



**AGENDA  
BOARD OF TRUSTEES  
REGULAR MEETING  
THE CENTER FOR ADVANCED TECHNICAL STUDIES  
JULY 13, 2015**

1. Call to order at 6:00 p.m.
2. Enter executive session to consider the following:
  - a. Selected employment items (Exhibit A)
  - b. Contractual matter: regarding purchase of property (Exhibit A-1)
  - c. Contractual matter: regarding audit services for FY 2014-2015 (Exhibit A-2)
3. Call to order at 7:00 p.m.
4. Welcoming remarks
5. Invocation – Beth Hutchison
6. Pledge of Allegiance –Ellen Baumgardner
7. School Board Spotlight
8. Approval of the agenda
9. Approval of the minutes of the June 22, 2015 board meeting
10. Superintendent's Report
  - a. Office of Design and Construction
    1. Monthly Update (Exhibit B)
11. Public participation\*

### **ACTION AGENDA**

12. Items considered in executive session
13. First Reading of proposed revisions to board policy JHCB-R "Released Time for Religious Instruction" (Exhibit C)
14. First Reading of proposed revisions to board policy JICJ "Cell Phones/Communication Devices" (Exhibit D)
15. Approval of Textbook Adoptions (Exhibit E)

### **DISCUSSION AGENDA**

16. Textbook Adoptions (Exhibit F)
17. Adjourn

### **FOR YOUR INFORMATION**

18. The next regular school board meeting will be August 10, 2015 at The Center for Advanced Technical Studies.

\*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/ June 22, 2015

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

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  
Mr. Michael Harris, Chief Student Services Officer  
Dr. Allison Jacques, Chief Human Resources Officer  
Dr. Christina Melton, Chief Instructional Officer  
Mr. Keith McAlister, Director of Design and Construction  
Mr. Len Richardson, Chief Finance Officer

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

The Invocation was given by Larry Haltiwanger. The Pledge of Allegiance was led by Matthew Bonnette, Bioengineering Systems student.

The Board conducted the School Board Spotlight.

Dr. Couch gave a welcome and brief overview of The Center for Advanced Technical Studies.

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

During the public participation, Michael Bloom, Kim Murphy and Don Carlson spoke regarding taxes.

Mr. Harris presented proposed revisions to board policy JHCB-R "Released Time for Religious Instruction" (Exhibit F) and proposed revisions to board policy JICJ "Cell Phones/Communication Devices" (Exhibit G).

Dr. Melton presented Textbook Adoptions (Exhibit H).

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

SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES

Meeting of June 22, 2015

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | B<br>A<br>U<br>M<br>G<br>A<br>R<br>D<br>N<br>E<br>R | G<br>A<br>N<br>T<br>T | H<br>A<br>L<br>T<br>I<br>W<br>A<br>N<br>G<br>E<br>R | H<br>A<br>M<br>M<br>O<br>N<br>D | H<br>U<br>T<br>C<br>H<br>I<br>S<br>S<br>O<br>N | L<br>O<br>V<br>E<br>L<br>E<br>S<br>S | W<br>H<br>I<br>T<br>E |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------|-----------------------------------------------------|---------------------------------|------------------------------------------------|--------------------------------------|-----------------------|
| 1. M. Baumgardner S. Loveless<br><br>Enter executive session to consider the following: a) selected employment items (Exhibit A); and b) contractual matters: regarding construction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | X                                                   | A                     | X                                                   | X                               | X                                              | X                                    | A                     |
| 2. M. Baumgardner S. Hammond<br><br>Approve the agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | X                                                   | X                     | X                                                   | X                               | X                                              | X                                    | X                     |
| 3. M. Baumgardner S. Haltiwanger<br><br>Approve the minutes of the June 8, 2015 board meeting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | X                                                   | X                     | X                                                   | X                               | AB                                             | X                                    | X                     |
| 4. M. Baumgardner S. Loveless<br><br>Approve the selected employment items (Exhibit A)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | X                                                   | X                     | X                                                   | X                               | X                                              | X                                    | X                     |
| 5. M. Gantt S. White<br><br>Approve second reading of the 2015-2016 general fund budget in the amount of \$166,451,021. This proposal includes a 15.7 mill increase, which includes the current millage cap and catch up as allowed by SC Code of Laws Section 6-1-320(A)(2) (Exhibit D)<br><br>M. Hammond S. Loveless<br><br>Amend that we fully fund the proposed budget of \$166,451,021 but with a 6.4 mill increase instead of a 15.7 mill increase and to fund the remaining amount needed with a portion of the 32 million in fund balance, with the understanding that no more cuts be made that directly impact the classroom. Also I want to include a method to generate revenue to offset the 10% supply cut as proposed by the original motion. I move that all board members agree to donate a portion of thier 2013 salary increase back to a teacher supply fund that is available through the D5 Education Foundation. The amount donated will be determined by each individual board member. | No                                                  | No                    | No                                                  | X                               | No                                             | No                                   | No                    |

