



AGENDA
BOARD OF TRUSTEES
LEAPHART ELEMENTARY SCHOOL'S THEATER
MAY 4, 2015

1. Call to order at 5:00 p.m.
2. Enter executive session to consider the following:
 - a. Selected employment items (Exhibit A)
 - b. Personnel matter: request for a grievance hearing (Exhibit B)
 - c. Contractual matter: regarding an easement
 - d. Contractual matters: regarding construction
3. Call to order at 7:00 p.m.
4. Welcoming remarks
5. Invocation – Ellen Baumgardner, Board of Trustees
6. Pledge of Allegiance – Kennedy Henry, a fifth grade student at Leaphart Elementary School
7. School Board Spotlight
8. Approval of the agenda
9. Approval of the minutes of the April 22, 2015 board meeting
10. Welcome and brief overview of Leaphart Elementary School by Kelly Brown, Principal
11. Superintendent's Report
 - a. Reflecting: AdvancED
12. Public participation*

ACTION AGENDA

13. Items considered in executive session
14. Final approval of proposed revisions to board policy KHE "Political Campaign Materials Distribution/Staff Participation in Political Activities" (Exhibit C)
15. First reading approval of revisions to board policy IE "Organization of Instruction" (Exhibit D)

DISCUSSION AGENDA

16. Textbook Adoptions (Exhibit E)
17. 2015-2016 General Fund Budget (Exhibit F)
18. Adjourn

FOR YOUR INFORMATION

19. The next regular school board meeting will be May 18, 2015 at CrossRoads 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 22, 2015

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

Ms. Beth Hutchison, Chairman
Mr. Robert Gantt, Vice Chairman
Mrs. Jondy Loveless, Secretary
Mrs. Ellen Baumgardner
Mr. Larry Haltiwanger
Mrs. Jan Hammond
Mr. Ed White
Dr. Stephen Hefner, District Superintendent

The following staff were in attendance:

Mr. Mark Bounds, Chief Information Officer
Mrs. Winnie Brown, Interim Chief Human Resources Officer
Mr. Michael Harris, Chief Student Services Officer
Dr. Christina Melton, Chief Instructional Officer
Mr. Keith McAlister, Director of Design and Construction
Mr. Len Richardson, Chief Finance Officer

The Board received the District's AdvancED Exit Report.

Chairman Hutchison called the meeting to order and gave welcoming remarks.

The Invocation was given by Robert Gantt, Vice Chairman, Board of Trustees. The Pledge of Allegiance was led by Ellen Baumgardner, Board of Trustees.

During the Superintendent's Report, Dr. Christina Melton gave an update on Teacher Evaluation; Keith McAlister and Barry Evans presented the monthly update (Exhibit B); Donna Patten gave an update on Infinite Visions; and Len Richardson presented the Monthly Financial Reports (Exhibit C).

During the public participation, Kim Murphy spoke regarding the agenda.

Dr. Christina Melton presented proposed revisions to board policy IE "Organization of Instruction" (Exhibit G).

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

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of April 22, 2015

		B A U M G A R D N E R	G A N T T	H A L T I W A N G E R	H A M M O N D	H U T C H I S O N	L O V E L E S S	W H I T E
1.	M. Baumgardner Enter executive session to consider the following: a) selected employment items (Exhibit A); b) contractual matter: regarding an easement; and c) contractual matters: regarding construction	S. Loveless	X	X	X	X	X	A
2.	M. Baumgardner Approve the agenda	S. Haltiwanger	X	X	X	X	X	X
3.	M. Baumgardner Approve the minutes of the March 23, 2015 board meeting	S. Haltiwanger	X	X	X	x	X	X
4.	M. Gantt Approve the selected employment items (Exhibit A)	S. Baumgardner	X	X	X	X	X	X
5.	M. Gantt Approve the resolution for Capital Budget (Exhibit D)	S. Loveless	X	X	X	X	X	X
6.	M. Haltiwanger Final approval of proposed revisions to board policy IKD "Honor Rolls" (Exhibit E)	S. Baumgardner	X	X	X	X	X	X
7.	M. Gantt First reading approval of proposed revisions to board policy KHE "Political Campaign Materials Distribution/Staff Participation in Political Activities" (Exhibit F)	S. White	X	X	X	X	X	X
8.	M. Baumgardner Adjourn at 6 p.m.	S. Haltiwanger	X	X	X	X	X	X

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Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Mark A. Bounds
Chief Information Officer *eeb*
4/29

Date: April 29, 2015

Re: Board Policies – Section K

Issue: Proposed revisions to Board Policy – Section K

Background: Recently, school leaders in the District received an email espousing specific views on pending legislation. Our existing policy KHE was not clear on how this type of information should be handled. A legal review of the policy was conducted and recommendations were made to clarify the policy.

