



REVISED

**AGENDA
BOARD OF TRUSTEES
REGULAR MEETING
NURSERY ROAD ELEMENTARY SCHOOL'S ACTIVITY ARENA
FEBRUARY 8, 2016**

1. Call to order at 5:30 p.m.
2. Enter executive session to consider the following:
 - a. Selected employment items (Exhibit A)
 - b. Student enrollment matter
 - c. Legal briefing on contractual matters regarding construction
3. Call to order at 7:00 p.m.
4. Welcoming remarks
5. Invocation – Larry Haltiwanger, Board Member
6. Pledge of Allegiance – Precious Bross, a fourth grade student at Nursery Road Elementary School
7. School Board Spotlight
8. Approval of the Agenda
9. Approval of the minutes of the January 19, 2016 board meeting
10. Welcome and brief overview of Nursery Road Elementary School by Love Ligon, Principal
11. Superintendent's Report
12. Public participation*

ACTION AGENDA

13. Items considered in executive session
14. First reading approval of the FY 2017 Capital Budget Proposal (Exhibit B)

DISCUSSION AGENDA

15. Proposed Board Meeting Schedule for 2016-2017 (Exhibit C)
16. Textbook Adoptions FY 2015-2016 (Exhibit D)
17. Proposed revisions to Board policy GDJ "Support Staff Assignments and Transfers"; GDJ-R "Support Staff Assignments and Transfers" (Exhibit E)
18. Proposed revisions to Board policy GDQD "Discipline, Suspension and Dismissal of Support Staff" (Exhibit F)
19. Proposed revisions to Board policy GCK "Professional Staff Assignments and Transfers"; GCK-R "Professional Staff Assignments and Transfers" (Exhibit G)
20. Delete Board policy CFC "Assignment and Transfer of Building Administrators." (Exhibit H)
21. Adjourn

FOR YOUR INFORMATION

22. The next regular school board meeting will be February 22 at H.E. Corley Elementary 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/ January 19, 2016

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

Mr. Robert Gantt, Chairman
Mrs. Ellen Baumgardner, Vice Chairman
Mrs. Jondy Loveless, Secretary
Mr. Larry Haltiwanger
Mrs. Jan Hammond
Ms. Beth Hutchison
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. Len Richardson, Chief Finance Officer

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

The Invocation was given by Jan Hammond, Board of Trustees. The Pledge of Allegiance was led by Gracie Culley, student body president at Chapin Middle School.

The Board conducted the School Board Spotlight.

A welcome and brief overview of Chapin Middle School was given by Anna Miller, Principal.

During the Superintendent's Report, Len Richardson presented the Monthly Financial Reports (Exhibit C) and the Quarterly Capital Budget Reports (Exhibit D).

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

Dr. Hefner presented information regarding Board Policy KBE "Relations with Parent Organizations" (Exhibit F).

Scott Carlin presented the proposed Capital Projects Budget for 2016-2017 (Exhibit G).

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

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of January 19, 2016

	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 S. Haltiwanger Enter executive session to consider the following: a) selected employment items (Exhibit A); and b) student enrollment matter (Exhibit B)	X	X	X	A	X	A	A
2. M. Baumgardner S. Hutchison Approve the agenda	X	X	X	X	X	X	X
3. M. Hutchison S. Hammond Approve the minutes of the December 14, 2015 board meeting	X	X	X	X	X	X	X
4. M. Hutchison S. Baumgardner Approve the selected employment items (Exhibit A)	X	X	X	X	X	X	X
5. M. Hutchison S. Loveless Approve the proposed 2016-2017 District Calendar (Exhibit E)	X	X	X	X	X	X	X
6. M. Hutchison S. Baumgardner Adjourn at 8:45 p.m.	X	X	X	X	X	X	X

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MEMORANDUM

To: Members of the Board of Trustees

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

From: A. Len Richardson 
Chief Finance Officer

Date: February 4, 2016

Re: Proposed FY2017 Five (5) Year Capital Budget Plan

The proposed Five (5) Year Capital Budget Plan for FY2017 has been developed for consideration. This plan is designed to insure the district maintains the physical plants, while addressing other necessary equipment priorities. The established priorities include necessary roof replacements, Heating, Ventilation, and Air Conditioning (HVAC) system replacements, technology, activity bus replacement, curriculum related renovations, and funds for contingencies.