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SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES

Meeting of June 22, 2015

|                                                                                                                                                                                                                                                                                                                                                                                                                     | B<br>A<br>U<br>M<br>G<br>A<br>R<br>D<br>N<br>E<br>R | G<br>A<br>N<br>T<br>T | H<br>A<br>L<br>T<br>I<br>W<br>A<br>N<br>G<br>E<br>R | H<br>A<br>M<br>M<br>O<br>N<br>D | H<br>U<br>T<br>C<br>H<br>I<br>S<br>O<br>N | L<br>O<br>V<br>E<br>L<br>E<br>S<br>S | W<br>H<br>I<br>T<br>E |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------|-----------------------------------------------------|---------------------------------|-------------------------------------------|--------------------------------------|-----------------------|
| M. Loveless                      S. Hammond                                                                                                                                                                                                                                                                                                                                                                         | No                                                  | No                    | No                                                  | X                               | No                                        | X                                    | No                    |
| Amend to add to the existing millage 9.3 mills which will result in a proposed budget increase of \$2,203,412 (Two million two hundred three thousand four hundred twelve dollars). Any shortfall from the second reading proposed budget dated June 8, 2015 projected revenue fiscal year 2015-2016 can be reconciled from Fund Balance or through efficiencies of operations, not to effect teachers or classroom |                                                     |                       |                                                     |                                 |                                           |                                      |                       |
| Vote on original motion                                                                                                                                                                                                                                                                                                                                                                                             | X                                                   | X                     | X                                                   | No                              | X                                         | No                                   | X                     |
| 6. M. Gantt                      S. Baumgardner                                                                                                                                                                                                                                                                                                                                                                     | X                                                   | X                     | X                                                   | X                               | X                                         | X                                    | X                     |
| Approve the Continuing Resolution for Operating Budget (Exhibit E)                                                                                                                                                                                                                                                                                                                                                  |                                                     |                       |                                                     |                                 |                                           |                                      |                       |
| 7. M. Baumgardner                      S. Hammond                                                                                                                                                                                                                                                                                                                                                                   | X                                                   | X                     | X                                                   | X                               | X                                         | X                                    | X                     |
| Adjourn at 9:21 p.m.                                                                                                                                                                                                                                                                                                                                                                                                |                                                     |                       |                                                     |                                 |                                           |                                      |                       |

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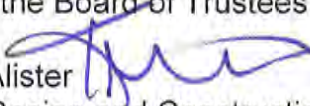




**MEMORANDUM**

July 13, 2015

To: Members of the Board of Trustees

From: Keith McAlister   
Director, Design and Construction

Re: Monthly Update

**ADMINISTRATION CONSIDERATION**

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

**RECOMMENDATION**

Information is received for review.

**ATTACHMENT**

Exhibit.



# **District Five of Lexington & Richland Counties Construction Update 13 July 2015**

# le School

|                                          |                        |
|------------------------------------------|------------------------|
| Project Manager:                         | Barry Evans            |
| Completion:                              | August 2015            |
| Architectural Firm:                      | Quackenbush Architects |
| Site Contractor:                         | L-J, Inc.              |
| Building Contractor:                     | EDCON, Inc.            |
| Construction Budget (Incl. Contingency): | \$22,073,458.00        |
| Committed Const. Cost:                   | \$20,755,000.00        |

## Project Description:

Construct a new middle school adjacent to Spring Hill High School to include building and site work. The building will have a core capacity of 1000 students with an initial startup of 700 students in two grades.

## Status:

- Stone veneer is approximately 99% complete.
- Gym sub floor is installed.
- Windows and frames are progressing towards completion.
- Interior handrails are being installed.
- Concrete curbs are approximately 95% complete.
- Plumbing fixtures are approximately 80% complete.
- Ceiling tile installation is projected to start July 8<sup>th</sup>.
- 2<sup>nd</sup> OSF Overhead Inspection will be July 10<sup>th</sup>.

## Achievements/Key Issues:

- Ceiling grid is complete.
- Food Service equipment is in place.
- Folding partition at stage is installed.
- Finish interior handrails are being installed.