Attached for your consideration are the recommended revisions for the following policy:

- KHE – “Political Campaign Materials Distribution/Staff Participation In Political Activities”

Recommendation: Administration recommends that the Board give final reading approval to the proposed revisions to selected “K” policy.

MB/aw

Attachments - KHE - Current Board Policy/Recommended Policy – Section K

CURRENT POLICY**Policy KHE Political Campaign Materials Distribution/Staff Participation In Political Activities**

Issued 9/13

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

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

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

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

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

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

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

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

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

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

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

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

Adopted 6/7/82; Revised 1/27/92, 7/24/06, 9/23/13

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

Policy

POLITICAL CAMPAIGN MATERIALS DISTRIBUTION/STAFF PARTICIPATION IN POLITICAL ACTIVITIES

Code **KHE** Issued _____

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

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

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

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

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

No employee will, during school hours, on District-owned property or at a school-sponsored event, influence, or attempt to influence, any student, teacher, parent/legal guardian or other person to vote for or against any candidate for public office **or otherwise attempt to influence**

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

the outcome of an election or ballot measure. This prohibition will be interpreted to prohibit employees from engaging in any activity during regular school hours that indicates that an employee is using his/her position to further personal views on candidates for public office, or a political campaign **or a ballot measure.** ~~but~~ **Such limitations** will not prevent employees or other members of the public from wearing political buttons or other items espousing a particular candidate **or ballot measure** on District property after regular school hours. Employees and other members of the public are permitted to drive personal vehicles displaying political bumper stickers or similar sized magnets or decals onto District-owned property during and after regular school hours, but may not display large signs (signs that are not in, or affixed directly to, the vehicle) espousing for a particular candidate, political party or **ballot measure political-agenda.**

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

At no time will District owned copiers, printers, computers or any other machines or systems be used to espouse any candidate, political party or **ballot measure political-agenda.**

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

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

No school **program or** publication will advertise or accept for advertisement any material promoting **or opposing** any ~~political party, political-agenda or any~~ candidate for public office, **political party, or ballot measure.**

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

Employees may not use District equipment (including District e-mail), or District time, to send or forward communications that attempt to influence the outcome of an election or ballot measure. Specifically, employees who receive e-mails or other electronic communications on District equipment that attempt to influence the outcome of an election or ballot measure are prohibited from forwarding or further sending such communications.

Adopted 6/7/82; Revised 1/27/92, 7/24/06, 9/23/13, ___/15



MEMORANDUM

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

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

DATE: April 28, 2015

RE: May 4, 2015 Board Meeting, First Reading
Proposed Revisions to Policy IE – “Organization of Instruction”

The administration recommends the proposed revisions to Policy IE – “Organization of Instruction” proceed to Second Reading approval.

I will be available at the May 4, 2015 Board Meeting to answer any questions you may have.

Attachments:

Current Board Policy IE “Organization of Instruction”
Revised Draft Policy IE “Organization of Instruction”

ORGANIZATION OF INSTRUCTION

Code **IE** Issued **9/11**

Purpose: To establish the basic structure for instruction in the district.

The board of the School District of Lexington and Richland Counties is legally responsible for meeting the needs of persons of all ages for elementary and secondary education.

In establishing an educational structure to provide the required programs, the board chose an elementary (K through five), middle school (six through eight and seven through eight), a middle school (six only) and senior high school (nine through 12) form of organization.

The district will maintain a district career and technical education center that will serve students in high school interested in career and technical education courses beginning with the 2012-2013 school year.

The district also maintains an alternative school that serves students in grades six through 12.

The district provides preschool, child development and adult/community programs structured to meet the needs of the citizens of the district.

Adopted 8/1/73; Revised 11/16/81, 9/12/11

ORGANIZATION OF INSTRUCTION

Code **IE (DRAFT)**

Purpose: To establish the basic structure for instruction in the district.

The board of the School District of Lexington and Richland Counties is legally responsible for meeting the needs of persons of all ages for elementary and secondary education.

In establishing an educational structure to provide the required programs, the board ~~chose~~ chooses an elementary (~~K through five~~) (preK/K through four/five), intermediate (grade six or grades five and six), middle school (six through eight ~~and~~ or seven ~~through and~~ eight), ~~a middle school (six only)~~ and ~~senior~~ high school (nine through 12) form of organization.

