., ethnic or racial slur, or derogatory statements about sexual orientation) intentionally addressed publicly to others that may disrupt the school educational program or incite violence.

3.407. Provoking or simulating a fight.

3.220. Violation of the Acceptable Use Agreement.

3.220. *\*\*Intentional creation of, on-line use of and/or downloading of materials using a computer which would not be permissible in the schools in any other form. This includes e-mails, My Space, Face Book, etc...*



### CATEGORY III OFFENSES (Continued):

3.220 \*\*Unauthorized storage and/or loading of a computer program, system or data file. This may also be a copyright violation and as such is subject to copyright laws.

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

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

3.651, 3.650, 3.652

Threatening, bullying (3.651), or intimidating (3.650) students, a staff member, or any other adult designated by the school to supervise students including volunteers.

3.018. Unauthorized striking or lighting a match/lighter or igniting caps or use of poppers on school property.

3.710. Possession/distribution of pornographic or obscene material.

3.210. Profanity/obscenity racial or ethnic slurs directed to a staff member or to any adult authorized by the school to supervise students, including volunteers.

3.017. Inappropriate sexual gestures and/or behavior.  
(Example: sexually suggestive language, movements, writings, drawings; this includes sexting)

3.017, 3.003, 3.029

Health Code Violation (3.017) (including but not limited to biting (3.003), spitting (3.003) and urination (3.029) in a public or inappropriate location).  
(See Glossary) (See Section A)

3.520. Not applicable to high school students.

### LAW ENFORCEMENT INVOLVEMENT

Some acts may also result in the involvement of law enforcement. These acts are denoted with asterisks and indicate the following:

**2 stars \*\*** = Law enforcement **may be** contacted after investigation of the situation.

**3 stars \*\*\*** = Law enforcement **will be** contacted and charges **will be** filed.

All fights **will be** reported to law enforcement **regardless of denotation.**



**CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY III OFFENSE WILL BE AS FOLLOWS:**

- A. The following consequences will be assigned for high school students who commit a health code violation, uses profanity/obscenity, a racial or ethnic slur directed to a staff member or to any adult authorized by the school to supervise students, including volunteers, uses an inappropriate sexual gesture or any behavior or plans and/or organizes and/or instigates and/or participates in an activity that causes substantial disruption to the education program:

1st Offense – Four (4 - 6) days out-of school suspension and law enforcement will be called and charges may be filed.

2nd Offense – Eight (8) days out-of –school suspension or recommendation for expulsion. Law enforcement will be called and charges may be filed.

3rd Offense – Immediate suspension from school with a recommendation for expulsion. Law enforcement will be called and charges may be filed.

- B. The following consequences will be assigned for high school students who violate the tobacco use/possession rule:

1st Offense – Saturday detention, Twilight school, in-school suspension *or work detail*. Law enforcement may be called to issue a citation. (SC State Statute 44-95-20)

2nd Offense – Four (4) days out-of-school suspension. Law enforcement may be called to issue a citation. (SC State Statute 44-95-20)

3rd Offense – Eight (8) days out-of-school suspension. Law enforcement may be called to issue a citation. (SC State Statute 44-95-20)

4th Offense – Possible recommendation for expulsion. Law enforcement may be called to issue a citation. (SC State Statute 44-95-20)

**Note:** The Clean Indoor Air Act, SC 44-95-20, will also be followed.

- C. The following consequences for high school students will be assigned for all Category III offenses other than use of profanity/obscenity, racial or ethnic slur directed to a staff member or to any adult authorized by the school to supervise students, including volunteers, uses an inappropriate sexual gesture or behavior or plans and/or organizes and/or instigates and/or participates in an activity that causes substantial disruption to the education program:



### CATEGORY III CONSEQUENCES (Continued):

1st Offense – Saturday morning Detention, work detail, and/or in-school suspension and/or possible out-of-school suspension.

2nd Offense – Two (2) days in-school suspension and/or possible out-of-school suspension.

3rd Offense – Two (2) day out-of-school suspension and parent conference scheduled.

4th Offense – Four (4) day out-of-school suspension.

5th Offense – Recommendation for expulsion.

- D. Restitution of property and damages where appropriate will be sought by the school or the district.
- E. Students who are suspended from school immediately forfeit the opportunity to ride any school bus or other school vehicle for the duration of the suspension.
- F. Because of the seriousness of Category III Offenses, if the offense occurs on the school bus, the Transportation Department will conduct a preliminary investigation and refer the report to the school administration for further action.

### CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY III OFFENSE ON THE BUS OR IN A SCHOOL VEHICLE WILL BE AS FOLLOWS:

Tobacco possession/smoking, or planning and/or organizing and/or instigating and/or participating in an activity that causes substantial disruption to the educational program or interferes with school bus safety:

1st Offense – Fifteen (15) day bus suspension.

2nd Offense – Forty-five (45 30) day suspension.

3rd Offense – Sixty (60 45) day to indefinite bus suspension.

### CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY III OFFENSE ON THE BUS OR IN A SCHOOL VEHICLE OTHER THAN TOBACCO POSSESSION, SMOKING, OR PLANNING AND/OR ORGANIZING AND/OR INSTIGATING AND/OR PARTICIPATING IN AN ACTIVITY THAT CAUSES SUBSTANTIAL DISRUPTION TO THE EDUCATIONAL PROGRAM OR INTERFERES WITH SCHOOL BUS SAFETY:

1st Offense – Ten (5 10) day suspension.

2nd Offense – Fifteen (15) day suspension.

3rd Offense – Thirty (30) day suspension.

4th Offense – Indefinite suspension.



## CATEGORY IV OFFENSES:

Acts considered as Category IV Offenses include, but are not limited to, the following:

4.006, 4.011

Lying or giving false information either verbally or in writing to a teacher, administrator, or school staff member (4.006). Examples: deliberate forgery of parent or educator signatures (4.011) or changing/deleting information sent home by the school to the parent. Making false accusations about a staff member also falls within this section.

4.360. Failure to properly identify self or present school identification when requested to do so. Failure to properly display a school ID or while on the school bus also falls within this category.

4.017. Disrespect to teacher or staff member or other adult approved by the school to supervise students, including volunteers.

4.270. \* Persistent disobedience (See Note 1)

4.007, 4.340

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

4.600. Extortion or attempting to extort through threat of force. (See Bullying Policy)

4.022, 4.014

Inappropriate physical contact, including, but not limited to, pushing or shoving.

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

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

4.330, 4.390

*Using a paging device, i.e., pager, beeper, cell or mobile telephone (4.330) during school hours. All devices must be turned off and not visible during school hours.*

**Violation of Wireless Communication Device.**

4.180. Excessive tardiness/early dismissals.

4.271. *Missing Afterschool detention.*

**Failure to serve any properly assigned school discipline.**

#### **CATEGORY IV OFFENSES (Continued):**

4.650. Hazing. (See Glossary)

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

4.012. Harassment. (See Glossary)

4.300, 4.305.  
Violation of parking and driving regulations.

#### **4.017. *Violation of cafeteria rules***

4.004. Violation of health room rules. All medication (to include over the counter drugs such as Benadryl, Tylenol, etc. or personal prescriptions) brought to school by a student must be in the original container, labeled appropriately and administered by the school nurse. Exceptions under a physician's order are managed by the school nurse.

4.002. Failure to sign in or sign out from school in the office when required.

4.200. Being in an unauthorized area or inappropriate use of facilities.

4.015. Inappropriate display of affection between students.

#### **4.023. *Unauthorized use of locker.***

4.190. *Cheating.* (See **Violation of** Honor Code)

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

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

4.390. *Possession/use of skateboards, rollerblades, skates or scooters. Skating is not allowed on any school campus at any time including during school hours or in any prohibited area, during an after school activity or in the immediate proximity of parked vehicles.*

4.390. *Unauthorized card playing.*

4.028. *Throwing rocks or other objects.*

4.370. Littering school grounds.



#### CATEGORY IV OFFENSES (Continued):

4.280. Dress code violations. (See Appendix E)

4.028. Violation of safety rules. This includes, but not limited to propelling objects i.e. rocks, spitballs, or food items and science lab rule violations, etc.

4.210, 4.290

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

4.390. Possession of a lighter or matches.

4.270. Failure to obey a staff member.

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

4.280. Wearing items or clothing that could pose a safety threat to one's self or others (heavy chains not made as jewelry, studded bracelets/collars, nose/lip-to-ear chains, etc.).

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

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

4.430. \* Violation of a behavior contract. (See Note 1)

*4.430. Violation of District level behavior contract.*

4.760, 4.670

Vandalism (4.760), theft (4.670), possession or transfer (4.740) of school or personal property where value is less than \$50.00 or less.

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

4.250. Participation in gangs/gang-related activity. (See Policy JICF)

4.340. Any behavior or act that interferes with the safe operation of a school bus (including violation of school bus safety rules listed in Chapter 4).



**CONSEQUENCES FOR STUDENTS WHO COMMIT A CATEGORY IV OFFENSE WILL BE AS FOLLOWS:**

A. Consequences for students who commit Category IV offenses other than participation in gangs/gang-related activity will be as follows:

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

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

1st Offense – Parent/student/administrative conference.

2nd Offense – Eight (8) days out-of-school suspension or recommendation for expulsion.

3rd Offense - Recommendation for expulsion.

**NOTE 1.** \*A series of repeated infractions will result in a recommendation for expulsion.

**NOTE 2.** In determining whether a student has violated the discipline code, the principal or his/her designee will consider all the facts and circumstances of the particular incident.

**NOTE 3.** Students who inappropriately use video cameras, video phones or other recording devices are subject to violation of the Privacy Act and can be assigned school and bus consequences.

## Chapter 4

### School Bus Safety Rules, and Appeals





In addition to all Category I – IV rules, the following School Bus Safety Rules must be followed at all times while on a School Bus, Activity Bus or other district vehicle used for the purpose of transportation of students to or from school, sports programs and other school sponsored event. Consequences will be for any violation of these rules and additional school consequences may be applied.

## **SCHOOL BUS SAFETY RULES**

- No glass containers on the bus.
- No spitting, eating, chewing gum or drinking on the bus.
- No profanity, verbal abuse, harassment, teasing, obscene or sexual gestures.
- No standing while the bus is in motion (including while making a stop).
- No hanging any part(s) of your anatomy out a window.
- No throwing or shooting any type of objects.
- No play fighting or horse playing
- Do not ride any bus that you are not assigned to.
- Do not ride any bus during a suspension of bus privileges.
- Do not vandalize the bus or ignite any flammable object while on the bus
- Do not hold onto the bus from the outside or pass items in or out the bus window.
- Do not make excessive noise or other disruptive behavior.
- Keep your feet, body, and bags out of the aisle.
- Do not block the aisle with band instruments or book bags.
- Students must follow the directions of the driver.
- Students may not exhibit any behavior that disturbs the students or driver.
- Talk quietly, but avoid loud, boisterous behavior, including singing, clapping, stomping, or yelling.
- No spraying of cologne, deodorant, body spray or any other type chemicals or aerosols, pump spray, or lotion while on the bus.
- Never tamper with the emergency exits or any other part of the bus equipment, including fire extinguishers and first aid equipment unless there are reasonable grounds to believe that an actual emergency situation exists.
- Students must board and exit the bus at their designated stop or school.
- Students must be at the bus stop 5 minutes prior to scheduled pick-up time.
- Students must wear ID while on the bus.
- The usage of cell phone, iPod, MP3, GameBoy or other device that causes a disruption on the bus or distraction to the driver is not allowed.
- Emergency exits and aisles are not blocked. All book bags, equipment, instruments, etc., must be properly stowed in the student's seat or on the floor.
- Students may not sell candy or other fund raising items on the bus.
- Students may not sit on their book bag, luggage, or legs because the design of the seats is such that a serious injury could occur if the child rises above the height of the seat.
- Students may not touch or hang on to the bus in any manner before boarding or after discharge.
- Students who inappropriately use video cameras, video phones or other recording devices while on the school bus are subject to violation of the Privacy Act and can be assigned school and bus consequences.