## Schedule/Budget Issues:

- Every effort is being made towards an August occupancy.
- Weather impact approximately 45 days.

# Chapin Middle School



Front Aerial View



Side Aerial View from  
High School

# Chapin Middle School



Folding Partition at Stage



Science Lab

# Chapin Middle School



Gym Sub Floor



Food Service Equipment

# Chapin Middle School



Concrete Drive Behind Building



New Curb at Parent  
Drop-Off





**MEMORANDUM**

TO: Members of the Board of Trustees

THRU: Stephen Hefner, Ed.D., Superintendent

FROM: Michael R. Harris  
Chief Student Services Officer 

DATE: July 7, 2015

RE: July 13, 2015 Board Meeting, First Reading.  
Proposed Revision to Board Policy JHCB-R "Released Time For Religious Instruction"

The administration recommends the proposed revision to Policy JHCB-R "Released Time For Religious Instruction" proceed to Second Reading approval.

Attachments:

Current Board Policy JHCB-R "Released Time For Religious Instruction"  
Revised Draft Policy JHCB-R "Released Time For Religious Instruction"

## RELEASED TIME FOR RELIGIOUS INSTRUCTION

Code **JHCB-R**

The following regulations and guidelines apply to released time for religious instruction programs.

### **School and students**

Students in intermediate school (grade six), middle school (grades six through eight) and high school (grades nine through twelve) may be excused for religious instruction only upon receipt of a written request from a parent/legal guardian.

Dates and times that students may be absent for religious instruction will be set by district officials. Released time for religious instruction will occur only during elective or non-instructional time.

The district will not use public funds to promote, discourage or support religious instruction. District faculty and staff may not influence participation in the released time program through discouragement, encouragement, coercion or other means. No religious instruction will take place on any district-owned property.

### **Religious instruction**

Religious instruction must be under the sponsorship of a recognized church or other religious organization. The church or religious organization must obtain written approval from the district prior to the beginning of religious instruction.

A written application must be submitted by the church or religious organization to the district on an annual basis. The application must include the following.

- name of church or other religious organization
- anticipated starting and ending dates for the program
- vacation dates
- address of the program site
- requested grade levels for religious instruction
- name(s) of school from which students will be drawn
- statement assuring that the church or religious organization will state on any correspondence that the program is sponsored solely by the church or religious organization and not by the district
- statement assuring that the church or religious organization will assume the full financial responsibility for all aspects of the program, including transportation
- statement assuring that the church or religious organization is solely responsible for the supervision and security of students from the time of release to the time of return to district schools

## **PAGE 2 - JHCB-R - RELEASED TIME FOR RELIGIOUS INSTRUCTION**

- statement that the church or religious organization will provide proof of liability insurance coverage to include supervision, safety and transportation of students to and from the program, including all times students are not on school property and that the church or religious organization will indemnify and hold harmless the district, its officials and employees from any and all liability arising from any aspect of the operation of the released time program
- name and phone number and signature of contact person

Applications must be received by the superintendent or his/her designee at least two months prior to the requested starting date.

Once an application is approved by the district, students who plan to participate will register for the course. A copy of the registration, along with a signed parental request form, will be filed in the appropriate school office.

A list of those students who attend released time instruction will be forwarded to the school principal daily.

No individual connected with any religious organization will be permitted to influence (promote or discourage) student participation by directly contacting students on school grounds or by involving students in the released time program in recruiting other students.

Safe passage from the school to the released time program site and back to the school will be the responsibility of the organization sponsoring the released time classes. The district assumes no responsibility or liability for such transportation.

The time and place where students are to be released and returned must be followed by all churches and other religious organizations participating in the program in order to ensure the district's instructional programs are not disrupted.

The district reserves the right to deny approval to any program which is not consistent with the requirements outlined in this policy and administrative rule. The district further reserves the right to withdraw approval for any program which fails to operate consistently with the requirements outlined in this policy and administrative rule.

Issued 1/12/04; Revised 5/23/11

## CURRENT POLICY

**AR JHCB-R Released Time For Religious Instruction**

Issued 5/11

The following regulations and guidelines apply to released time for religious instruction programs.

**School and students**

Middle and high school students may be excused for religious instruction only upon receipt of a written request from a parent/legal guardian.

Dates and times that students may be absent for religious instruction will be set by district officials. Released time for religious instruction will occur only during elective or non-instructional time.

The district will not use public funds to promote, discourage or support religious instruction. District faculty and staff may not influence participation in the released time program through discouragement, encouragement, coercion or other means. No religious instruction will take place on any district-owned property.