Administrative Consideration: The five year proposal is based on the projected amount of funds available at the current millage rate of 52.5 mills for capital needs. Although this is a five year plan, an updated proposal will be presented annually for Board approval. However, approval of the proposed Five (5) Year Capital Plan is requested, so staff can continue to allocate labor and effort towards the accomplishment of the overall plan. There have been some changes to the approved plan due to additional identified needs and updated cost estimates.

Recommendation: The administration recommends first reading approval of the proposed Five (5) Year Capital Budget Plan and funding for FY2017.

School District 5 of Lexington and Richland Counties
Five (5) Year Capital Budget Plan Proposal
First Reading

A	B	C	D	E	F	G
	Proposed FY 2016-17	Proposed FY 2017-18	Proposed FY 2018-19	Proposed FY 2019-20	Proposed FY 2020-21	Total
Projected Revenue	10,000,000.00	10,000,000.00	10,000,000.00	10,000,000.00	10,000,000.00	50,000,000.00

Maintenance and New Initiatives

1	041 Chapin Elementary						1
2	Construct Parking Lot	305,016				305,016	2
3	048 Harbison West Elementary						3
4	Replace HVAC Phase I, Lighting & Ceilings			1,862,420		1,862,420	4
5	Replace HVAC Phase II, Lighting & Ceilings				2,304,137	2,304,137	5
6	052 Lake Murray Elementary						6
7	Replace HVAC Phase I, Lighting & Ceilings	1,318,914				1,318,914	7
8	Replace HVAC Phase II, Lighting & Ceilings		770,560			770,560	8
9	Replace HVAC Phase III, Lighting & Ceilings		950,920			950,920	9
10	Replace HVAC Phase IV, Lighting & Ceilings			421,520		421,520	10
11	047 Nursery Road Elementary						11
12	Replace HVAC Phase I, Lighting & Ceilings			2,586,637		2,586,637	12
13	Replace HVAC Phase II, Lighting & Ceilings				2,125,936	2,125,936	13
14	053 River Springs Elementary						14
15	Replace HVAC Phase II, Lighting & Ceilings	739,836				739,836	15
16	Replace HVAC Phase III, Lighting & Ceilings	878,840				878,840	16
17	045 Seven Oaks Elementary						17
18	Roof Replacement, Wings 500, 800 & PE Center	649,950				649,950	18
19	050 Chapin Intermediate						19
20	Roof Replacement Phase I, Original Bldg.		1,075,515			1,075,515	20
21	Roof Replacement, Phase II, Original Bldg.			1,075,515		1,075,515	21
22	Install Car Rider Extension Drive; Widen Entrance	174,891				174,891	22
23	054 Dutch Fork Middle						23
24	Replace HVAC Phase III, Lighting & Ceilings			1,415,008		1,415,008	24
25	Front Office/Entrance Renovation					0	25

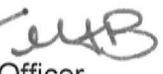
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Exhibit C

Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Mark A. Bounds 
Chief Information Officer

Date: February 5, 2016

Re: Proposed Board Meeting Schedule for 2016-2017

Attached is the proposed schedule for 2016-17 School District Five of Lexington and Richland Counties Board of Trustees meetings. The meeting schedule alternates between clusters to ensure board meetings are accessible to citizens throughout the community. The Center for Advanced Technical Studies will host board meetings during summer vacation to help alleviate the burden of hosting board meetings when school is not in session.

The proposed Board meeting schedule for 2016-2017 will be on the agenda for approval on February 22, 2016.

Thank you and please let me know if you have any questions.