## GENERAL PROCEDURES FOR TRANSPORTATION SUSPENSION

The Office of Transportation will assign suspensions from riding the school bus or other school vehicles. Inappropriate behavior (Category I, II, and III) on a bus or in a school vehicle will be determined by the Office of Transportation, in collaboration with a school administrator and will involve a school assigned consequence. Category IV offenses may also include bus suspensions and/or school assigned consequences.

In any disciplinary incident in which safety is a concern, a student may be temporarily suspended from the bus pending the result of a full investigation. Investigations will normally be completed within 3 school days. No student will be removed from the bus until a transportation supervisor has made direct contact with the student's parent/guardian. In the event parents or guardian can not be reached by phone a letter will be mailed with the suspension information.

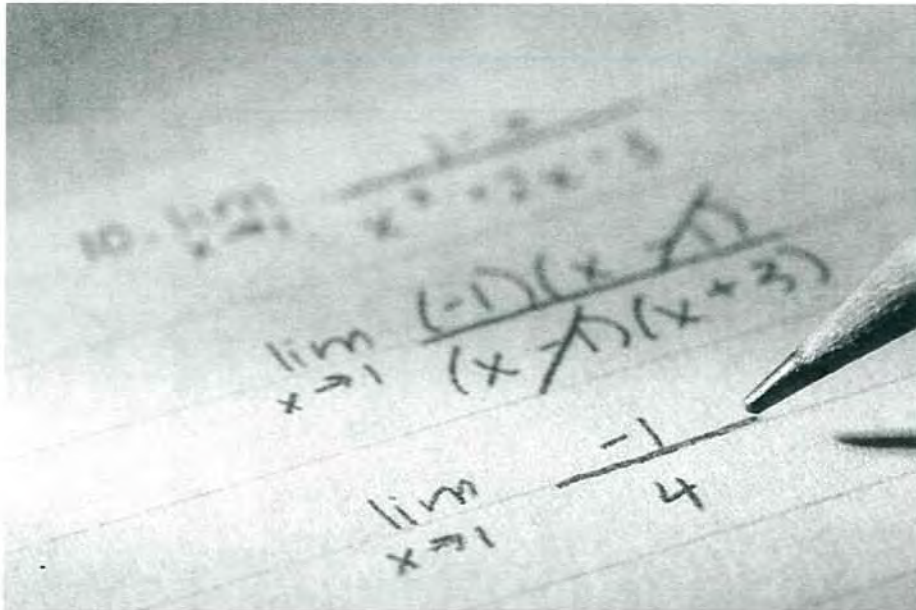
Students will have the right to appeal bus suspensions to the transportation coordinator in the same manner as suspensions from school.

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

Bus suspensions are appealed to the Transportation Coordinator only. A written request which list reasons or justification for appeal must be sent to the District Transportation Office to the attention of the Transportation Coordinator. Request must be received within (3) school days and may be faxed to 803-732-8091.

## Chapter 5

### General Procedures for School Suspension of Students with Disabilities





## **GENERAL PROCEDURES FOR SCHOOL SUSPENSION OF STUDENTS WITH DISABILITIES:**

Violations of the discipline code by students with disabilities may be dealt with according to the consequences specified in the code when the behavioral violation is not related to the student's disability as determined by the Individualized Education Program (IEP) Team or Individual Accommodations Plan (IAP) Team. Any suspension or combination of suspensions which exceeds 10 days is considered a change in placement and may occur only when the appropriate procedures are followed according to the Special Education Discipline Procedures.

For students whose behavioral violations are determined by the IEP/IAP committee to be directly related to the student's disability, any suspension or combination of suspensions which exceeds 10 days is considered a change in placement and may occur only when the appropriate procedures are followed according to the Special Education Discipline Procedures. In such cases, the IEP/IAP committee will determine appropriate behavioral interventions and/or consider the appropriateness of the student's educational placement and need for a change in placement.

Yearly crisis prevention training is provided to designated staff at each school. Staff become certified in interventions through the Crisis Prevention Institute (CPI). Emphasis is on early intervention and nonphysical methods for preventing or managing disruptive behavior. CPI training includes techniques to safely remove staff and others from a dangerous situation. Written time-out and restraint procedures/guidelines are available at all schools in the District.

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

The Office of Transportation will assign suspensions from riding the school bus or in other school vehicles. Inappropriate behavior (Category I, II, and III) on a bus or in a school vehicle will also involve school assigned consequences.

Category IV offenses may also include bus suspensions and/or school assigned consequences.

No student will be removed from the bus until a transportation supervisor has made direct contact with the student's parent or guardian. Transportation Supervisors will coordinate with the student's assigned school so as not to exceed 10 days out of school suspension.

Bus suspensions are appealed to the Transportation Coordinator only. A written request which list reasons or justification for appeal must be sent to the District Transportation Office to the attention of the Transportation Coordinator. Request must be received within (3) school days and may be faxed to 803-732-8091.



## **Chapter 6**

### **General Procedures for School Suspension and Appeals**



## **GENERAL PROCEDURES FOR SCHOOL SUSPENSION**

1. Suspension in- or out-of-school will be assigned by the school principal/director or designee according to the procedures specified in Board policy, JKD...Suspension of students.
2. Within 3 calendar days of any suspension, the administrator will invite the student's parents/guardians for a conference to discuss the suspension. The conference date will be extended beyond the 3 days only if the parents or guardians request an extension in writing.
3. After the second suspension, the parent/guardian may be called in for a Student Assistance Intervention meeting before the student can return to school/class. These meetings may also be held for each student that has accumulated at least one Category II level offense, two Category III level offenses, and anytime during five-ten Category IV level offenses. The purpose of the meetings will be to discuss individual student school behavior plans, academic progress and achievement, and social awareness. These meetings may be held with the following members present: parents/guardian, students, school administration, school counselor/social worker. Although the school counselor and social worker will serve as an advocate for the parent and student, parents are free to have additional support personnel present. In addition, a behavior contract will be signed by a parent/guardian and child after the second out of school suspension.

## **SUSPENSION APPEALS:**

After a parent/guardian is notified in writing of a suspension, the parent/guardian has 3 school days to request an appeal of the suspension. The request for appeal must be in writing and should state the specific basis for the appeal. Suspensions may be appealed as follows:

- A. To the Principal if the decision to suspend was made by a school-level designee. (Asst. Principal or Adm. Assistant)
- B. To the District Hearing Officer if the decision to suspend was made by the Principal.
- C. In the event that the Principal determines that he/she has been too involved in the decision to suspend or to conduct an impartial hearing, the Principal may request that the District Hearing Officer conduct the appeal hearing.
- D. In cases of 8-10 day suspensions, if the Principal holds the appeal hearing, and subsequently decides to uphold the suspension, the parent/guardian may petition the District Hearing Officer for a further appeal, provided that such petition is made in writing within 3 school days of the date of the signed receipt of the decision letter from the Principal. The petition shall state on what basis the parent/guardian believes that the suspension was unfair or unwarranted. The District Hearing Officer will have discretion whether to grant a further appeal and that decision will be final.
- E. All in-school suspensions and out-of-school suspensions under 8 days may not be appealed beyond the school level unless the suspension was initially assigned by the principal. There is no appeal for detentions or lesser consequences beyond the school level.
- F. All suspensions should begin immediately.
- G. The Board of Trustees hears only expulsion appeals.



## **Chapter 7**

### **Expulsion from School**



## **EXPULSION FROM SCHOOL:**

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

## **TRANSFER IN LIEU OF EXPULSION**

Any student transferred to the Alternative Academy for Success in lieu of expulsion may not attend any school sponsored event nor be on any District property during the period of their transfer. All transferred students will sign a behavior contract prior to enrolling at the Alternative Academy for Success. The hearing officer will hear all appeals for dismissal from the Alternative Academy for Success.

## **DISMISSAL OF EXPELLED STUDENTS FROM THE ALTERNATIVE ACADEMY**

The Principal of the Alternative Academy will have the authority to dismiss any expelled student from the Alternative Academy based upon the student's behavior violations while enrolled at the school. The dismissal may be appealed to the District Hearing Officer and will be reported to the Superintendent.

Each expelled student accepted at the Alternative Academy will be placed on a behavior contract. The student and parent/guardian will be notified of the dismissal and the reason for the dismissal in writing, and may appeal the dismissal to the District Hearing Officer, provided that any such appeal is made in writing within 3 school days of receipt of the notice of dismissal.

## **TECHNOLOGY OFFENSES:**

With the increasing use of technology in the school curriculum, the appropriate use of the computer and other equipment, systems and data is vital. See individual categories for specific offenses and consequences.

## **Chapter 8**

### **Guidelines for Reinstatement and Reinstatement Procedures**





## **GUIDELINES FOR REINSTATEMENT OF EXPELLED STUDENTS OR STUDENTS TRANSFERRED TO THE ALTERNATIVE ACADEMY FOR SUCCESS**

These guidelines must be completed and a readmission conference must be held before the student is readmitted to any school, whether in or out of District Five.

1. A letter requesting reinstatement to the district must be written by the student.

The letter may be addressed to:

Michael R. Harris  
Chief Student Services Officer  
1020 Dutch Fork Road  
Irmo, SC 29063

2. Student should read at least two (2) books approved by the Office of Student Services and type a two (2) page report (one page per book) on how the student plans to include in their daily lives what they have read.
3. Students who are expelled because of alcohol and/or drug related reasons must successfully complete an approved treatment program.
4. Students may be required to complete community service hours as deemed appropriate.
5. Students must write a one-page essay on the following topic: What I Have Learned from This Experience and How I Can Help Others.

## **REINSTATEMENT PROCEDURES**

All students returning or entering the district from the Department of Juvenile Justice (or any comparable correctional facility) must report to the Office of Student Personnel Services for appropriate placement. After reviewing the student's records and conferring with appropriate staff, a decision from among the following options will be made:

1. Allow the student to return to the school in his attendance zone.
2. Place the student in an alternative educational program.
3. Deny the student admission into the district.

Reinstatements are "conditional" pending receipt of all official student records.

## **GUIDELINES FOR REINSTATEMENT OF EXPELLED STUDENTS**

All students who have been expelled must submit a written request to the District Hearing Officer in order to return to school. This request must be made at least 30 calendar days before the beginning of the school year or the second semester, as the case may be. The request must state, in detail, why the student should be allowed to return to school. All students returning from expulsion shall be placed on probation for a one-year period, the terms of which will be drawn up in a general probation or District Level Probation Contract (DLPC).