**Religious instruction**

Religious instruction must be under the sponsorship of a recognized church or other religious organization. The church or religious organization must obtain written approval from the district prior to the beginning of religious instruction.

A written application must be submitted by the church or religious organization to the district on an annual basis. The application must include the following.

- name of church or other religious organization
- anticipated starting and ending dates for the program
- vacation dates
- address of the program site
- requested grade levels for religious instruction
- name(s) of school from which students will be drawn
- statement assuring that the church or religious organization will state on any correspondence that the program is sponsored solely by the church or religious organization and not by the district
- statement assuring that the church or religious organization will assume the full financial responsibility for all aspects of the program, including transportation
- statement assuring that the church or religious organization is solely responsible for the supervision and security of students from the time of release to the time of return to district schools
- statement that the church or religious organization will provide proof of liability insurance coverage to include supervision, safety and transportation of students to and from the program, including all times students are not on school property and that the church or religious organization will indemnify and hold harmless the district, its officials and employees from any and all liability arising from any aspect of the operation of the released time program
- name, phone number and signature of contact person

Applications must be received by the superintendent or his/her designee at least two months prior to the requested starting date.

Once an application is approved by the district, students who plan to participate will register for the course. A copy of the registration, along with a signed parental request form, will be filed in the appropriate school office.

A list of those students who attend released time instruction will be forwarded to the school principal daily.

No individual connected with any religious organization will be permitted to influence (promote or discourage) student participation by directly contacting students on school grounds or by involving students in the released time program in recruiting other students.

Safe passage from the school to the released time program site and back to the school will be the responsibility of the organization sponsoring the released time classes. The district assumes no responsibility or liability for such transportation.

The time and place where students are to be released and returned must be followed by all churches and other religious organizations participating in the program in order to ensure the district's instructional programs are not disrupted.

The district reserves the right to deny approval to any program which is not consistent with the requirements outlined in this policy and administrative rule. The district further reserves the right to withdraw approval for any program which fails to operate consistently with the requirements outlined in this policy and administrative rule.

Issued 1/12/04; Revised 5/23/11





**MEMORANDUM**

TO: Members of the Board of Trustees

THRU: Stephen Hefner, Ed.D., Superintendent

FROM: Michael R. Harris   
Chief Student Services Officer

DATE: July 7, 2015

RE: July 13, 2015 Board Meeting, First Reading.  
Proposed Revisions to Board Policy JICJ "Cell Phones / Communication Devices"

The administration recommends the proposed revisions to Policy JICJ – "Cell Phones / Communication Devices" proceed to Second Reading approval.

Attachments:

Current Board Policy JICJ "Cell Phones / Communication Devices"

Revised Draft Policy JICJ "Cell Phones / Communication Devices and Network Access"

## Recommended Policy

### **CELL PHONES / COMMUNICATION DEVICES and Network Access**

Code **JICJ**

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

#### Cell Phones / Communication Devices

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.

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.

### 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:

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

### Network Access

The school district provides filtered networks for employee and student use. These networks provide the most secure and safe access to the internet possible. Students may only use school district provided networks while on school property. Students are prohibited from bringing mobile "hot spots" on school property and prohibited from accessing any outside networks.

Students who use any non-district network while on school property are subject to disciplinary action in accordance to the Student Behavior Code Handbook (See Policy JICDA – Code of Conduct).

Adopted 11/11/02^ Revised 7/25/05^ 6/13/11

### Legal References:

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

Section 59-63-280 – Possession of paging devices by public school students; mobile telephones included; adoption of policies.

## CURRENT POLICY

**Policy JICJ Cell Phones/Communication Devices**

Issued 6/11

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 WCDs to take pictures or record video/audio in locker rooms, bathrooms, or on school buses or other district vehicles. The use of WCDs 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 WCDs 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 WCDs to receive such information.

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/legal 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/legal 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 with 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/legal 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/legal guardians during the school day with permission of the administration.

### **Elementary school**

Students may possess WCDs in school, on school property, during after-school activities (e.g. extracurricular 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. (The start and end of school will be denoted by the start and end bell.)

### **Middle school**

Students may possess WCDs in school, on school property, during after-school activities (e.g. extracurricular 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. (The start and end of school will be denoted by the start and end bell.)