MAB

Attachment - Proposed Board Meeting Schedule for 2016-2017

Proposed Board Meeting Calendar
2016-17

July 18, 2016	Center for Advanced Technical Studies
August 8, 2016	Center for Advanced Technical Studies
September 12, 2016	Dutch Fork ES
September 26, 2016	Ballentine ES
October 10, 2016	Irmo MS
October 24, 2016	Dutch Fork MS
November 14, 2016	Spring Hill HS
December 12, 2016	Leaphart ES
January 9, 2017	Dutch Fork HS
January 23, 2017	Lake Murray ES
February 13, 2017	Seven Oaks ES
February 27, 2017	Oak Pointe ES
March 13, 2017	Chapin ES
March 27, 2017	Irmo HS
April 24, 2017	CrossRoads IS
May 8, 2017	Chapin MS
May 22, 2017	Nursery Road ES
June 12, 2017	Center for Advanced Technical Studies
June 26, 2017	Center for Advanced Technical Studies



MEMORANDUM

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

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

Date: February 2, 2016

Re: February 8, 2016 Board Meeting, Discussion Item
Textbook Adoptions FY 2015-2016 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 textbook recommendations for School District Five to you for your approval:

- Computer Applications, 7-8
- Integrated Business Applications, 9-12
- Social Studies, K-2 and 4-5
- Social Studies, Grade 3
- AP Human Geography, Grade 9
- Civics, Grade 10
- US Government, Grade 12, CP/Honors
- US Government, AP, Grade 12

CATE Assistant Director, Dr. Al Gates and Social Studies Coordinator, Melony Sanford, 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: Computer Applications
Title: Century 21: Digital Information Management
Publisher: National Geographic Learning (Cengage)
ISBN: 978-1-111-57140-5

Grade level/Cluster: 7-8
Author: Hoggatt, J.P.; Shank, J. A.; Smith, J.R.
Copyright Date: 2015

I. Organization

Text provides basic instruction in computer applications including basic computer skills, basic word processing skills, basic spreadsheet skills, basic data base skills, and basic presentation skills. The text is divided into units, lessons, and sub-lessons. Each sub lesson begins with learning objectives and ends with a quick check to assess student understanding of the objectives. Each lesson ends with a comprehensive review of the objectives of the sub-lessons in that lesson. Vocabulary words are bolded and reviewed at the end of each sub-lesson, lesson, and unit. Each sub-lesson includes activities designed to help students develop practical skills (e.g., writing business letters, addressing envelopes, merging data into word documents.)

II. Content

The text provides explanations of the importance of each concept or skill to be learned. The text provides easily followed step by step instructions for each skill. These step by step instructions are followed by activities that require students to use the newly developed skills in a similar but new exercise. The text provides more challenging activities at the end of each unit.

III. Style

Illustrations are primarily designed to provide students with stepwise development of a product. The final product is presented in black type and the processes that students follow to develop the product are in blue type. The text includes screen shots from Microsoft Office 2013 and illustrations of persons of different ethnicities and both genders using a computer. The reading level is appropriate from middle school students (8th grade reading level, 1070 Lexile, 230 RIT.)

IV. Illustrations

The text depicts persons of different ethnicities and both genders using computers. The text includes tables, charts, and graphs used primarily to illustrate the final products that students will develop as they learn each program. Most of the illustrations are pictures of the finished product as described in the preceding paragraph.

V. Instructional Supplements

Supplements are limited but include data files for students to use in skill development.

Sub-Committee Chairperson *RWC* Date 1/22/2016
Donna Bowman (CMS)
Antoinette Langley (IMS)
Jill Beuk (DFMS)
Dr. Al Gates (Assistant Director)

Al Gates

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

School District Five of Lexington & Richland Counties
Recommendation Instructional Materials Adoption

Subject: Integrated Business Applications
Title: Microsoft Office 2013: Introductory
Publisher: National Geographic Learning (Cengage)
ISBN: 9781285166032

Grade level/Cluster: 9-12
Author: Misty E. Vermaat
Copyright Date: 2014

I. Organization

Text provides basic and advanced instruction on Microsoft Office programs (Word, Excel, PowerPoint, and Access) and an introduction to the Microsoft Outlook e-mail program. The text includes "Consider This" boxes which ask students to extend the activities and develop unique solutions to problems. The text includes in-chapter and end-of-chapter exercises. The text includes web and cloud based applications of MS Office.

II. Content

The text provides step by step and screen by screen instructions for each MS Office program. Exercises include each menu item (File, Home, Insert, etc.) and how the item is used in the development of a program file (Word document, Excel Sheet, Access Database.)