The district will maintain a district career and technical education center that will serve students in high school interested in career and technical education courses beginning with the 2012-2013 school year.

The district also maintains an alternative school that serves students in grades six through 12.

The district provides preschool, child development and adult/community programs structured to meet the needs of the citizens of the district.

Adopted 8/1/73; Revised 11/16/81, 9/12/11



MEMORANDUM

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

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

DATE: April 28, 2015

RE: May 4, 2015 Board Meeting, Discussion Item
Textbook Adoption Recommendations

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 Cursive Handwriting Grades 2-5, Social Studies Grades 6 & 7, Economics Grades 9-12 and Agricultural Education textbook recommendations for School District Five to you for your approval.

ELA Coordinator, Dr. Robin Cox, Social Studies Coordinator, Melony Sanford, and Dr. Al Gates, Assistant Director of Career and Technical Education 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: Cursive Handwriting Grade level/Cluster: 2-5
Title: Zaner-Bloser Handwriting Author: Graham, et al.
Publisher: Zaner-Bloser Copyright Date: 2012

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Skill development is sequential and clearly defined, individual letters-to words-and words-to sentences.
- B. Format is user-friendly, consistent and logical.
- C. Ties in well with other disciplines (science and social studies).
- D. Text features are student-friendly and easy to follow.
- E. Text allows for a variety of teaching techniques and there are multiple opportunities for practice.

II. Content

- A. The text correlates to the standards and objectives and are clearly listed.
- B. The text includes assessments which are grade level appropriate and provide self-evaluations.
- C. A logical sequence is evident by stroke with good progression.
- D. Gender and diversity is evident.
- E. The text provides basic strokes including visual modeling for both right and left handed students.

III. Style

- A. The reading level is appropriate.
- B. Text is attractive in appearance and is durable.
- C. Meets student interests with colorful pages, including real-world photographs.
- D. Vocabulary is correlated to standards and subject area.
- E. Very detailed and reflective with step-by-step directions.

IV. Illustrations

- A. Pictorial representations are appropriate, as well as extending and enriching the content.
- B. The illustrations and photographs are colorful and engaging.
- C. Representation of ethnic and gender groupings are adequate and appropriate.
- D. Illustrations are on a variety of subjects.
- E. The illustrations often correlate to the stroke being taught.

V. Instructional Supplements

- A. There are plenty of practice activities and supplemental materials for diverse learners.
- B. There are "curriculum connections" for other subjects.
- C. Technological resources are provided.
- D. Quality teacher guide, handbooks, manuals and keys are easy to follow.
- E. Student assessments are authentic and an integral part of instruction.

Committee Chairperson Robin H. Cox

Date 4/21/15

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: 6th Grade Social Studies/Early Cultures to 1600 Grade level/Cluster: 6th
Title: Discovering Our Past: A History of the World Author: Spielvogel
Publisher: McGraw-Hill Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text correlates with other disciplines such as ELA, Math, and Science.
- B. The text adapts to a variety of teaching strategies and includes many activities and approaches to teaching. The Lexile level can be adjusted, and every lesson can be edited.
- C. Skill development is sequential and easily defined.
- D. There is a clear organizational format that is easy for students to follow and understand.
- E. There are clear table of contents, indexes, and appendixes that help to facilitate student learning.

II. Content

- A. The text correlates to all state 6th Grade Social Studies standards and indicators. The state standards are thoroughly covered.
- B. The content is current and accurate. The text is up to date, has a publication date of 2014, and is aligned to the state standards.
- C. The text facilitates the evaluation of student progress by including progress check questions, lesson review questions, and chapter review questions.
- D. The text is suitable for 6th grade students and will address needs of all students at all levels.
- E. The text follows a logical sequence and includes a time line format to assist students.

III. Style

- A. The reading level is appropriate for 6th grade students. The reading level can also be adjusted as needed by teachers to differentiate for students.
- B. The text is attractive in appearance and has a durable binding. There are engaging and colorful images.
- C. There are a variety of activities for all levels of students.

- D. There is academic vocabulary included in the text that is in bold. The reading level may be adjusted online in order to differentiate reading levels for students.
- E. Student directions are concise and easy to understand.