### **High school**

Students may use WCDs 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**

- first offense - warning/return WCD to parent/legal guardian
- second offense - school consequence/return WCD to parent/legal guardian
- third offense - school consequence/return WCD to parent/legal guardian
- fourth offense-confiscate WCD through end of the semester

Adopted 11/11/02; Revised 7/25/05, 6/13/11

Legal references:

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

Section 59-63-280 - Possession of paging devices by public school students; mobile telephones included; adoption of policies.





**MEMORANDUM**

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

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

DATE: June 24, 2015

RE: July 13, 2015 Board Meeting, Approval 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 following textbook recommendations for School District Five to you for your approval:

- Business Law
- Game Design and Development
- Google Applications
- Health Science 1
- Health Science 2
- Marketing
- Sports and Entertainment Marketing
- Sports Nutrition

Dr. James Couch, Director of Career and Technical Education and/or 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: **Business Law (504400CW)**

Grade level/Cluster: **9-12**

Title: **Law for Business and Personal Use**

Author: **John Adamson, Amanda Morrison**

Publisher: **Cengage Learning**

Copyright Date: **2012**

**ISBN-10: 0538496908 | ISBN-13: 9780538496902**

**I. Organization**

The text is organized in a logical manner with short, easy to follow lessons allowing the instructor to adjust pacing as necessary. Each section includes a short review and each chapter has a detailed review to assist students in assessing his/her knowledge of the content. The table of contents, index, and appendix are user friendly.

**II. Content**

The text includes units on (1) Law, justice, and you (2) Contract law (3) The law of sales (4) Property law (5). Agency and employment law (6) Legal forms of business operation (7) Borrowing money and paying bills. These units correlate with the SC Academic Standards for Business Law. The text is visually appealing and presented in a manner that students will find appealing. The textbook and resources include multiple resources for both formative and summative assessment. The textbook includes connections to economics and cybersecurity.

**III. Style**

This is a college-level text. The reading level is appropriate for high school juniors. The book includes many graphics including charts and tables. Vocabulary is appropriate for the content and level of the course.

**IV. Illustrations**

Illustrations (pictures, graphs, tables, charts) enrich the content and are presented in a manner that is appealing to students. The illustrations can easily be used as the focus of instruction or assessment.

**V. Instructional Supplements**

Instructor supplements include *Examview* for test preparation, an Instructor CD with resources including presentations, project ideas, remedial assistance in reading and mathematics, and correlations with math, science, and social sciences.

Student supplements include access to an on-line e-book and a study guide.

Sub-Committee Chairperson    Date 5/26/15  
William Robinson (DFHS)  
Joseph Cunningham (IHS)  
Carolyn Diaz (IHS)  
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: Game Design and Development  
Title: Introduction to Video Game Design  
Publisher: Goodheart-Wilcox  
ISBN: 978-1-60525-468-5

Grade level/Cluster: 9-12  
Author: D. Michael Ploor  
Copyright Date: 2012

**I. Organization**

The text is designed to be interactive. The teacher acts primarily as a facilitator as the student works through activities to design different types of games. The text requires students to follow step-by-step directions to design computer games.

**II. Content**

The text is correlated with the SC Game Design and Development standards. Activities gradually increase in complexity and require students to use previously developed skills. The text includes correlations with STEM concepts.

**III. Style**

The text has a Lexile of 1020, which is appropriate for grades 9-10. The text is written in a work-book format with a short reading passage followed by game-programming activities. Each lesson includes review questions and activities. As each lesson progresses, the level of difficulty increases. Each lesson ends with short evaluation activities.

**IV. Illustrations**

The text includes screen shots of what the student will see on the computer as programming progresses. There are no other illustrations.

**V. Instructional Supplements**

The text includes access to Game Maker software.

Sub-Committee Chairperson    Date 5/26/15  
Diana Penning (SHHS)  
Sherry Stone (SHHS)  
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: Google Applications  
Title: Using Google Apps  
Publisher: Goodheart-Wilcox  
ISBN: 978-1-61960-297-7

Grade level/Cluster: 9-12  
Author: **Meghen Ehrich and Monica Kinney**  
Copyright Date: 2014

**I. Organization**

Text provides students and instructors opportunities to incorporate web-based software applications into daily computer use. Students learn the skills needed to be productive and efficient in their use of Google apps.

**II. Content**

Text instructs students in use of Google Mail, Google Hangouts, Google Calendar, Google Groups, Drive Apps, Google Sites, and other Google Tools including photos, maps, Chrome, Google Search, and others.

**III. Style**

Each chapter is divided into short lessons teaching a specific skill with opportunities to practice each skill. The chapter ends with a brief review of concepts and exercises that require students to demonstrate mastery of skills.