III. Style

The text is colorful and full of illustrations, primarily screen shots of what students will see on the computer as they work their way through each exercise. The reading level is a little difficult for high school students due to the highly technical nature of the text; however, screen shots assist students in understanding. Many students will be able to complete the exercises by simply following the screen shots.

IV. Illustrations

The text is very colorful, with appropriate pictures of individuals using computers. The text includes tables, charts, and graphs used primarily to illustrate the final products that students will develop as they learn each program. Most of the illustrations are screen shots.

V. Instructional Supplements

Supplements include a teacher and student resource pack providing files for use while learning each program.

Sub-Committee Chairperson Date 1/19/2016
Sherry Stone (SHHS)
Gail Gallman (DFHS)
Carolyn Diaz (IHS)
Brantley Brinkley (CHS)
Angela McGregor (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: Social Studies Grade level/Cluster: K-2, 4-5
Title: South Carolina Social Studies Author: Banks, Colleary, et al.
Publisher: McGraw Hill Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text facilitates the correlation with other disciplines such as reading, writing, math, and science.
- B. The text is adaptable to a variety of teaching techniques (Direct Instruction, questioning, essential questions, and making connections) and individual needs (differentiated lesson options, leveled readers, foldables, and academic vocabulary).
- C. Skill development is sequential and clearly defined. There are various levels of reading and comprehension levels.
- D. The format is consistent and includes logical titles, bold subheadings, and suggested reading.
- E. The table of contents, indexes, and glossary are easy for students to use and understand.

II. Content

- A. The content of the text is closely aligned with state standards.
- B. The content is current with updated material.
- C. The chapters and units contain several student checks for understanding.
- D. The text is suitable for the interests and needs of the intended group. Differentiation is available throughout the text.
- E. The text follows a logical sequence.

III. Style

- A. The reading level is appropriate for the designated group.
- B. The text is colorful and attractive, and the binding is suitable for daily use.
- C. The activities meet student interests and ability levels. The activities are differentiated.
- D. The vocabulary is historical and content appropriate.
- E. The student directions are clear and easy for students to follow.

IV. Illustrations

- A. All graphics are clear, aligned with the content, and correctly labeled.
- B. The pictorial representations extend and enrich the content. They provide real world examples to help students connect the learning.
- C. The charts and diagrams are teacher and student friendly.
- D. There are a variety of ethnic groups accurately represented throughout the text.
- E. Illustrations are accurate and portray historical events.

V. Instructional Supplements

- A. Practice exercises are embedded in the student text.
- B. There are several suggestions for additional reading opportunities.
- C. The program includes a teacher guide, online component, student workbook, and leveled readers.
- D. There are a variety of instructional strategies and techniques provided such as active teaching ideas, comprehension questions, rubrics, videos, and activity cards.
- E. The online supplemental materials are helpful and easy to use.

Committee Chairperson Melany Dwyer

Date 2.1.16

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: 3rd Grade Social Studies Grade level/Cluster: 3rd Grade
Title: The South Carolina Story Author: Thomas, Greaves, et al.
Publisher: Gibbs Smith Education Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text facilitates correlation with other disciplines such as ELA.
- B. The text is adaptable to a variety of teaching techniques and includes historical thinking activities for students.
- C. The text follows sequential skill development in each chapter and lesson.
- D. The format is consistent throughout the text with big questions at the start of each chapter, titles for each chapter and lesson, and subheadings in each lesson.
- E. The table of contents is easy to follow as well as the Let's Begin section and the indexes.

II. Content

- A. The text directly correlates to the South Carolina 3rd grade Social Studies standards.
- B. The text includes accurate historical information and is up to date with the standards.
- C. There are numerous student checks for understanding throughout each lesson.
- D. The text follows a logical chronological sequence.
- E. The text is readily adaptable to differing instructional levels.

III. Style

- A. The reading level is appropriate for 3rd grade students.
- B. The text is visually easy to read and has a durable binding.
- C. The activities included in the text are appropriate for 3rd grade students.
- D. The vocabulary and paragraphs are appropriate for the intended audience.
- E. The text includes clear step by step directions for students that are easy to follow.