## **Appendix A**

### **SCHOOL BOARD POLICIES:**

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

**JICH...POSSESSION AND USE OF ALCOHOL OR A CONTROLLED SUBSTANCE:** Possession, sale, distribution, use, in any amount, of alcohol, marijuana, hallucinogenic drugs or any other controlled substance is prohibited. No student will market or distribute any substance which is represented to be or is substantially similar in color, shape, size or markings of a controlled substance.

**JKB...DETENTION OF STUDENTS:** School administrators or teachers may assign detention after school hours to students with undesirable patterns of attendance, conduct, or academic performance. Staff members shall assure that students have one day's notice before the assigned detention period so that parents may be informed and may provide for transportation.

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

**JKE...EXPULSION OF STUDENTS:** Expulsion means that the student cannot attend school or be on the school grounds of any school in the district, cannot attend any program at any school in the daytime or at night, and cannot ride a school bus. Expelled students cannot attend or participate in any school-sponsored event. An expelled student who is approved by the Board of Trustees may apply for acceptance into the Alternative Academy.



## **Appendix B**

### **SELECTIONS FROM THE SC CODE OF LAWS RELATIVE TO THE DISCIPLINE POLICY:**

**59-63-1110.** Any person entering the premises of any school in this State shall be deemed to have consented to a reasonable search of his person and effects.

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

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

**16-7-170.** Entering a public school for the purpose of destroying records, or, in fact, destroying or damaging records is a misdemeanor and, if convicted, shall be fined no more than \$5,000 or imprisoned not more than 3 years.

**16-11-550.** Threatening to kill, injure, or intimidate an individual or damage or destroy property by means of explosive or incendiary aids; agrees with; or conspires with shall be guilty of a felony. If convicted, may be jailed from 1 to 15 years.

**16-23-430.** Carrying weapons or other objects which may be used to inflict bodily injury while on school property. This is a felony and, if convicted, may be fined \$1,000 or jailed up to 5 years or both.

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

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

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

**16-3-1040.** Unlawful for any person to knowingly and willfully deliver or convey to a teacher, principal or public official any letter, writing, print, electronic communication or verbal communication which contain any threat to take the life of or inflict bodily harm upon them or their immediate families. If convicted, the penalty may be imprisonment of not more than 5 years.

Simple assault and battery (common law). Intentionally inflicting actual bodily harm to another. The fine not to exceed \$200 or 30 days in jail.



**20-7-8920.** Unlawful for anyone under 21 to purchase or possess beer, wine, or other fermented beverages. This is a misdemeanor and a fine of \$25 to \$100 plus court costs.

**20-7-8925.** Unlawful for anyone under 21 to purchase or possess liquor. Any possession is a prima facie evidence that is knowingly possessed. This is a misdemeanor, with a fine of \$100 to \$200, plus court costs or 30 days in jail. It is also unlawful to falsely represent age for the purpose of procuring alcoholic liquors.

**56-1-746.** Driver's license will be suspended for 90 days to 6 months for offenses relating to a person under 21 who possesses or consumes beer, wine, or alcoholic liquors.

**56-1-745.** Six month suspension of driver's license upon conviction of possession of hashish or marijuana. One-year suspension for conviction of any other controlled substance. If the person does not have a driver's license, the department will not issue a license for the same period of time after the person is eligible to receive one.

**16-16-10.** Computer Crime Act. Unlawful acts involving computers are felonies and/or misdemeanors. The penalties range from fines of \$200 to \$125,000 and imprisonment of 2 to 10 years.

**16-3-1700.** Harassment and Stalking. Misdemeanors that carry a fine of \$200 to \$1,000 and 30 days to 1 year imprisonment or both.

**44-53-110.** Possession of drug paraphernalia.

**44-53-1110.** Aromatic hydrocarbons shall not be used as intoxicants. This is a misdemeanor and, if convicted, the fine is not to exceed \$100 or 30 days in jail.

**59-63-280.** Possession of paging devices by public school students under age 18 is prohibited unless the student needs the paging device for a legitimate medical reason. A student over 18 must be an active member of a firefighting organization or emergency medical service.

**44-53-190 through 44-53-270.** Laws pertaining to possession of drugs or controlled substances. Many prescribed drugs are considered controlled substances.

**44-95-20.** The Clean Indoor Air Act prohibits smoking in a public school. Violators are guilty of a misdemeanor and upon conviction must be fined not less than \$10 nor more than \$25.

**59-24-60.** In addition to other provisions required by law or by regulation of the State board of Education, school administrators must contact law enforcement authorities immediately upon notice that a person is engaging or has engaged in activities on school property or at a school sanctioned or sponsored activity which may result or results in injury or serious threat of injury to the person or to another person or his property as defined in local board policy.



**59-67-245.** No person shall willfully and wrongfully interfere with the operation of a school bus, either public or private, by boarding, restricting movement, or using threats, either physical or verbal, to the driver or any passenger while the bus is engaged in the transportation of pupils to and from school or any lawful school activity or while passengers are entering or leaving the bus nor shall any person willfully fail or refuse to obey a lawful order of school bus. The use of threatening, obscene or profane language addressed to the driver or any passenger entering, leaving or waiting for a school bus is disorderly conduct and any person convicted for the use of such language shall be punished as provided in 16-17-530. Nothing contained herein shall be interpreted to infringe upon the powers and duties of duly constituted authorities.

✓ **59-67-240.** District boards of school trustees in the State may authorize school administrators to suspend or expel pupils from riding a school bus for misconduct on the bus or for violation instructions of the driver.

**59-67-415.** Parental responsibility for safe and timely arrival of children to and from bus stop. Parents or guardians are responsible for the safety, conduct, and the timely arrival of their children to, from, and at the designated school bus stop before the arrival of the school bus for pick up and transport to school and the timely departure of the children after the school bus leaves the designated school bus stop after transporting the children from school. For purposes of this section, the phrase "arrival of the school bus" includes the time that the school bus assigned to the school bus stop activates the required pedestrian safety devices, stops, and loads or unloads students until the school bus deactivates all pedestrian safety devices.

**59-67-570.** The State Board of Education may adopt such rules and regulations as may be necessary to carry out the intent and purposes of this article. Such rules and regulations shall have the full force and effect of law. But rules and regulations that affect the functions of the Department of Public Safety under this article or the operation of buses on the highways shall be adopted only jointly with the Department of Public Safety.

**59-67-110.** Every school bus shall be provided with a front entrance-exit on the right side of the vehicle and a rear emergency exit or door, conspicuously marked on the inside "emergency door" and equipped with a fastening device capable of being quickly released in emergency but entirely safe from accidental opening upon the application of any pressure from within the bus. Except in the event of an emergency, no person shall be allowed to enter or leave the bus by any other than the front entrance-exit.

✓ **59-67-240.** The driver of each school bus shall cooperate with the teachers in their work in the school to which he is transporting pupils by being on time in the mornings and waiting in the afternoons until all his pupils are dismissed by the school faculty and safely aboard his bus. He also shall take particular notice along his route in the mornings and give pupils within sight a reasonable time in which to board his bus. The driver shall be responsible for maintaining good conduct upon his bus and shall report promptly to the governing head of the school to or from which the pupils are transported any misconduct or any violation of the driver's instructions by any person riding in his bus.



## APPENDIX C

### HARASSMENT, INTIMIDATION OR BULLYING

#### Code JICFAA Issued 3/11

Purpose: To establish the basic structure for maintaining a safe, positive environment for students and staff that is free from harassment, intimidation or bullying.

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

For purposes of this policy, harassment, intimidation or bullying is defined by the District as a gesture, a written, verbal, physical or sexual act, or electronic communication, to include cyber bullying (which is the use of cell phones, instant messaging, email, chat rooms or social networking sites such as Face Book, My Space and Twitter) that is reasonably perceived to have the effect of either of the following.

- Harming a student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage
- Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school

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

The District prohibits retaliation or reprisal in any form against a student or employee who has filed a complaint or report of harassment, intimidation or bullying. However, the District prohibits any person from falsely accusing another of harassment, intimidation or bullying.

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



## **HARASSMENT, INTIMIDATION OR BULLYING (continued):**

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

The superintendent or his/her designee will also ensure that a process is established for discussing the contents of this policy with students.

The District's procedures for responding to incidents of bullying, harassment, and/or intimidation are as follows:

1. Any student or parent or guardian of a student who believes that the student has been bullied, harassed or intimidated in violation of District policy will immediately report such conduct to a teacher, administrator, or other school official. The report may be oral or in writing.
2. Any school employee who observes an incident of bullying, harassment or intimidation of a student will immediately report the incident to the appropriate building administrator. (Principal, Assistant Principal, etc.)
3. A school employee who receives a report of bullying, harassment or intimidation will immediately forward the report to the appropriate building administrator. (Principal, Assistant Principal, etc.)
4. Anyone employed by the school district is to report any known or reported incidents of bullying, harassment or intimidation of any student, faculty or other district employee to the appropriate school or district administrator.
5. An administrator will promptly and thoroughly investigate all such reports and upon completion of that investigation, will notify the parents/legal guardians of all affected students that corrective action has been taken by the school.
6. Corrective action may include the student perpetrator being disciplined in accordance with the Student Behavior Code, as well as being required to complete program(s) regarding conflict resolution, anger management, and/or social interaction skills.
7. In any disciplinary incident in which safety is a concern, a student may be temporarily suspended from the bus pending the result of a full investigation.

Investigations will normally be completed within 3 school days. No student will be removed from the bus until a transportation supervisor has made direct contact with the student's parent/guardian. Students will have the right to appeal bus suspensions to the Transportation Coordinator. (See Chapter 4)

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



## **APPENDIX D**

### **SECRET SOCIETIES/GANG ACTIVITY JICF:**

School District Five of Lexington and Richland Counties will maintain conditions on school property and at school-sponsored events in order to ensure as safe an environment as possible for students and staff in accordance with law and the standards set by the School District Five Board of Trustees. In establishing such standards, the Board prohibits the presence and activities of gangs on or near school property and at school-sponsored events.

The Board defines a gang as any non-school sponsored group, possibly of secret and/or exclusive membership, whose purpose or practices include the commission of illegal acts, the violation of school rules, the establishment of territory or "turf," or any other action which threatens the safety or welfare of others. In prohibiting the presence and activities of gangs, the Board makes the following findings.

- Gangs which initiate or advocate activities which threaten the safety and well-being of persons or their possessions anywhere on or near school property or at school-sponsored events are harmful to the educational purposes of the district.
- Gang incidents involving recruitment, initiation, hazing, wearing of colors or other gang indicators, threats and intimidation, fighting or establishment of "turf or territory" on school property or at any school-sponsored event are likely to cause intimidation or fear, bodily danger, physical harm, or personal degradation or disgrace resulting in physical and mental harm to students.
- The use of hand signals and the presence of any apparel, jewelry, accessory, book or manner of grooming which, by virtue of its color, arrangement, trademark, symbol or any other attribute, denotes membership in a gang creates a clear and present danger of the commission of unlawful acts on school premises, the violation of school regulations, or the substantial disruption of the orderly operation of the school and is prohibited. In determining whether or not a student is in violation of the prohibition on the wearing/display of a gang-related item, the district will maintain, in all of its school offices, an example of potential gang indicators including symbols, hand signals, graffiti, and clothing/accessories. In providing these examples for students and parents, the Board acknowledges that not all potential gang indicators actually connote actual membership in a gang.
- If the district determines that a student has initiated or participated in a gang or a secret society as stipulated above, that student will be disciplined in a manner which may include, but will not be limited to, detention, removal from extracurricular activities, suspension and/or expulsion, and referral to law enforcement, dependent upon the circumstances of the particular offense. The district also reserves the right to prohibit any student from wearing/displaying any article of clothing or accessory which the district has determined to be a gang indicator.