IV. Illustrations

- A. The pictorial representations are colorful and attractive. The images included are properly labeled and easily interpreted.
- B. The pictorial representations extend and enrich the content.
- C. The pictorial material is abundant and easy to read.
- D. There are additional resources provided for additional reading such as document based questions in the text.
- E. Ethnic groups are represented appropriately.

V. Instructional Supplements

- A. There are plentiful practice exercises and application activities found in the text and online.
- B. Activities for student needs and abilities are appropriate. There are numerous activities provided to teachers to assist in differentiating for students.
- C. There are quality handbooks and manuals provided for students and teachers. All keys are included for teachers.
- D. Materials and activities for subject area correlation are provided such as document based questions which correlate to ELA.
- E. There is an abundance of technological resources provided for students and teachers.

Committee Chairperson Melony Donato

Date 4.21.15

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: 7th Grade Social Studies/ Contemporary Cultures 1600-Present Grade level/Cluster: 7th

Title: Contemporary Cultures 1600-Present Author: Spielvogel

Publisher: McGraw-Hill Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text correlates with other disciplines.
- B. The text adapts to a variety of teaching strategies and includes a wide array of teaching resources for differentiation.
- C. Skill development is sequential and easily defined. The text is laid out in chronological order.
- D. There is a clear organizational structure framed with essential questions at the start of each chapter that mimic the state standards and indicators.
- E. The table of contents, indexes, and appendixes are clearly organized and help to facilitate learning.

II. Content

- A. The text correlates to all state 7th Grade Social Studies standards and indicators. The standards are also included at the beginning of each lesson.
- B. The content is current and accurate. The text is up to date, has a publication date of 2014, and is aligned to the state standards.
- C. The text facilitates the evaluation of student progress by including progress checks throughout the reading and assessments at the each of each chapter.
- D. The text is suitable for 7th grade students and includes an appropriate reading level.
- E. The text follows a logical chronological sequence which also follows the state standards.

III. Style

- A. The reading level is appropriate for 7th grade students. The reading level can also be adjusted as needed.
- B. The text is attractive in appearance and has a durable binding. There is a single column text which is less distracting for readers.

- C. The activities included in the text allow for differentiated engagements.
- D. There is academic vocabulary included in the text that is in bold. The sentence structure and paragraphs are also easy to follow.
- E. Student directions are clear and easy to understand.

IV. Illustrations

- A. The pictorial representations are colorful and attractive. The captions help explain the images, and there are keys included on maps.
- B. The pictorial representations extend and enrich the content and encourage critical thinking by including questions.
- C. There are numerous maps and charts that are easy to read and current.
- D. There are additional resources provided online in the Networks section that provide suggestions for additional reading.
- E. Ethnic groups are adequately represented.

V. Instructional Supplements

- A. There are extensive practice activities included in the text and additional activities can be found online.
- B. Activities for student needs and abilities are appropriate. Teachers can assign specific tasks for individual students online to allow for differentiation.
- C. There are quality handbooks and manuals. All keys are included for teachers.
- D. Materials and activities for subject area correlation are provided such as primary source readings which correlate to ELA and maps which correlate to Geography.
- E. Technological resources are provided that include critical thinking questions, bell ringers, and additional activities that can be edited.

Committee Chairperson Melony Soper

Date 4.21.15

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Economics Grade level/Cluster: 12th Grade
Title: Understanding Economics Author: Clayton
Publisher: McGraw-Hill Copyright Date: 2016

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text correlates with Math, Science, and other Social Studies courses.
- B. The text is adaptable to individual needs through adjustable reading levels.
- C. Skill development is sequential and easily defined. In the text, previous chapters scaffold content in later chapters.
- D. The format is easy to follow and consistent throughout the text. For example, essential questions are found in the same location for each chapter.
- E. The table of contents, indexes, and appendixes facilitate learning and are easy to follow.

II. Content

- A. The text correlates to all state Economics standards and indicators.
- B. The content is current and accurate. The text is up to date and has a publication date of 2016.
- C. The text facilitates the evaluation of student progress by including lesson reviews in the textbook and in the online resources.
- D. The text is suitable for high school students and can be adapted for varying reading levels.
- E. The text includes a logical sequence for the Economics lessons. The chapters scaffold learning in future lessons.

III. Style

- A. The reading level is appropriate for high school students. A great strength of the text is the capability to adjust the reading levels for various groups of students.
- B. The text is attractive in appearance and has a durable binding. The layout is easy to read, and the font size is appropriate for high school students.
- C. The activities included in the text provide a wide variety of activities that can be modified for individual student abilities.