IV. Illustrations

- A. The images included in the text are attractive and properly labeled. Each image also includes a clear explanation for students.
- B. The pictorial representations extend and enrich the content by including critical thinking questions for students to analyze the images.
- C. The text includes numerous visually appealing charts, diagrams, and maps that are easy to read.
- D. There are numerous primary sources included which allow for additional reading.
- E. The depiction of ethnic and gender groups are adequate and appropriate.

V. Instructional Supplements

- A. There is an online platform which provides additional student and teacher resources.
- B. The student guide included provides additional practice activities for students.
- C. Activities for student needs and abilities are appropriate in the textbook and supplemental student guide.
- D. There are materials and activities available such as primary sources which provide informational text for ELA.
- E. The teacher's guide includes additional suggestions for effective instructional strategies and techniques.

Committee Chairperson Melony Safo *rnc*

Date 2.1.16

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: A.P. Human Geography Grade level/Cluster: 9th Grade

Title: The Cultural Landscape: An Introduction to Human Geography Author: Rubenstein

Publisher: Pearson Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text facilitates correlation with other disciplines such as ELA and Science.
- B. The text is adaptable to provide varied teaching techniques and address individual learning needs.
- C. There is a sequential skill development for each chapter beginning with a detailed introduction to the chapter, pause and reflect questions, and check-ins.
- D. The format for each chapter is consistent with clear chapter titles, key issue titles, and subtitles included in each key issue section.
- E. The text is logically laid out with clear table of contents, indexes, and appendices which help facilitate an organized retrieval of information.

II. Content

- A. The text includes a detailed A.P. Human Geography correlation guide.
- B. The content is accurate and provides current real world examples for students.
- C. The text facilitates the evaluation of student progress with pause and reflect questions throughout each key issue section.
- D. A logical sequence is evident.
- E. The text is suitable for the needs of A.P. Human Geography students.

III. Style

- A. The reading level is appropriate for the intended A.P. level.
- B. The text is visually appealing and has a durable binding.
- C. The activities included provide real world examples that students can relate to.
- D. The vocabulary and sentence structure are appropriate for an A.P. level text.
- E. The text provides numerous positive gender and multi-cultural portrayals.

IV. Illustrations

- A. The pictorial representations are properly labeled and attractive.
- B. The pictorial representations included enrich the content from the written text.
- C. There are numerous charts, diagrams, and maps that include clear keys.
- D. The representation of ethnic and gender groupings are adequate and appropriate.
- E. The text includes an overwhelming number of detailed maps for each key issue.

V. Instructional Supplements

- A. There are practice exercises included for the A.P. Human Geography exam such as the A.P. test prep workbooks which include entire practice exams.
- B. There are numerous resources provided for teachers such as PowerPoint presentations, test bank questions, and a comprehensive instructor resource manual.
- C. The text program has an online platform for teachers and students which include online homework, tutorials, and a comprehensive assessment system.
- D. The instructor resource manual provides effective instructional strategies such as icebreakers and comprehension activities.
- E. The Mastering Geography platform provides teachers the capability to assign additional activities, and students the ability to participate in focused study review activities.

Committee Chairperson Melony Safel
RMC

Date 2.1.16

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Civics Grade level/Cluster: 10th Grade
Title: Building Citizenship: Civics and Economics Author: Remy, Patrick, Saffell, and Clayton
Publisher: McGraw-Hill Copyright Date: 2016

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text is a strong multi-disciplinary text.
- B. The technology resources provide a variety of activities for diverse learners.
- C. The skill development of the text is logically defined.
- D. The sequence is logical and easy to follow.
- E. The table of contents is logical and provides illustrations and visuals.

II. Content

- A. The text correlates to curriculum and objectives.
- B. The content is current.
- C. The teacher's edition provides numerous strategies to assess student learning.
- D. The text and illustrations are suitable for the intended audience and will provoke discussion.
- E. The sequence is logical and in chronological order.

III. Style

- A. The text has a more appropriate Lexile level for the intended learners.
- B. The text is attractive and had a durable binding.
- C. There is a wide range of activities included such as visual, skill-building, and critical thinking and writing.
- D. The vocabulary, sentence structure, and paragraphs are appropriate.
- E. The student directions are clear and concise.