## **APPENDIX E**

### **STUDENT DRESS JICA-R**

The following regulations on student dress shall apply in all elementary schools and shall be administered uniformly throughout the district.

The Administration will make final judgment on the appropriateness of dress and reserves the right to prohibit students from wearing any article of clothing or accessory which may foreseeable result in the disruption of the school environment.

Individual schools may have more specific and restrictive dress codes if recommended by the School Administration and the School Improvement Council and approved by the superintendent or his/her designee.

1. Clothing and/or hair should not be so extreme or inappropriate to the school setting as to disrupt the educational process. Therefore, clothing deemed distracting, revealing, overly suggestive or otherwise disruptive shall not be permitted. This includes bare midriffs, halter/tank tops, see-through shirts/tops/blouses and bike shorts.
2. No vulgar, obscene or otherwise inappropriate symbols, language or wording will be permitted on clothing or accessories.
3. Clothing or accessories, i.e., book bags, jewelry, hats, etc., that display alcohol, tobacco or other drug symbols are not permitted.
4. Gang attire, gang colors or gang symbols are also not permitted to be worn or displayed on accessories.
5. Hats, head stockings or kerchiefs may only be worn during the school day for special occasions when approved by the principal.
6. Proper shoes must be worn at all times.
7. Special dress or costume may be worn during the school day for special occasions when approved by the principal.
8. Wearing accessories or clothing that could pose a safety threat to one's self or others is not allowed. This includes heavy chains, not made as jewelry, fishhooks, multiple-finger rings, studded bracelets or collars, nose/lip to ear chains, etc. Unusual body piercing that is disruptive to the order of the school or is a distraction to the learning environment will not be allowed.
9. Pants must be worn at the natural waistline and undergarments are not to be visible.
10. Hats may be worn at the school bus stop or while on the bus during periods of cold weather. Hats must conform to all of the above requirements and must be removed before entering the building.



## **APPENDIX F**

### **CELL PHONES / COMMUNICATION DEVICES JICJ:**

**Purpose:** To establish the basic structure for student possession/use of cell phones/communications devices in the schools of the district.

Possession of a wireless communication device (WCD) by a student is a privilege that may be forfeited by any student who fails to abide by the terms and provisions of this policy, or otherwise engages in misuse of this privilege.

A “wireless communication device” is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. The following devices are examples of WCDs: cellular and wireless telephones, pagers/beepers, personal digital assistants (PDAs), BlackBerries/Smartphones, WiFi-enabled or broadband access devices, two-way radios or video broadcasting devices, and other devices that allow a person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information. Students may not use WCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school. “Students may use WCDs while riding to and from school on a school bus or other vehicle provided by the Board or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher and/or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.”

Students are prohibited from using WCDs to capture, record or transmit the words (i.e. audio) and/or images (i.e. pictures, video) of any student, staff member or other person in the school or while attending a school-related activity without express prior notice and explicit consent for the capture, recording or transmission of such words or images. Using a WCD to take or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal.

Students are prohibited from using WCD's to take pictures or record video/audio in locker rooms, bathrooms, or on school buses or other district vehicles. The use of WCD's to take pictures or record video/audio is also prohibited in classrooms, unless deemed appropriate by the teacher and used for educational/instructional purposes only.

Students are prohibited from using a WCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy JICFAA – Harassment, Intimidation or Bullying.

Students are also prohibited from using a WCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to receive such information.

## **CELL PHONES / COMMUNICATION DEVICES (Continued)**

Violations of this policy may result in disciplinary action and/or confiscation of the WCD. The building principal may also refer the matter to law enforcement if the violation involves an illegal activity (e.g. child pornography). Discipline will be imposed in a progressive manner based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the WCD is confiscated, it will be released/returned to the student's parent/guardian only after the student complies with any other disciplinary consequences that are imposed. Any WCD confiscated by District staff will be marked in a removable manner with the student's name and held in a secure location in the school building until it is retrieved by the parent/guardian. WCDs in District custody will not be searched or otherwise tampered with unless school officials reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance to Policy JIH – Student Interrogations, Searches and Arrests. If multiple offenses occur, a student may lose his/her privilege to bring a WCD to school for the remainder of the semester.

Students are personally and solely responsible for the care and security of their WCDs. The Board assumes no responsibility for theft, loss, damages, or vandalism to WCDs brought onto its property, or the unauthorized use of such devices.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents/guardians during the school day with permission of the administration.



## **CELL PHONES / COMMUNICATION DEVICES (Continued)**

### **Elementary School:**

Students may possess wireless communication devices in school, on school property, during after school activities (e.g. extra-curricular activities) and at school-related functions. However, students may not use wireless devices such as cellular phones, electronic pagers or any other communications devices while on school property during school hours. (Start and end of school will be denoted by the start and end bell).

### **Middle School:**

Students may possess wireless communication devices in school, on school property, during after school activities (e.g. extra-curricular activities) and at school-related functions. However, students may not use wireless devices such as cellular phones, electronic pagers or any other communications devices while on school property during school hours, *unless it is deemed appropriate by the teacher and approved by the principal for educational and/or instructional purposes ONLY*. (Start and end of school will be denoted by the start and end bell).

### **High School:**

Students may use wireless communication devices such as cellular phones, electronic pagers or any other communications devices before and after school, during their lunch break, within "Free Zones" (as determined by the principal) and as deemed appropriate by the teacher and approved by the principal for educational and/or instructional purposes ONLY. Any other use of wireless communications is considered misuse and violations may result in disciplinary action.

### **Consequences:**

<b>First Offense:</b>	Warning / Return WCD to Parent
<b>Second Offense:</b>	School Consequence / Return WCD to Parent
<b>Third Offense:</b>	School Consequence / Return WCD to Parent
<b>Fourth Offense:</b>	Confiscate WCD through end of the semester

## **APPENDIX G**

### **INTERNET ACCEPTABLE USE AGREEMENT – HIGH SCHOOL:**

School District Five of Lexington and Richland Counties is pleased to be able to offer Internet access for student use. Our goal in offering this access is to enhance the educational experience for our students. The Internet offers access to worldwide information in text and media form that, if properly used, will stimulate student learning. It can be a particularly powerful motivational tool for students because of the richness of the format and the depth of information resources not available through conventional means.

This Student Behavior Handbook specifies guidelines for what is and is not permissible with technology. This agreement specifically addresses the privilege of using the Internet on district network systems.

#### **Internet Use**

The Internet is an electronic highway connecting millions of computers and people around the globe. Students and teachers will have access to: electronic mail communication with people all over the world; current news; research and information databases; downloadable software and discussion groups. The District's purpose for using the Internet is to support instruction by providing access to unique resources consistent with educational objectives and the opportunity for collaborative work.

Students agree to:

- Be polite and use appropriate language (no swearing or use of vulgarities).
- Practice proper system use and observe security restrictions.
- Understand electronic mail (E-mail) is NOT guaranteed to be private.
- Respect all electronic communications and information as private property.
- Use technology resources for educational purposes as appropriate to instructional assignments.
- Take good care of the computer (no objects on the computer or food or drink near the computer).



## **INTERNET USE AGREEMENT (continued):**

Students agree not to:

- Reveal his/her personal address or phone number or those of others.
- Use the network in ways that would cause disruption of the use of the network by other users.
- Use the computer to create, use or download materials which would not be permissible in District Five classrooms in any other form, i.e., obscene, profane, or pornographic materials.
- Use the computer, programs or files without permission.
- Delete programs, systems or data files without permission.
- Login to the computer or programs as any other person or allow anyone to login with your account.
- Deliberately tamper with a computer system. Examples: switching cables, disabling fans, introducing a virus, removing or changing keys, putting magnets on the computer, etc.
- Stealing or vandalizing any part of the computer or network.
- Use the computer to tamper with, change or alter records or documents of the District.
- Use public domain software and shareware beyond the provided evaluation period without properly registering and paying for same.

If the parent chooses to accept this use agreement, an acceptance form must be signed and on file in the school.

## APPENDIX H

### GLOSSARY

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

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

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

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

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

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

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

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

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



## **GLOSSARY (continued):**

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

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

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

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

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

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

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

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

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

**LYNCHING:** Any act of violence inflicted by a mob upon the body of another person and from which death does not result.

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

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



## **GLOSSARY (continued):**

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

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

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

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

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

South Carolina Law requires the school to notify local law enforcement officials when a gun, or knife with a blade in excess of two inches, is found in the possession of a student. Law enforcement officials determine if a student is to be charged and taken into custody. (See SC 16-23-430.)

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

**SEARCHES:** School administrators have the right to search a student's purse, gym bag, backpack, and any other item carried or possessed by a student, as well as the student's person, pockets, or car upon reasonable suspicion. Metal detectors may be used in accordance with Board policy.



## **GLOSSARY (continued):**

Searches of school property, including lockers and desks, may be conducted in accordance with Board policy. Canine searches are also routinely conducted in accordance with Board policy.

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

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

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

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

**TRESPASSING:** Being on any district property or school campus at an unreasonable hour when not involved in a school activity, when school is out, or present on the campus of a school not enrolled in without school administration or district level authorization. Unreasonable hours in this context include, but are not limited to, after 11:00 p.m. when the school facility is not in use for an approved activity, at any time on school holidays, during summer break, and weekends or at any time someone is found inside a fenced in area that is posted with no trespassing signs. Students who are on suspended or expelled status **may will** also be considered as trespassers if they do not have prior express school administration or district level authorization to be on school grounds.

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

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

**NOTES:**

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



**Dear Parent(s):**

**School District Five of Lexington and Richland Counties request your help and cooperation. Please read and discuss with your child the rules and policies set forth in the Student Behavior Code Handbook. When you have done so, sign this form and return it to the school your child attends. Your signature and the signature of your child acknowledge their receipt of this handbook and that you understand and consent to the responsibilities outlined within the handbook. The signature of the teacher acknowledges that they have reviewed and discussed the contents with your child also. This form will be kept on file at the school.**

**Complete the below information and return it to your child's school.**

**I have received and read the Student Behavior Code Handbook.**

\_\_\_\_\_  
**Name of Student**

\_\_\_\_\_  
**Grade**

\_\_\_\_\_  
**School**

\_\_\_\_\_  
**Signature of Student**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Parent/Guardian**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Teacher**

\_\_\_\_\_  
**Date**








**MEMORANDUM**

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

FROM: Michael R. Harris   
Chief Student Services Officer

DATE: April 30, 2014

RE: May 5, 2014 Board Meeting, Final Reading.  
Proposed Revisions to Board Policy – Section J

Add as new Policy JLCEE “Concussions and Student Athletes”,  
Add as new Policy JLCEE-R “Concussions and Student Athletes”,  
Add as new Policy JLCEE-E “Concussions and Student Athletes”

Recommendation:

The administration recommends that the proposed revisions proceed for Board approval.

Attachments

## **CONCUSSIONS AND STUDENT ATHLETES**

Code **JLCEE** Issued **MODEL/13**

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**Purpose:** To establish the basic structure for the identification, management and return to play of student athletes with suspected concussions.