**IV. Illustrations**

Illustrations in the text are screen shots demonstrating the steps in using Google Apps.

**V. Instructional Supplements**

Textbook adoption includes access to an interactive website and a mobile applications website.

\*Sherry Stone and Carolyn Diaz served as reviewers for this text.

Sub-Committee Chairperson    Date 5/26/15  
Sherry Stone (SHHS)  
Carolyn Diaz (IHS)  
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: Health Science 1(555000CD)  
Title: Health Center 21  
Publisher: Applied Educational Systems, Inc

Grade level/Cluster: 9-12  
Author: <http://www.aeseducation.com/healthcenter21/>  
Copyright Date: 2015

**I. Organization**

HealthCenter21 is a library of health science curriculum and allied health resources containing more than 1,700 multimedia lessons, quizzes, and projects designed to engage students and lead to certification.

**II. Content**

Content is presented in a manner that allows the teacher to use a variety of instructional methods including direct instruction, small groups, and individual instruction. This is an interactive program that reads content to the student and provides video support. Content is correlated with SC OCTE standards for HS1 and HS2.

**III. Style**

This is an interactive software program that provides developed plans as well as the ability to customize plans. Students can access the program anywhere an internet connection is available. Lessons are in a format that allows students to progress individually and review as necessary. Each unit has review activities for students. The software also provides a learning management system that allows teachers and students to interact around formative and summative assessments.

**IV. Illustrations**

There are multiple illustrations, videos, charts, graphs, tables, etc. The software is highly interactive and utilizes resources that are not available in text format. This is similar to software that would be used in a 2 year and 4 year nursing program.

**V. Instructional Supplements**

The software provides the teacher to modify and adapt lessons to more closely match the needs of students (acceleration or remediation.) The software provides ready-made assessments as well as the ability to design assessments.

\*This software has been purchased in the past using CTE state and federal funds.

Sub-Committee Chairperson    Date 5/26/15  
Robert Wagner (DFHS)  
Abby Reid (IHS)  
Cheryl Whitfield (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: Health Science 2(555100CD)

Grade level/Cluster: 9-12

Title: Health Center 21

Author: <http://www.aeseducation.com/healthcenter21/>

Publisher: Applied Educational Systems, Inc

Copyright Date: 2015

This is the same software package adopted for Health Science 1.

### I. Organization

HealthCenter21 is a library of health science curriculum and allied health resources containing more than 1,700 multimedia lessons, quizzes, and projects designed to engage students and lead to certification.

### II. Content

Content is presented in a manner that allows the teacher to use a variety of instructional methods including direct instruction, small groups, and individual instruction. This is an interactive program that reads content to the student and provides video support. Content is correlated with SC OCTE standards for HS1 and HS2.

### III. Style

This is an interactive software program that provides developed plans as well as the ability to customize plans. Students can access the program anywhere an internet connection is available. Lessons are in a format that allows students to progress individually and review as necessary. Each unit has review activities for students. The software also provides a learning management system that allows teachers and students to interact around formative and summative assessments.

### IV. Illustrations

There are multiple illustrations, videos, charts, graphs, tables, etc. The software is highly interactive and utilizes resources that are not available in text format. This is similar to software that would be used in a 2 year and 4 year nursing program.

### V. Instructional Supplements

The software provides the teacher to modify and adapt lessons to more closely match the needs of students (acceleration or remediation.) The software provides ready-made assessments as well as the ability to design assessments.

\*This software has been purchased in the past using CTE state and federal funds.

Sub-Committee Chairperson    Date 5/26/15  
Robert Wagner (DFHS)  
Abby Reid (IHS)  
Cheryl Whitfield (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: Marketing (542100CW)  
Title: Marketing Dynamics  
Publisher: Goodheart-Wilcox  
ISBN: 978-1-61960-343-1

Grade level/Cluster: 9-12  
Author: Brenda Clark, Cynthia Gendall Basteri, Chris Gassen, Michelle Walker  
Copyright Date: 2014

**I. Organization**

The text provides a well-rounded introduction to the four Ps—product, price, place, and promotion and essential topics, such as marketing research and target market identification. Each chapter is divided into short lessons with a review following each lesson and a comprehensive review at the end of the chapter.

**II. Content**

College and career readiness activities covering writing, speaking, and listening are incorporated. Related activities provide students an opportunity to create a personal portfolio for use when exploring volunteer, education and training, or career opportunities. Career Ready Practices are also included as well as correlations to DECA competition standards and the A•S•K Institute's Fundamental Marketing Concepts certification exam.