IV. Illustrations

- A. Pictorial representations are abundant and interesting.
- B. Pictorial representations will stimulate and extend discussions.
- C. The charts and diagrams included are colorful and easily read by students.
- D. There are many suggestions for additional reading.
- E. The representations of ethnic and gender groupings are more than adequate.

V. Instructional Supplements

- A. The practice and application activities including the online resources are excellent.
- B. The activities for diverse student needs and abilities are excellent.
- C. The materials and activities for cross-curricular application are abundant.
- D. There are excellent guides, handbooks, and keys provided.
- E. There are a wide range of instructional strategies and techniques available for teachers.

Committee Chairperson Melony Dargatzis

Date 1.28.16

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: United States Government Grade level/Cluster: 12th Grade CP/Honors
Title: United States Government: Our Democracy Author: Remy, Ritchie, et al.
Publisher: McGraw-Hill Copyright Date: 2016

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text facilitates correlation with previous social studies courses and connects with other disciplines.
- B. The text allows for various methods to differentiate instruction and is adaptable to individual needs.
- C. The text format is logical and sequential.
- D. The titles and headings throughout the text are logical and easy to follow.
- E. Appendices for this text thoroughly cover additional historical documents, and the table of contents is well organized and contains essential questions.

II. Content

- A. The text correlates to South Carolina state standards for U.S. Government.
- B. The content is up to date with the latest elections and policies.
- C. Each section begins with essential questions and provides numerous checks for student understanding.
- D. The text provides positive portrayals of genders and ethnicities.
- E. The information is presented in a logical sequence and is adaptable to different levels of learning.

III. Style

- A. The reading level is appropriate for both CP and Honors classes. The reading level is adaptable through the online platform.
- B. The textbook is durable and includes colorful and appealing images.
- C. The activities provided for students are varied according to topic and provide different methods for learning.
- D. The text structure and vocabulary are appropriate.

E. Students are able to follow instructions as provided by prompts given at the beginning, during, and end of each lesson.

IV. Illustrations

- A. The charts, graphs, and images are attractive and well labeled.
- B. The charts and images enhance the content, and the units are well balanced because of the images.
- C. The charts, graphs, and images are clearly labeled and are complimentary to the material.
- D. There are suggestions for additional reading included in the teacher's edition.
- E. A variety of ethnic groups and genders are represented in a variety of leadership roles.

V. Instructional Supplements

- A. There are multiple online resources available for students and teachers.
- B. There are numerous instructional manuals provided to complement each unit.
- C. Additional student activities are provided throughout each unit
- D. The teacher edition is complete with resources, differentiated activities, and suggested resources.
- E. There are multiple technological resources provided and suggested for each lesson and unit.

Committee Chairperson Melony Sanjo
RMC

Date 1.28.16

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: United States Government and Politics Advanced Placement Grade level/Cluster: 12th
Title: Government in America Author: Edwards and Wattenburg
Publisher: Pearson Copyright Date: 2016

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text is organized in accordance with the units taught in A.P. Government.
- B. The text is adaptable for a variety of teaching strategies.
- C. The skill development is sequential with very well labeled sections and subsections.
- D. The format is consistent and easy to follow throughout the text.
- E. The table of contents, indexes, and appendices are easy to follow for teachers and students.

II. Content

- A. The text covers all required A.P. Government material and an A.P. Government correlation is provided at the front of the book.
- B. The text is accurate and updated to include recent political information.
- C. The text provides multiple opportunities for student evaluation within each unit.
- D. The text allows for different instructional levels and interactive participation.
- E. The text highlights current political issues and different cultural aspects.

III. Style

- A. The Lexile level and format are appropriate for A.P. students.
- B. The text is well written, and the binding is durable.
- C. The activities such as "You be the Judge" pique students' interest and appeal to modern day students.
- D. The subsection tabs make sections easily identifiable.
- E. The sentence and paragraph structure are inviting, and the vocabulary is highlighted and included in the margin as well as in the index.

IV. Illustrations

- A. The illustrations are clearly labeled and easy to understand.
- B. There are a variety of charts, diagrams, and tables for student analysis.
- C. Complex information is explained through the visuals that are included in the text.
- D. Suggestions for additional reading are provided at the end of each chapter.
- E. The illustrations represent multiple cultures and gender groups.