The board recognizes that concussions may be serious and potentially life threatening and that such injury may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries.

### **Recognition and management**

If a coach, athletic trainer, game official or physician suspects that a student athlete under their control has sustained a concussion or brain injury in a practice or in an athletic competition, the student athlete must be removed from practice or competition at that time.

A student athlete who has been removed from play may return to play if, as a result of evaluating the student athlete on site, the athletic trainer, physician, physician assistant (pursuant to scope of practice guidelines) or nurse practitioner (pursuant to a written protocol) determines in his/her best professional judgment that the student athlete does not have any signs or symptoms of a concussion or brain injury.

A student athlete who has been removed from play and evaluated and who is suspected of having a concussion or brain injury may not return to play until he/she has received written medical clearance by a physician.

### **Teacher notification**

A concussion can interfere with school, work, sleep and social interactions. Many athletes who have a concussion will have difficulty in school with short and long-term memory, concentration and organization. Teaching staff should be made aware of a concussed student in order to provide an appropriate learning plan until symptoms clear. The athletic director will be responsible for notifying teachers of the presence of a concussed athlete in the classroom.

### **Concussion management plan**

The district will utilize guidelines and procedures developed by the South Carolina Department of Health and Environmental Control and the South Carolina Department of Education and other pertinent information to develop and implement a comprehensive and practical concussion management plan for identifying and managing sports-related concussions. The district will utilize this plan to inform and educate coaches, student athletes and their parents/legal guardians of the nature and risk of concussions, including the dangers associated with continuing to play after a concussion.



## **PAGE 2 - JLCEE - CONCUSSIONS AND STUDENT ATHLETES**

### **Information to parents/legal guardians**

The district annually will distribute the concussion information sheet JLCEE-E to all coaches, volunteers, student athletes and their parents/legal guardians. The concussion information sheet will provide information on the nature and risk of concussion and brain injury and on the risks associated with continuing to play after a concussion or brain injury.

The parent/legal guardian's receipt of the information sheet will be documented in writing or by electronic means before the student athlete is permitted to participate in an athletic competition or practice.

For purposes of this policy, student athlete as defined in state law includes cheerleaders.

Adopted ^

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Legal references:

- A. S.C. Code of Laws, 1976, as amended:
  - 1. Section 59-63-75, et seq. - Concussions and student athletes.

## **CONCUSSIONS AND STUDENT ATHLETES**

*Code* **JLCEE-R** *Issued* **MODEL/13**

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### **Definition**

As defined by the Centers for Disease Control and Prevention, a concussion is a type of traumatic brain injury caused by a bump, blow or jolt to the head, face or neck that can change the way the brain normally works. Concussions can also occur from a blow to the body that causes the head to move rapidly back and forth. Most concussions occur without loss of consciousness. Proper management is essential to the immediate safety and long-term future of the injured individual. A concussion can be difficult to diagnose, and failing to recognize the signs and symptoms in a timely fashion can have dire consequences.

### **Signs of concussion**

The following signs of a concussion in a student athlete may be observed by a coach, athletic trainer, game official, school/team physician, school nurse or physical therapist.

- appears dazed, stunned or disoriented; demonstrates decreased alertness
- forgets plays or demonstrates short-term memory difficulty
- slurs words
- exhibits difficulties with balance or coordination
- answers questions slowly or inaccurately
- exhibits seizures or vomiting
- changes in level of consciousness

### **Symptoms of concussion**

The following symptoms of a concussion may be reported by the student athlete to a coach, athletic trainer, game official, school/team physician, school nurse or physical therapist.

- headache
- nausea
- balance problems or dizziness



- double vision or changes in vision

## **PAGE 2 - JLCEE-R - CONCUSSIONS AND STUDENT ATHLETES**

- sensitivity to light or sound/noise
- feeling sluggish or foggy
- difficulty with concentration and short-term memory
- sleep disturbance
- irritability or changes in personality and behavior

### **Concussion management**

#### *Evaluation*

If a coach, athletic trainer, game official or physician suspects that a student athlete, under the control of the coach, athletic trainer, game official or physician, has sustained a concussion or brain injury in a practice or in an athletic competition, the student athlete will be removed from practice or competition at that time.

- A student athlete displaying signs or symptoms of concussion will be evaluated by a healthcare provider as outlined in state law (physician, athletic trainer, nurse practitioner or physician assistant).
- If no approved healthcare provider is available, the student athlete will not be returned to participation until evaluation by an approved healthcare provider can be conducted.
- A healthcare provider must use a standardized concussion assessment instrument.

#### *Return to play (RTP)*

A student athlete who has been removed from play may return to play if, as a result of evaluating the student athlete on site, the athletic trainer, physician, physician assistant (pursuant to scope of practice guidelines) or nurse practitioner (pursuant to a written protocol) determines in his/her best professional judgment that the student athlete does not have any signs or symptoms of a concussion or brain injury.

A student athlete who has been removed from play and evaluated and who is suspected of having a concussion or brain injury may not RTP until the student athlete has received written medical clearance by a physician.

Any student athlete determined to be concussed may not RTP on the same day of injury.

The parent/legal guardian of a student athlete determined to be concussed will be contacted and counseled regarding management of the injury.

A student athlete who has been cleared to RTP must obtain from his/her physician an appropriate graduated RTP protocol as well as any specific instructions concerning classroom work.

Issued ^



## **CONCUSSIONS AND STUDENT ATHLETES**

### **Fact Sheet for Parents/Legal Guardians and Student Athletes**

***Note: Parents/Legal guardians and student athletes are required to read and sign this form. Return this form to the appropriate team coach.***

#### **WHAT IS A CONCUSSION?**

A concussion is a brain injury that is caused by a bump or blow to the head. It can change the way your brain normally works. It can occur during practices or games in any sport. Even a “ding,” “getting your bell rung” or what seems to be a mild bump or blow to the head can be serious. A concussion can happen even if you haven’t been knocked out. You can’t see a concussion. Signs and symptoms of a concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion, or if you notice the symptoms yourself, seek medical attention right away.

#### **Parent/Legal guardian’s responsibility**

If your child has experienced a bump or blow to the head during a game or practice, look for any of the following signs and symptoms of a concussion.

- appears dazed, stunned or disoriented; demonstrates decreased alertness
- experiences short-term memory difficulty
- forgets an instruction
- is unsure of game, score or opponent
- moves clumsily
- answers questions slowly or slurs words
- loses consciousness (even briefly)
- shows behavior or personality changes
- can’t recall events prior to being hit or falling
- can’t recall events after being hit or falling
- experiences seizures or vomiting

Every sport is different, but there are steps your child can take to protect him/herself from concussion.

- Ensure that your son/daughter follows his/her coach’s rules for safety and the rules of the sport.
- Encourage your son/daughter to practice good sportsmanship at all times.
- Make sure he/she wears the right protective equipment for the activity (such as helmets, padding, shin guards, and eye and mouth guards). Protective equipment should fit properly, be well maintained, and be worn consistently and correctly.
- Learn the signs and symptoms of a concussion.

**What should a parent/legal guardian do if he/she thinks their child has a concussion?**

- Seek medical attention right away. A health care professional will be able to decide how serious the concussion is and when it is safe for your child to return to sports. Notify your child's coach if you think your child has a concussion.
- Keep your child out of play. Concussions take time to heal. Don't let your child return to play until a health care professional says it's OK. Children who return to play too soon - while the brain is still healing - risk a greater chance of having a second concussion. Second or later concussions can be very serious. They can cause permanent brain damage, affecting your child for a lifetime.
- Tell your child's coach about any recent concussion in ANY sport or activity. Your child's coach may not know about a concussion your child received in another sport or activity unless you tell the coach.

### **Student athlete**

*What are the symptoms of a concussion?*

- headache or "pressure" in head
- nausea or vomiting
- balance problems or dizziness
- double or blurry vision
- bothered by light
- bothered by noise
- feeling sluggish, hazy, foggy or groggy
- difficulty paying attention
- memory problems
- confusion
- does not "feel right"

*What should a student athlete do if he/she thinks they have a concussion?*

- **Tell your coaches and your parents.** Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach if one of your teammates might have a concussion.
- **Get a medical checkup.** A doctor or health care professional can tell you if you have a concussion and when you are OK to return to play.
- **Give yourself time to get better.** If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a second concussion. Second or later concussions can cause damage to your brain. It is important to rest until you get approval from a doctor or health care professional to return to play.
- **It is better to miss one game than the whole season.**

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Legal guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_








## MEMORANDUM

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

From: A. Len Richardson   
Chief Finance Officer

Date: April 28, 2014

Re: Board Meeting – May 5, 2014  
Second Reading - Proposed 2014-2015 Capital Budget

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Attached is the proposed 2014-2015 Capital Budget for your review. The Capital budget is divided into two categories: On-Going Maintenance and New Initiatives; and Equipment.

### RECOMMENDATION:

The administration recommends that the FY2014-2015 Capital Budget be given second reading approval.

ALR:tl

Attachment



**School District Five  
of  
Lexington & Richland Counties**



**Second Reading**  
**2014 – 2015 Proposed Capital Budget**  
**May 5, 2014**  
**Dr. Stephen Hefner, Superintendent**

**School District Five of Lexington & Richland Counties**  
**Capital Budget Proposal FY 2014-2015**  
**Summary**

Location	Equipment	
Ballentine Elementary	2,000	
Chapin Elementary	5,962	
Dutch Fork Elementary	175,000	
Harbison West Elementary	2,300	
H E Corley Elementary	11,142	
Irmo Elementary	28,995	
Lake Murray Elementary	26,000	
Leaphart Elementary	18,400	
Nursery Road Elementary	24,900	
Oak Pointe Elementary	18,000	
River Springs Elementary	26,563	
Seven Oaks Elementary	17,500	
Chapin Middle	36,272	
Crossroads Middle	26,000	
Dutch Fork Middle	46,280	
Irmo Middle	65,000	
Chapin High	127,503	
Dutch Fork High	27,930	
Irmo High	49,150	
Spring Hill High	73,000	
Academy for Success	18,310	
Center for Advanced Technical Studies	53,000	
District Office	132,325	
	<b>Equipment Total</b>	1,011,532
	<b>On-Going Maintenance and New Initiatives</b>	5,488,468
	<b>Technology Plan</b>	3,500,000
	<b>Subtotal</b>	10,000,000
	<b>Reserve for Middle School Construction</b>	1,500,000
	<b>Grand total</b>	<u><u>\$ 11,500,000</u></u>