**III. Style**

This text is similar to texts used in marketing programs at 2 and 4 year institutions. The reading level is appropriate for grades 11 and 12. Vocabulary is subject specific with emphasis on development of an understanding of the inter-related concepts in marketing science and marketing careers.

**IV. Illustrations**

The text contains numerous illustrations including pictures, charts, tables, graphs, and diagrams. Graphic representations of concepts are used to explain marketing concepts.

**V. Instructional Supplements**

Supplements include teacher aids (presentations, testbanks) as well as student aids including an interactive web site, a mobile website, and access to an e-book (pdf.)

Sub-Committee Chairperson    Date 5/26/15  
Adam Speight(CHS)  
Joseph Cunningham (IHS)  
Angela Dunlap (IHS)  
Norma Brown (SHHS)  
Carolyn Diaz (IHS)  
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: **Sports & Entertainment Marketing**  
**Course Code 5425**

Grade level/Cluster: **9-12**

Title: **Sports & Entertainment Marketing**

Author: **Ken Kaser; Dotty B. Oelkers**

Publisher: **Cengage Learning**

Copyright Date: **2008**

**ISBN-10: 0538445157 | ISBN-13: 9780538445153**

**I. Organization**

The text is organized into 15 chapters with each chapter divided into several sections. Each section opens with a brief introduction and focus questions. Each section concludes with a brief review and the chapter closes with a comprehensive review.

**II. Content**

The text correlates with the SCOC TE standards for SEM and provides correlations with other business education courses, especially marketing and finance. The section and chapter reviews provide opportunities for students to self-assess before formative and summative teacher evaluations. The text provides excellent explanations of expendable income and the importance of entertainment in society.

**III. Style**

The text includes projects that provide students the opportunity to become involved in S&E Marketing. Projects are designed to have students interact in different entertainment venues and situations. Reading level is appropriate for grades 9 – 12.

**IV. Illustrations**

The text includes representations of various ethnic groups and both genders in sports and entertainment activities. Charts, tables, and graphs are included to a limited degree.

**V. Instructional Supplements**

Supplements include a test bank, presentations for teachers, an interactive website, and a online pdf copy of the text.

Sub-Committee Chairperson    Date 5/26/15  
Dr. Kaaren Hampton(IHS)  
Carolyn Diaz (IHS)  
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: **Sports Nutrition**

Grade level/Cluster: **9-12**

Title: **Nutrition and Wellness for Life**

Author: **Dorothy F. West, Ph. D.**

Publisher: **Goodheart-Wilcox**

Copyright Date: **2012**

ISBN: **978-1-60525-446-3**

**I. Organization**

Text stresses the importance of healthful eating and physical activity while exploring how decisions affect wellness at various stages of life. Students learn strategies for staying physically active and for meeting the special needs of the competitive athlete. The nutrition link to social and mental health is explained. The text includes several appendices and an extensive glossary.

**II. Content**

The text provides links to careers, connections to mathematics, ideas for food preparation, and ideas for nutrition and fitness at various times and circumstances. Each chapter includes numerous review activities and extensions. Each section and chapter includes reviews for self- assessment.

**III. Style**

The text is designed to be attractive to students. The text is colorful and full of illustrations. The reading level is appropriate for high school students. Vocabulary words are listed at the beginning of the chapter and highlighted within the text. There is a reading summary and review at the end of each chapter.

**IV. Illustrations**

The text is very colorful, with many pictures of individuals involved in different physical activities. The text includes tables, charts, and graphs. A large number of insets provide additional reading or extensions of the ideas being discussed.

**V. Instructional Supplements**

Supplements include *ExamView* testing software, access to an interactive website, a pdf version of the text on-line, and a mobile app.

Sub-Committee Chairperson    Date 5/26/15  
Virginia Deese (IHS)  
Phyllis Richmond (DFHS)  
Carolyn Diaz (IHS)  
Dr. Al Gates (Assistant Director)



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





**MEMORANDUM**

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

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

DATE: July 2, 2015

RE: July 13, 2015 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 following textbook recommendations for School District Five to you for your approval:

- Marine Science (CP and Honors)

Ms. Beth Boland, Science Coordinator, 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: Marine Science Grade level/Cluster: CP  
Title: Life On An Ocean Planet Author: Alexander, et al.  
Publisher: Current Publishing Copyright Date: 2010

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. Text reflects correlation with other disciplines to include social studies, history, life science, physical science, and technology.
- B. Text allows for teacher delivery of direct instruction, discussion, collaboration, inquiry, and online research.
- C. The learning outcomes for each unit clearly define skills to be developed in each unit related to content, vocabulary, student conduct.
- D. Titles, subheadings and format are logical and appropriate to course description.
- E. Table of Contents (organized by Unit, Chapter, and Theme) and Index facilitate student learning.