- D. There is academic and content vocabulary included in the text. The sentence structure and paragraphs are also appropriate for high school students.
- E. The directions in the text are clear and understandable to students consistently throughout the text.

IV. Illustrations

- A. The pictorial representations include numerous charts, diagrams, and maps that are all up to date.
- B. The pictorial representations extend and enrich the content and can lead to more in depth class discussions.
- C. There are charts, diagrams, and maps that are easy to read included throughout the text.
- D. There are numerous suggestions for additional reading and critical thinking resources provided.
- E. The representation of gender, ethnic groupings, and multi-cultural portrayals are both adequate and appropriate.

V. Instructional Supplements

- A. The practice activities are interactive and adaptive.
- B. Activities for student needs and abilities are appropriate in the textbook and the corresponding online resources for teachers and students.
- C. There are quality manuals and resources available for students and teachers.
- D. Materials and activities for subject area correlation are provided such as additional reading activities with critical thinking exercises included.
- E. Technological resources are provided such as an E-book edition, question banks, and varying reading levels.

Committee Chairperson Meloy Duffo

Date 4.21.15

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Agricultural Science & Technology Grade level/Cluster: 9-11

Title: Agriscience Fundamentals and Applications Author: Burton, L. D.

Publisher: Cengage Learning Copyright Date: 2010

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
John Asbill (Animal Science Teacher)
Jessica Jones (Animal Science Teacher)
Kevin Sox (Agricultural Science Teacher)
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: Agricultural Mechanics

Grade level/Cluster: 9-11

Title: Agricultural Mechanics: Fundamentals & Applications Author: Herron

Publisher: Cengage Learning

Copyright Date: 2010

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text provides with other content areas, especially math and science.
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Sub-Committee Chairperson Date 4/21/14
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Jessica Jones (Animal Science Teacher)
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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: Animal Science

Grade level/Cluster: 9 - 12

Title: Modern Livestock and Poultry Production Author: Frank B. Flanders, James R. Gillespie

Publisher: Cengage Learning

Copyright Date: 2010

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

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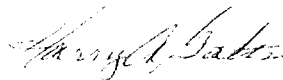
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Adopted 4/28/86; Revised 1/28/2013

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Biosystems 1 and 2

Grade level/Cluster: 10-11

Title: Introduction to Biotechnology: An Agricultural Revolution Author: Herron

Publisher: Cengage Learning

Copyright Date: 2013

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Equine Science

Grade level/Cluster: 10-12

Title: Equine Science

Author: Rick Parker

Publisher: Cengage Learning

Copyright Date: 2008

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I. Organization

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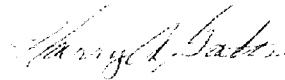
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Adopted 4/28/86; Revised 1/28/2013

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Introduction to Veterinary Science Grade level/Cluster: 11-12

Title: Veterinary Assisting: Fundamentals & Applications Author: Van Horn, B. & Clark, R.

Publisher: Cengage Learning Copyright Date: 2011

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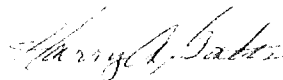
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Adopted 4/28/86; Revised 1/28/2013

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Small Animal Care

Grade level/Cluster: 10-12

Title: Small Animal Care and Management

Author: Warren, Dean

Publisher: Cengage Learning

Copyright Date: 2010

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I. Organization

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Environmental & Natural Resource Management Grade level/Cluster: 11-12

Title: Managing Our Natural Resources Author: William G. Camp

Publisher: Cengage Learning

Copyright Date: 2009

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Forestry

Grade level/Cluster: 11-12

Title: Introduction to Forestry Science

Author: L. Devere Burton

Publisher: Cengage Learning

Copyright Date: 2013

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Wildlife Management

Grade level/Cluster: 11-12

Title: Wildlife & Natural Resources Management Author: Kevin Deal

Publisher: Cengage Learning

Copyright Date: 2011

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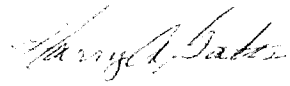
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Adopted 4/28/86; Revised 1/28/2013

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Aquaculture

Grade level/Cluster: 11-12

Title: Aquaculture Science

Author: Rick Parker

Publisher: Cengage Learning

Copyright Date: 2012

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



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

From: A. Len Richardson 
Chief Finance Officer

Date: May 4, 2015

Re: Board Meeting – May 4, 2015
Discussion Reading - Proposed 2015-2016 General Fund Budget

The proposed FY 2015-2016 General Fund Budget will be presented.

ALR:tl

Attachment