## ON-GOING MAINTENANCE AND NEW INITIATIVES

HVAC Replacement				
M-CRMS-1	HVAC Bldg 300			310,000
M-CRMS-2	HVAC Bldg 500,600			440,000
M-DFMS-1	HVAC Phase II			1,060,000
M-IMS-1	HVAC M Office			644,700
M-IMS-2	HVAC M Lower			976,000
Total HVAC Replacement				\$ 3,430,700
Exterior Construction				
M-CHS-1	Reroof 2 bldgs			607,000
Total Exterior Construction				\$ 607,000
Interior Construction				
M-CES-1	Renovate Restrooms			35,000
N-DFMS-1	Design work for office expansion			11,500
M-DFHS-1	Add railings to gymnasium bleachers			23,500
M-IHS-1	Renovate Life Skills classroom			68,000
M-NRES-1	Secure 4K classrooms/door replacement			3,500
M-IHS-2	Renovate Chemistry Lab			118,000
Total Interior Construction				\$ 259,500
Painting				
M-DW-1	District-wide painting			250,000
Total Painting				\$ 250,000
Flooring				
M-DFHS-2	Add 121 stair treads			21,100
M-DW-2	District-wide Flooring			250,000
M-DFES-1	Tile hall floors			
M-CRMS-4	Chorus room			
M-HWES-2	Tile halls			
M-IMS-4	Tile & Carpet			
M-IHS-3	Repl carpet-CRs			
M-NRES-2	Carp Act Arena			
M-OPES-2	Carp Nurse' Off			
M-DW--5	Refurbish gym floors			25,000
Total Flooring				\$ 296,100
Other				
N-SHHS-2	Install sign			10,000
M-DW-3	District-wide landscaping			75,000
M-DW-4	Playground Repair			75,000
N-CES-1	Add 60+ parking			35,000
N-OPES-1	Rubber mulch for playground			4,000
N-SHHS-1	Complete athletic field			8,000
M-DW-5	Miscellaneous contingent capital projects and/or purchase/relocate portables based on enrollment needs			438,168
Total Sitework				\$ 645,168
Total On-Going Maintenance and New Initiatives				\$ 5,488,468

Capital Budget Proposal FY 2014-2015

EQUIPMENT

Description		QTY	UNIT PRICE	TOTAL COST	TOTAL
<b>Academy for Success (AFS)</b>					
E-AFS-1	Lab Equipment			5,510	
E-AFS-2	Solar Shades for all windows	1	12,000	12,000	
E-AFS-3	Conference Table	1	800	800	
Academy for Success Total					\$ 18,310
<b>Ballentine Elementary (BES)</b>					
E-BES-1	Books, Media Center	1	2,000	2,000	
Ballentine Elementary Total					\$ 2,000
<b>Center for Advanced Technical Studies (CATS)</b>					
E-CATE-1	Balance needed for Vet Sciences barn construction	1	48,000	48,000	
E-CATE-2	Modify Production Studio	1	5,000	5,000	
Center for Advanced Technical Studies Total					\$ 53,000
<b>Chapin Elementary (CES)</b>					
E-CES-1	Trapezoid Tables (2 of each color)	8	90	720	
E-CES-2	20" High Speed Battery Operated Buffer	1	3,611	3,611	
E-CES-3	Art Room Tables	7	233	1,631	
Chapin Elementary Total					\$ 5,962
<b>Chapin High (CHS)</b>					
E-CHS-1	Phase 4 Furniture Install			28,413	
E-CHS-2	Ecolab Cleaning Caddy	3	1,500	4,500	
E-CHS-3	Phase 3 Furniture Install			94,590	
Chapin High Total					\$ 127,503
<b>Chapin Middle (CMS)</b>					
E-CMS-1	Media Center Furniture	1	26,932	26,932	
E-CMS-2	Battery operated automatic scrubber, 28" Nobles Speed Scrut 39002589	1	6,840	6,840	
E-CMS-3	Wall Mounted Stereo/recording System with speakers	1	2,500	2,500	
Chapin Middle Total					\$ 36,272
<b>Crossroads Middle (CRMS)</b>					
E-CRMS-1	Books, media center	1	10,000	10,000	
E-CRMS-2	Electronic Basketball Goal Cranks	6	1,000	6,000	
E-CRMS-3	Student Desks - no bars	100	100	10,000	
Cross Road Middle Total					\$ 26,000
<b>Dutch Fork Elementary (DFES)</b>					
E-DFES-1	SMART Boards and Projectors	30	2,500	75,000	
E-DFES-2	Library Furniture and shelving			100,000	
Dutch Fork Elementary Total					\$ 175,000
<b>Dutch Fork High (DFHS)</b>					
E-DFHS-1	Student Desk	60	150	9,600	
E-DFHS-2	Trash Cans	30	250	7,500	
E-DFHS-3	Gym Floor Cover	1	10,830	10,830	
Dutch Fork High Total					\$ 27,930
<b>Dutch Fork Middle (DFMS)</b>					
E-DFMS-1	Science Lab Tables	52	390	20,280	
E-DFMS-2	Media Center Books	1	20,000	20,000	
E-DFMS-3	Cafeteria tables	6	1,000	6,000	
Dutch Fork Middle Total					\$ 46,280
<b>H E Corley Elementary (HECES)</b>					
E-HCES-1	Exterior Signage	1	3,000	3,000	
E-HCES-2	Replace/upgrade all window blinds	118	69	8,142	
HE Corley Elementary Total					\$ 11,142
<b>Harbison West Elementary (HWES)</b>					
E-HWES-1	Wet Dry Vac Squeegee Kit	1	290	290	
E-HWES-2	Drying fans for carpet	4	390	1,560	
E-HWES-3	Chair Movers	2	225	450	
Harbison West Elementary Total					\$ 2,300
<b>Irmo Elementary (IES)</b>					
E-IES-1	Media Center Collection additions	1	10,000	10,000	
E-IES-2	Music Program - Quaver's Marvelous World of Music	1	4,995	4,995	
E-IES-3	Purchase non-fiction "just-right" books for classrooms	14	1,000	14,000	
Irmo Elementary Total					\$ 28,995
<b>Irmo High (IHS)</b>					
E-IHS-1	Stadium sound system	1		13,000	
E-IHS-2	Cafeteria upgrade to balcony area			20,150	
E-IHS-3	Baritones	8	2,000	16,000	
Irmo High Total					\$ 49,150
<b>Irmo Middle (IMS)</b>					
E-IMS-1	Move/prep work for STEM lab from CATS			50,000	
E-IMS-2	Chairs for cafeteria	300	50	15,000	
Irmo Middle Total					\$ 65,000



**Capital Budget Proposal FY 2014-2015**

**Leaphart Elementary (LES)**

E-LES-1	Project Lead the Way	1	8,500	8,500
E-LES-2	Student Desks	50	98	4,900
E-LES-3	Additional Playground Equipment	1	5,000	5,000

**Leaphart Elementary Total** \$ **18,400**

**Lake Murray Elementary (LMES)**

E-LMES-1	Library Books	1	10,000	10,000
E-LMES-2	Library seating (Demco adjustable cushion seating, 3 office chairs, 4 cushioned chairs for work table)	1	11,000	11,000
E-LMES-3	PE Equipment	1	5,000	5,000

**Lake Murray Elementary Total** \$ **26,000**

**Nursery Road Elementary (NRES)**

E-NRES-1	Student Chairs - 12" (50), 14" (275), 16" (225), 18" (250)	800	25-30	22,000
E-NRES-2	Magnetic White boards 4' x 8'	6	350	2,100
E-NRES-3	Heavy Duty Side-to-Side Floor scrubber	1	800	800

**Nursery Road Total** \$ **24,900**

**Oak Pointe Elementary (OPES)**

E-OPES-1	LobbyGuard machine (or more current sign-in system)	1	8,000	8,000
E-OPES-2	Buffer	2	5,000	10,000

**Oak Pointe Elementary Total** \$ **18,000**

**River Springs Elementary (RSES)**

E-RSES-1	Media Center Furniture		10,563	10,563
E-RSES-2	Media Center Book Collection		10,000	10,000
E-RSES-3	Risers	4	1,500	6,000

**River Springs Elementary Total** \$ **26,563**

**Spring Hill High School (SHHS)**

E-SHHS-1	Media Center Books	1	40,000	40,000
E-SHHS-2	Solar Shades for all windows			27,000
E-SHHS-3	Rollout flooring for dancing on stage	1	6,000	6,000

**Spring Hill High Total** \$ **73,000**

**Seven Oaks Elementary (SOES)**

E-SOES-1	Media Center Books		10,000	10,000
E-SOES-2	Student chairs for 5th grade and Cafeteria	60	55	3,300
E-SOES-3	Upgrade for sound system in gym	1	4,200	4,200

**Seven Oaks Elementary Total** \$ **17,500**

**District Office (DO)**

**Office of Finance and Operations**

E-OFO-1	Activity bus equipment replacement/upgrade	1	3,000	3,000
E-OFO-2	Replace Courier Vehicle	1	18,000	18,000
E-OFO-3	Obtain and install automatic external defibrillators (AED) at each bus lot		8,000	8,000
E-OFO-4	Replace Walk-In Cooler/Freezer Dutch Fork Elementary School	1	60,000	60,000

**DO - Office of Finance and Operations** \$ **89,000**

**Office of Information**

E-OPI-1	Sound system for board meetings	1	10,000	10,000
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**DO - Information SubTotal** \$ **10,000**

**Office of Student Services**

E-OSS-1	Desktop computer for Safety/Security Officer	1		1,400
E-OSS-2	Repeater for Cross Roads Middle School	1	7,000	7,000
E-OSS-3	Radio, Hand Held for BES	8	250	2,000
E-OSS-4	Radio, Hand Held for HWES	20	225	4,500
E-OSS-5	Radio, Hand Held for HECES	5	225	1,125
E-OSS-6	Radio, Hand Held for LMES	12	225	2,700
E-OSS-7	Radio Repeater w/FCC license (LES)	1	7,000	7,000
E-OSS-8	Radio, Hand Held for NRES	6	225	1,350
E-OSS-9	Radio, Hand Held and Batteries for OPES	3	250	750
E-OSS-10	Radio, hand held for DFHS	12	250	3,000
E-OSS-11	Radio, hand held for IHS	10	250	2,500

**DO - Student Services SubTotal** \$ **33,325**

**District Office Total** \$ **132,325**

**Total Equipment** \$ **1,011,532**

**Grand Total** \$ **6,500,000**

## Capital Budget Proposal FY 2014-2015

### Legend

Abbr.	Description
M	Maintenance
N	New Initiative
E	Equipment
DW	District Wide
BES	Ballentine Elementary
CES	Chapin Elementary
DFES	Dutch Fork Elementary
HWES	Harbison West Elementary
HCES	H E Corley Elementary
IES	Irmo Elementary
LMES	Lake Murray Elementary
LES	Leaphart Elementary
NRES	Nursery Road Elementary
OPES	Oak Pointe Elementary
RSES	River Springs Elementary
SOES	Seven Oaks Elementary
CMS	Chapin Middle
CRMS	CrossRoads Middle
DFMS	Dutch Fork Middle
IMS	Irmo Middle
CHS	Chapin High
DFHS	Dutch Fork High
IHS	Irmo High School
SHHS	Spring Hill High
AFS	Academy for Success
CATS	Center for Advanced Technical Studies
OFO	Office of Finance and Operations
OPI	Office of Information
OSS	Office of Student Services







**MEMORANDUM**

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

FROM: Christina Melton, Ed.D.  
Chief Instructional Officer *CM*

DATE: April 29, 2014

RE: May 5, 2014 Board Meeting, Discussion Item  
Textbook Adoption Recommendations

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After a careful review of all state adopted textbooks, the textbook adoption committees, composed of parents, teachers, and subject area coordinators are bringing the attached textbook recommendations for School District Five to you for your approval:

World Geography  
8<sup>th</sup> Grade Social Studies – South Carolina History  
Computer Science AP  
Automotive Collision Repair Tech  
Automotive Technology  
Building Construction 1  
Building Construction 2  
Computer Programming  
Electricity and Building Construction – all levels  
Cosmetology  
Digital Desktop Publishing  
Electricity 1  
Electricity 2  
Graphic Communications 1  
Graphic Communications 2  
Manufacturing  
Cosmetology – Nail Technology  
Networking 1  
Networking 2

Social Studies Coordinator, Melony Sanford, CATE Director, Dr. Bob Couch and Assistant CATE Director, Dr. Al Gates, will be present to answer any questions you may have regarding these adoptions.



# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: World Geography Grade level/Cluster: 9<sup>th</sup>  
Title: Geography: The Human and Physical World Author: Richard G. Boehm  
Publisher: McGraw-Hill Copyright Date: 2015

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text facilitates correlation with other disciplines such as math, science, and ELA.
- B. The text is adaptable to a variety of teaching strategies and techniques.
- C. Skill development is sequential and clearly defined, and the index correlates to units of study to facilitate learning.
- D. The format is consistent and logical, and there is an easy to follow layout of chapters.
- E. The table of contents, indexes, and appendices facilitate learning by being well organized and easy to locate important key topics as needed.

### II. Content

- A. The text correlates to standards including correlations for each lesson.
- B. The content is current and includes recent world events as well as updated maps.
- C. The text facilitates the evaluation of student progress by including lesson review and chapter questions.
- D. The text enhances awareness of differences and similarities of political, social, and cultural issues.
- E. The text also has multiple real world examples and problem solving situations.

### III. Style

- A. The reading level is appropriate for a wide range of readers by allowing the teacher to change the Lexile levels.
- B. The text has an attractive appearance and durable binding.
- C. The activities included in the text meet student needs by addressing multiple skill levels through critical thinking exercises.
- D. The vocabulary, sentence structure, and paragraphs are appropriate for a wide range of readers.
- E. Student directions are concise, explicit, and understandable.

IV. Illustrations

- A. The pictorial representations are attractive and properly labeled with captions with additional information.
- B. The pictorial representations enrich the content, and there are numerous infographics which enrich every chapter.
- C. There are an abundance of charts, diagrams, and maps that are easy to read and interpret.
- D. The text offers correlated primary sources and document based questions within the text.
- E. The representations of ethnic and gender groupings are adequate and appropriate.

V. Instructional Supplements

- A. The practice exercises and activities are sufficient and have real world applications.
- B. The activities included in the text are appropriate and allow Lexile adjustment.
- C. The materials can be easily accessed and manipulated online.
- D. Materials for subject area correlation are available such as primary sources and document based questions which correlate to ELA.
- E. The online component is outstanding and provides numerous technological resources.

Committee Chairperson Melany A. Sanford

Date 4.7.14

Adopted 4/28/86; Revised 6/3/96

# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: 8<sup>th</sup> Grade Social Studies/ S.C. History Grade level/Cluster: 8<sup>th</sup>  
Title: The South Carolina Journey Author: Hicks, Greaves, et al.  
Publisher: Gibbs Smith Education Copyright Date: 2013

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text facilitates correlation with other disciplines.
- B. The text is adaptable to a variety of teaching techniques and is easily differentiated for the learning needs of students.
- C. Skill development is sequential and easily defined. Each unit in the text corresponds with one state standard, and the indicators are lessons within each unit.
- D. The format is easy to locate needed materials and topics within each chapter.
- E. The table of contents and indexes facilitate learning by helping to locate topics.

### II. Content

- A. The text correlates to state standards and indicators.
- B. The content is current and accurate. It is also relevant to students' lives and interests.
- C. The text facilitates the evaluation of student progress by including lesson and chapter reviews to check students' understanding.
- D. The text is readily adaptable to differing instructional levels.
- E. The text includes good problem solving lessons.

### III. Style

- A. The reading level is appropriate for 8<sup>th</sup> grade students.
- B. The text is attractive in appearance and has a durable binding.
- C. The activities included in the text meet student interests and the needs of 8<sup>th</sup> grade students.
- D. There is a range of vocabulary in the text, and the sentence structure and paragraphs are appropriate for this grade level.
- E. The directions in the text are clear, concise, and understandable to students.



IV. Illustrations

- A. The pictorial representations are numerous and attractive. The captions are appropriate for the pictures and maps.
- B. The pictorial representations such as primary sources extend and enrich the content.
- C. There are abundant charts, diagrams, and maps that are easy to read.
- D. There are numerous primary sources throughout the textbook for additional reading.
- E. The depiction of gender and ethnic groups are equally represented and appropriate.

V. Instructional Supplements

- A. Practice exercises and application activities for mastery are appropriate.
- B. Activities for student needs and abilities are appropriate in the textbook and the corresponding student guide.
- C. There are quality teacher and student guides provided.
- D. Materials and activities for subject area correlation are provided such as primary sources which provide informational text in ELA.
- E. Technological resources are provided such as excellent outline map masters available in the online teacher's guide.

Committee Chairperson Meloy & Sanfa

Date 4.7.14

Adopted 4/28/86; Revised 6/3/96

# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Computer Science Advanced Placement Grade level/Cluster: 9-12  
Title: Fundamentals of Java: AP Computer Science Author: Lambert and Osborne  
Publisher: National Geo Learning/Cengage Learning Copyright Date: 2011

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. Text facilitates correlation with other disciplines.
- B. Text is adaptable to a variety of teaching techniques and individual needs.
- C. Skill development is sequential and clearly defined.
- D. Format is consistent and logical with titles, subheadings and appropriate cross referencing.
- E. Table of Contents, Indexes and Appendixes facilitate learning.

### II. Content

- A. Text correlates to objectives/standards.
- B. Content is current and accurate.
- C. Text facilitates the evaluation of student progress.
- D. A logical sequence is evident.
- E. Text is adaptable to differing instructional levels.

### III. Style

- A. Reading level is appropriate for the designated group.
- B. Text is attractive in appearance and has a durable binding.
- C. Activities meet student interests and abilities.
- D. Vocabulary, sentence structure, and paragraph are appropriate.
- E. Student directions are concise and understandable.

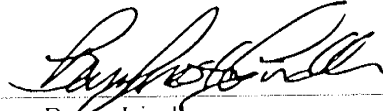
#### IV. Illustrations

- A. Pictorial representations are properly labeled , attractive, and are easily interpreted.
- B. Charts, diagrams and other pictorial material are abundant and easily read.
- C. Suggestions for additional reading are provided.
- D. Pictorial representations extend and enrich the content.
- E. \_\_\_\_\_

#### V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient.
- B. Activities for student needs and abilities are appropriate.
- C. Technological resources are provided or suggested.
- D. Student assessment as an authentic and integral part of the Instruction is promoted.
- E. \_\_\_\_\_

Committee Chairperson \_\_\_\_\_

  
Barry Lindler

Date 4/23/2013

Adopted 4/28/86; Revised 1/28/2013



# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Automotive Collision Repair Technology

Grade level/Cluster: 9 - 12

Title: Collision Repair and Refinishing: A Foundation Course for Technicians,

Author: Alfred Thomas/ Michael Jund

Publisher: National Geographic Learning/Cengage Learning

Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text provides correlations with other subject areas, particularly mathematics, visual arts and science
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for Automotive Collision and Repair. This is a comprehensive text. This text is based on the NATEF standards.
- B. The textbook is current and accurate and reflects the state board standards for cosmetology
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant.

### III. Style

- A. The reading level is appropriate for students interested in Automotive Collision Repair.
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate

- E. Student directions are concise and understandable

#### IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted  
B. Pictorial representations extend and enrich the content  
C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read  
D. Suggestions for additional reading are provided  
E. Representation of gender and ethnic groupings are appropriate and adequate

#### V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient  
B. Activities for students needs and abilities are appropriate  
C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)  
D. Materials/activities for subject area correlation are available  
E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

#### Sub-Committee Chairperson

William Faulk (teacher – Automotive Technology)

Date 4/21/14

Chris Sease (student)

Dallen Sease (parent)

Carrie Waring (parent & SPED)

Dr. Al Gates (Assistant Director)



Adopted 4/28/86; Revised 1/28/2013

# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Automotive Technology

Grade level/Cluster: 9 - 12

Title: Modern Automotive Technology

Author: James E. Duffy

Publisher: Goodheart-Willcox Company, Inc.

Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text provides correlations with other subject areas, particularly mathematics and science
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for Automotive Maintenance & Technology. This is a comprehensive text. This text is based on the NATEF standards.
- B. The textbook is current and accurate and reflects the state board standards for cosmetology
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant.

### III. Style

- A. The reading level is appropriate for students interested in Automotive technology.
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable



#### IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

#### V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

#### Sub-Committee Chairperson

Wes Wans (teacher - Automotive Technology)      Date    4/21/14

Kendall Gable (teacher - Automotive Technology)

Chris Sease (student)

Dallen Sease (parent)

Carrie Waring (parent & SPED)

Dr. Al Gates (Assistant Director)



Adopted 4/28/86; Revised 1/28/2013

# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Building Construction I

Grade level/Cluster: 10 - 12

Title: Residential Construction Academy: Carpentry Author: F. Vogt

Publisher: National Geographic Learning/Cengage Learning Copyright Date: 2011

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text facilitates correlation with other disciplines, especially electricity. The text includes correlations with mathematics and science.
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for Building Construction.
- B. The textbook is current and accurate and reflects the NCCER standards and current building codes.
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant to current building construction processes and codes.

### III. Style


- A. The reading level is appropriate for the designated group
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable

IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

Sub-Committee Chairperson   Michael Diaz (Building Construction)   Date   4/21/14  
Fred Baxley (Electricity)  
Carrie Waring (Parent & SPED teacher)  
Dr. Al Gates (Assistant Director) 

Adopted 4/28/86; Revised 1/28/2013



# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Building Construction 2

Grade level/Cluster: 11 - 12

Title: Carpentry, 5<sup>th</sup> edition

Author: Vogt

Publisher: National Geographic Learning/Cengage Learning Copyright Date: 2010

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text facilitates correlation with other disciplines, especially electricity. The text includes correlations with mathematics and science.
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for Building Construction. This is a comprehensive text.
- B. The textbook is current and accurate and reflects the NCCER standards and current building codes.
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant to current building construction processes and codes.

### III. Style

- A. The reading level is appropriate for the designated group (students interested in careers in Construction Science)
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels


- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable

IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

Sub-Committee Chairperson   Michael Diaz (Building Construction)   Date   4/21/14  
Fred Baxley (Electricity)  
Dr. Al Gates (Assistant Director) 

Adopted 4/28/86; Revised 1/28/2013

# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Computer Programming

Grade level/Cluster: 9 - 12

Title: Java Programming, 7<sup>th</sup> Edition

Author: Ferrell

Publisher: National Geographic Learning/Cengage Learning

Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text provides correlations with other subject areas, particularly mathematics.
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for computer programming. This is a comprehensive text.
- B. The textbook is current and accurate and reflects the state board standards for cosmetology
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant.