### II. Content

- A. The text correlates to major objectives included in the course description, including the geological, chemical, and physical aspects of Marine Biology.
- B. Student progress is facilitated and evaluated throughout the text through the use of on-going assessments, study questions and online learning checks.
- C. Text is logically presented and information is scaffolded.
- D. The text enhances awareness of political, social, and cultural issues. Topics such as habitual destruction, pollution, and the impact of human activity on biological processes are addressed.
- E. The text is adaptable to different instructional levels.

### III. Style

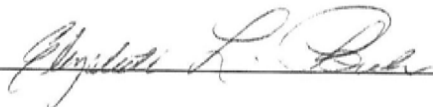
- A. The reading level is appropriate for college preparatory students. The Lexile level is 1130.
- B. The text is attractive with an appealing font, page layout, engaging pictures, and diagrams.
- C. Activities are designed to connect to real world applications.
- D. The vocabulary, sentence structure, and paragraphs are written at an appropriate level.
- E. The text presents problem-solving scenarios based on real-world, personal and social perspectives.

IV. Illustrations

- A. Figures are labeled appropriately and enhance written explanations.
- B. Each page of the text includes appropriate charts, diagrams, maps, and pictorial depictions.
- C. The text is appropriately inclusive of various ethnicities and gender.
- D. Supplementary reading suggestions are made throughout the text to enhance reading.
- E. The book includes numerous charts, diagrams, and maps.

V. Instructional Supplements

- A. The text comes with instructional supplements that include practice exercises for concept mastery.
- B. The text includes quality guides with detailed supplements to support teachers and students.
- C. The text comes with detailed lesson plan implementation for teachers to encourage differentiated instruction.
- D. Technological resources are provided.
- E. The text supports authentic and integral student assessments throughout each unit.

Committee Chairperson 

Date 7/2/2015

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

# School District Five of Lexington & Richland Counties

## Recommendation Instructional Materials Adoption

Subject: Marine Science Grade level/Cluster: Honors  
Title: Marine Biology Author: Peter Castro and Michael Huber  
Publisher: McGraw Hill Copyright Date: 2010

Comments should reflect the criteria indicated on the appraisal form.

### I. Organization

- A. Text facilitates correlation with other disciplines both within the context of science (chemistry/ecology) as well as cross-curricular connections with geography and global studies.
- B. Text is adaptable to a variety of teaching techniques and meets individual needs for a gifted and talented instruction.
- C. Text sequentially organizes content to meet needs of students and scaffold learning.
- D. Format is consistent and will enhance learning throughout the year.
- E. The Table of Contents, Indexes, and Appendixes facilitate learning by providing clear and reader-friendly style and organization.

### II. Content

- A. Text correlation is found between Natural Science standards and district course description for marine science.
- B. Content is up-to-date and accurate. Resource provided via Online Learning Center for current research applications.
- C. A logical learning sequence is found, scaffolding students through the course.
- D. Problem based situations and experiences are realistic and relevant to student interests, especially pertaining to the impact of humans on the marine environment.
- E. Text is adaptable to meet needs of the honors student.

### III. Style

- A. The reading level shows the rigor needed for an honor student. Lexile level reported at 1210.
- B. Binding is reinforced and front cover provides interest to reader.
- C. Activities are appropriate for honors students' interests in deeper aspects of Marine Science.
- D. Vocabulary, sentence structure, and paragraphs provide rigor for the honors student.
- E. Student directions are clear and direct, guiding students toward understanding.

IV. Illustrations

- A. Pictorial representations are easily interpreted, enrich the content, and provide interest to the reader.
- B. Charts, diagrams, and maps are easily read, appropriate, and assist in learning. A variety of graphs is provided.
- C. Suggestions for additional reading are provided at the end of each chapter.
- D. Representations of gender groupings are adequate and appropriate.
- E. Representations of ethnic groupings are adequate and appropriate.

V. Instructional Supplements

- A. Activities provided meet needs for honors students and provide challenging content.
- B. Materials and activities for the subject area are available for students at the honors level.
- C. Technological resources are provided to students in an online package.
- D. Student assessment as an authentic and integral part of instruction is provided.
- E. Materials/activities for subject are correlated to honors needs.

Committee Chairperson *Elizabeth L. Palmer*

Date 7/2/2015

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