V. Instructional Supplements

- A. There is an A.P. test prep book provided for each student which includes practice questions, chapter overviews, and study outlines.
- B. The text includes current websites listed for each unit.
- C. Students and teachers have access to online resources in the My Poli Sci Lab online platform.
- D. There are quality student assessments included for each chapter as well as entire A.P. practice exams.
- E. The activities included for students are appropriate for A.P. level students.

Committee Chairperson Melody J. [Signature]

Date 2-1-16

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



Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Dr. Allison Jacques
Chief Human Resources Officer



Date: February 4, 2016

Re: Board Policies – Section G

Issue: Proposed revisions to Board Policies – Section G

Background: Attached for your consideration are the recommended revisions for the following policies:

- GDJ - "Support Staff Assignments and Transfers"
- GDJ-R – "Support Staff Assignments and Transfers"

Recommendation: Administration recommends that the proposed revisions to selected "G" policies proceed to First Reading approval.

AJ/aw

Attachments - GDJ - Current Board Policy/Recommended Policy – Section G
GDJ-R – Current Board Policy/Recommended Policy – Section G

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES**G - PERSONNEL****Policy GDJ Support Staff Assignments and Transfers****Policy GDJ Support Staff Assignments and Transfers**

Issued 2/10

Purpose: To establish the basic structure for the assignment and transfer of support staff in the district.

Assignment

All personnel are employed by the district, not a particular school.

The basic consideration in the assignment of support personnel in the schools is the well-being of the instructional program. The appropriateness of the assignments for individuals will have a significant impact on the morale of the staff and on the effectiveness of the total educational program. Support personnel, therefore, will be assigned on the basis of their qualifications, the needs of the district and the expressed desires of the individuals affected.

The superintendent or his/her designee is authorized to reassign all personnel in the best interest of the district.

Transfer

Personnel transfers within the district may be affected on a voluntary or involuntary basis. Voluntary transfer occurs as a result of an individual's request for assignment to another school. Involuntary transfer may be required when a school's enrollment changes, programs are eliminated, modified or added, or a school opens or closes.

With regard to both voluntary and involuntary transfers, personnel will be assigned first in accordance with the needs of the school district, second where the administration believes that the employee is best qualified to serve, and third as to the expressed preference of the employee. All other considerations being equal, the preferences of employees will be granted in order of their seniority in the district subject to the approval of the principals involved. Seniority will be determined by length of continuous service in Lexington School District Five. Academic or long-term disability leave will not be construed as an interruption of continuous service; however, this leave time will not be included in the calculation of length of service to the district.

Adopted 9/25/06; Revised 2/22/10

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

(1)

Recommended Revisions – February 8, 2016 - Discussion

Policy

SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

Code **GDJ** Issued _____

Purpose: To establish the basic structure for the assignment and transfer of support staff in the District.

Assignment/Reassignment

All personnel are employed by the district, not a particular school.

The basic consideration in the assignment of support personnel in the schools is the well-being of the instructional program. The appropriateness of the assignments for individuals will have a significant impact on the morale of the staff and on the effectiveness of the total educational program. ~~Support personnel, therefore, will be assigned on the basis of their qualifications, the needs of the District and the expressed desires of the individuals affected.~~

The Superintendent or his/her designee is authorized to reassign all personnel in the best interest of the District.

Transfer

An employee who wishes to be considered for a lateral transfer to a new location must submit a transfer request form to the District's Human Resources Office. Requests for transfers will be handled in accordance with administrative rule GDJ-R.