### III. Style

- A. The reading level is appropriate for students in computer science seeking to become programmers.
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable



#### IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

#### V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

#### Sub-Committee Chairperson

Jeanette Conti (Teacher/parent – department chair CHS)      Date    4/21/14

Brantley Brinkley (teacher -CHS)

Barry Lindler (teacher – DFHS)

Adam Speight (teacher – CHS)

Brian Ford (teacher – CHS)

Carrie Waring (parent & SPED teacher)

Dr. Al Gates (Assistant Director)



Adopted 4/28/86; Revised 1/28/2013

# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Electricity & Building Construction – all levels

Grade level/Cluster: 10 - 12

Title: Core Curriculum

Author: Vernon Anthony, editor

Publisher: Pearson

Copyright Date: 2011

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text provides an introduction to all industrial technology courses and provides correlations between each field.
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for industrial sciences. This is a comprehensive text.
- B. The textbook is current and accurate and reflects the NCCER standards.
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant to current building construction processes and codes.

### III. Style

- A. The reading level is appropriate for the designated group.
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate

E. Student directions are concise and understandable

#### IV. Illustrations

A. Pictorial representations are properly labeled, attractive, and are easily interpreted

B. Pictorial representations extend and enrich the content

C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read

D. Suggestions for additional reading are provided

E. Representation of gender and ethnic groupings are appropriate and adequate

#### V. Instructional Supplements

A. Practice exercises and application activities for skill/concept mastery are sufficient

B. Activities for students needs and abilities are appropriate

C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)

D. Materials/activities for subject area correlation are available

E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

Sub-Committee Chairperson   Michael Diaz (Building Construction)   Date   4/21/14  
Fred Baxley (Electricity)  
George Brown (Welding)  
Steve Wilson (Machine Technology)  
Carrie Waring (Parent, SPED teacher)  
Dr. Al Gates (Assistant Director)



Adopted 4/28/86; Revised 1/28/2013



# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Cosmetology

Grade level/Cluster: 10 - 12

Title: Milady's Standard: Cosmetology

Author: Efrain Arroyave, et. al.

Publisher: National Geographic Learning/Cengage Learning

Copyright Date: 2012

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text provides correlations between content areas, especially science, health, mathematics, and business – as well as creative arts.
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for cosmetology. This is a comprehensive text.
- B. The textbook is current and accurate and reflects the state standards and will assist students in state licensure exams.
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant to current practices in cosmetology

### III. Style

- A. The reading level is appropriate for students seeking licensure in cosmetology.
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate

E. Student directions are concise and understandable

**IV. Illustrations**

A. Pictorial representations are properly labeled, attractive, and are easily interpreted

B. Pictorial representations extend and enrich the content

C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read

D. Suggestions for additional reading are provided

E. Representation of gender and ethnic groupings are appropriate and adequate

**V. Instructional Supplements**

A. Practice exercises and application activities for skill/concept mastery are sufficient

B. Activities for students needs and abilities are appropriate

C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)

D. Materials/activities for subject area correlation are available

E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

Sub-Committee Chairperson

Vicki Jordan (Cosmetology teacher) Date 4/21/14  
Carrie Waring (parent & SPED teacher)  
Dr. Al Gates (Assistant Director)



Adopted 4/28/86; Revised 1/28/2013

# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Digital Desktop Publishing

Grade level/Cluster: 9 - 12

Title: Adobe® InDesign CS6 Revealed

Author: Chris Botello

Publisher: National Geographic Learning/Cengage Learning

Copyright Date: 2013

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text provides correlations with other subject areas, particularly mathematics and visual arts.
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for Graphic Communications. This is a comprehensive text.
- B. The textbook is current and accurate and reflects the state board standards for cosmetology
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant.

### III. Style

- A. The reading level is appropriate for students in graphic communications
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable



#### IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

#### V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

#### Sub-Committee Chairperson

Jeanette Conti (Teacher/parent - department chair CHS)      Date    4/21/14

Brantley Brinkley (teacher -CHS)

Susan Dixon (teacher - Center for Advanced Technical Studies)

Adam Speight (teacher - CHS)

Brian Ford (teacher - CHS)

Dr. Al Gates (Assistant Director)



Adopted 4/28/86; Revised 1/28/2013

# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Electricity I

Grade level/Cluster: 10 - 12

Title: Electrical Level I

Author: Vernon Anthony, editor

Publisher: Pearson

Copyright Date: 2011

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text provides with other content areas, especially math and science.
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for electricity. This is a comprehensive text.
- B. The textbook is current and accurate and reflects the NCCER standards.
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant to current building construction processes and codes.

### III. Style

- A. The reading level is appropriate for the designated group.
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable

#### IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

#### V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

Sub-Committee Chairperson    Date 4/21/14  
Fred Baxley (Electricity)  
Carrie Waring (Parent, SPED teacher)  
Dr. Al Gates (Assistant Director)



Adopted 4/28/86; Revised 1/28/2013



# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Electricity 2

Grade level/Cluster: 10 - 12

Title: Electrical Level 2

Author: Vernon Anthony, editor

Publisher: Pearson

Copyright Date: 2011

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text provides with other content areas, especially math and science.
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for electricity. This is a comprehensive text.
- B. The textbook is current and accurate and reflects the NCCER standards.
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant to current building construction processes and codes.

### III. Style

- A. The reading level is appropriate for the designated group.
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable

#### IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

#### V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

Sub-Committee Chairperson    Date 4/21/14  
Fred Baxley (Electricity)  
Carrie Waring (Parent, SPED teacher)  
Dr. Al Gules (Assistant Director)



Adopted 4/28/86; Revised 1/28/2013

# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Graphic Communications I

Grade level/Cluster: 9 - 12

Title: Adobe® Photoshop CS6 Revealed

Author: E. Reding

Publisher: National Geographic Learning/Cengage Learning

Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text provides correlations with other subject areas, particularly mathematics and visual arts.
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for Graphic Communications. This is a comprehensive text.
- B. The textbook is current and accurate and reflects the state board standards for cosmetology
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant.

### III. Style

- A. The reading level is appropriate for students in graphic communications
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable



#### IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

#### V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

#### Sub-Committee Chairperson

Jeanette Conti (Teacher/parent – department chair CHS)      Date    4/21/14

Brantley Brinkley (teacher -CHS)

Susan Dixon (teacher – Center for Advanced Technical Studies)

Adam Speight (teacher – CHS)

Brian Ford (teacher – CHS)

Carrie Waring (parent – SPED teacher)

Dr. Al Gates (Assistant Director)



Adopted 4/28/86; Revised 1/28/2013

# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Graphic Communications 2

Grade level/Cluster: 9 - 12

Title: Adobe® InDesign CS6 Revealed

Author: Chris Botello

Publisher: National Geographic Learning/Cengage Learning

Copyright Date: 2013

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text provides correlations with other subject areas, particularly mathematics and visual arts.
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for Graphic Communications. This is a comprehensive text.
- B. The textbook is current and accurate and reflects the state board standards for cosmetology
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant.

### III. Style

- A. The reading level is appropriate for students in graphic communications
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable

#### IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

#### V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

#### Sub-Committee Chairperson

Jeanette Conti (Teacher/parent - department chair CHS)      Date    4/21/14

Brantley Brinkley (teacher -CHS)

Susan Dixon (teacher - Center for Advanced Technical Studies)

Adam Speight (teacher - CHS)

Brian Ford (teacher - CHS)

Dr. Al Gates (Assistant Director)



Adopted 4/28/86; Revised 1/28/2013



# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Manufacturing

Grade level/Cluster: 9 - 12

Title: Precision Machining Technology

Author: Hoffman, et. al.

Publisher: National Geographic Learning/Cengage Learning

Copyright Date: 2012

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text provides correlations with other subject areas, particularly mathematics
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for Machine Tool Technology. This is a comprehensive text.
- B. The textbook is current and accurate and reflects the state board standards for cosmetology
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant.

### III. Style

- A. The reading level is appropriate for students in graphic communications
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable

#### IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

#### V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

#### Sub-Committee Chairperson

Stephen Wilson (teacher – Machine Tool)    Date    4/21/14

Carrie Waring (parent)

Dr. Al Gates (Assistant Director)



Adopted 4/28/86; Revised 1/28/2013

# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Cosmetology

Grade level/Cluster: 10 - 12

Title: Milady's Standard: Nail Technology

Author: Efrain Arroyave, et. al.

Publisher: National Geographic Learning/Cengage Learning

Copyright Date: 2012

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text provides a correlations between content areas, especially science, health, business and visual arts.
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for cosmetology. This is a comprehensive text.
- B. The textbook is current and accurate and reflects the state board standards for cosmetology
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant to current building construction processes and codes.

### III. Style

- A. The reading level is appropriate for students in cosmetology.
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable



#### IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

#### V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

Sub-Committee Chairperson

Vicki Jordan (Cosmetology teacher) Date 4/21/14

Carrie Waring (parent, SPED teacher)

Dr. Al Gates (Assistant Director)



Adopted 4/28/86; Revised 1/28/2013

# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Networking I

Grade level/Cluster: 9 - 12

Title: Networking Fundamentals, 2<sup>nd</sup> Edition Author: Richard M. Roberts

Publisher: Goodheart-Willcox Company, Inc Copyright Date: 2012

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text provides correlations with other subject areas, particularly mathematics
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for Networking. This is a comprehensive text. This text will assist students in passing certification requirements.
- B. The textbook is current and accurate and reflects the state board standards for networking.
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant.

### III. Style

- A. The reading level is appropriate for students interested in networking careers.
- B. The text is attractive in appearance and has a durable binding
- C. The activities meet student interests and ability levels
- D. The vocabulary, sentence structure, and paragraphs are appropriate
- E. Student directions are concise and understandable

#### IV. Illustrations

- A. Pictorial representations are properly labeled, attractive, and are easily interpreted
- B. Pictorial representations extend and enrich the content
- C. Charts, diagrams, maps, and other pictorial materials are abundant and easily read
- D. Suggestions for additional reading are provided
- E. Representation of gender and ethnic groupings are appropriate and adequate

#### V. Instructional Supplements

- A. Practice exercises and application activities for skill/concept mastery are sufficient
- B. Activities for students needs and abilities are appropriate
- C. Quality guides, handbooks, manuals and keys are provided (in printed and electronic format)
- D. Materials/activities for subject area correlation are available
- E. Technological resources are provided. Student assessment is integral. Effective strategies are provided.

#### Sub-Committee Chairperson

John Johnson (teacher – Networking)

Carrie Waring (parent & SPED)

Dr. Al Gates (Assistant Director)

Date 4/21/14



Adopted 4/28/86; Revised 1/28/2013



# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Networking 2

Grade level/Cluster: 10 - 12

Title: Network + Guide to Networks, 6<sup>th</sup> Edition Author: Tamara Dean

Publisher: National Geographic Learning/Cengage Learning

Copyright Date: 2013

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. The text provides correlations with other subject areas, particularly mathematics
- B. The text is adaptable to a variety of teaching techniques and individual needs
- C. Skill development is sequential and clearly defined; each new skill builds on previous skill development. Skills are taught in sequential steps so that students may easily follow the process for each skill.
- D. The format is consistent and logical with titles, subheadings and appropriate cross referencing
- E. The Table of Contents, Indexes and Appendixes facilitate learning

### II. Content

- A. The textbook correlates to SC OCTE standards for Networking. This is a comprehensive text. This text will assist students in passing certification requirements.
- B. The textbook is current and accurate and reflects the state board standards for cosmetology
- C. The textbook facilitates the evaluation of student progress through the use of section and chapter reviews as well as chapter and unit assessments.
- D. The test is suitable for the interests and needs of the intended group
- E. Problem solving situations are realistic and relevant.

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