~~Personnel transfers within the District may be affected on a voluntary or involuntary basis. Voluntary transfer occurs as a result of an individual's request for assignment to another school. Involuntary transfer may be required when a school's enrollment changes, programs are eliminated, modified or added, or a school opens or closes.~~

~~With regard to both voluntary and involuntary transfers, personnel will be assigned first in accordance with the needs of the School District, second where the administration believes that the employee is best qualified to serve, and third as to the expressed preference of the employee. All other considerations being equal, the preferences of employees will be granted in order of their seniority in the District subject to the approval of the principals involved. Seniority will be determined by length of continuous service in Lexington School District Five. Academic or long-term disability leave will not be construed as an interruption of continuous service; however, this leave time will not be included in the calculation of length of service to the District.~~

Adopted 9/25/06; Revised 2/22/10, ____/15

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

G - PERSONNEL

Policy GDJ Support Staff Assignments and Transfers

AR GDJ-R Support Staff Assignments and Transfers

AR GDJ-R Support Staff Assignments and Transfers

Issued 2/10

Personnel transfers within the district may be affected on a voluntary or involuntary basis. The superintendent or his/her designee may make personnel assignments within the district on a voluntary or involuntary basis. The district will use the following procedures in making assignments.

Voluntary transfer

Voluntary transfer occurs as a result of an individual's request for assignment to another school. Whenever vacancies develop in new or existing positions, consideration will be given to qualified applicants among current staff members. If an employee would like to be considered for a lateral transfer, the following procedure will be used.

- The person desiring a transfer for the next academic year must discuss it with his/her principal/director (if in a school) or with his/her immediate supervisor (if on the district level).
- The person must then complete a request for transfer form. Request for transfer forms are issued in January with a deadline for submission to the chief human resource services officer.

When a vacancy for which the person qualifies exists in the school to which the transfer is requested, the person's name will be referred to the principal who will schedule an interview with him/her. Transfer requests will not be made after May 15 in order to ensure stability in school staff for the coming year.

Based upon the recommendation of the site supervisor (and/or other immediate supervisors involved), the normal hiring process will occur.

Involuntary transfer/reassignment

Involuntary transfers may be required when a school's enrollment changes, programs are eliminated, modified or added, or a school opens or closes. If, in the opinion of the superintendent, an involuntary transfer would be in the best interest of the district, the following procedure(s) will be used.

- The superintendent or his/her designee will discuss the need for the reassignment with the employee's current site supervisor and with the site supervisor of the position and/or school to which reassignment is being contemplated and the qualifications possessed by a person filling the vacancy.
- The superintendent or his/her designee will then discuss with the employee to be transferred the reasons why the transfer is being considered. If, after the conference, the superintendent continues to believe that the transfer should go forward, the employee will be so notified in writing. Refusal to comply with the reassignment may be grounds for dismissal.

In the event that student enrollment increases or programs are replaced or reinstated for the next academic year at a school from which a person was involuntarily transferred, he/she will be given priority consideration if he/she wishes to return to the original school. In that case, the person will follow procedures as specified for request for transfer.

Transfers will not be used as a means of disciplinary action. Transfers for promotion may be exempt (3)

from this policy.

Issued 9/25/06; Revised 2/22/10

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

(4)

Recommended Revisions – February 8, 2016 - Discussion

Administrative Rule

SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

Code **GDJ-R** Issued _____

~~Personnel transfers within the District may be affected on a voluntary or involuntary basis.~~ The Superintendent or his/her designee may make personnel assignments within the District on a voluntary or involuntary basis. The District will use the following procedures in making assignments.

Reassignment

If, in the opinion of the Superintendent, a reassignment would be in the best interests of the District, the Superintendent or his/her designee will advise the employee of the reassignment and confirm the reassignment in writing to the employee. Refusal to comply with the reassignment may be grounds for dismissal.

Requests for Transfer

Voluntary transfer

~~Voluntary transfer occurs as a result of an individual's request for assignment to another school. Whenever vacancies develop in new or existing positions, consideration will be given to qualified applicants among current staff members.~~ If an employee would like to be considered for a lateral transfer, the following procedure will be used.

- The person desiring a transfer for the next academic year must discuss it with his/her principal/director (if in a school) or with his/her immediate supervisor (if on the District level).
- The person must then complete a request for transfer form. Request for transfer forms are issued in January with a deadline for submission to the Chief Human Resources Officer.

When a vacancy for which the person qualifies exists in the school to which the transfer is requested, the person's name will be referred to the principal who will schedule an interview with him/her. Transfer requests will not be made after May 31 in order to ensure stability in school staff for the coming year.

Based upon the recommendation of the site supervisor (and/or other immediate supervisors involved), the normal hiring process will occur.

If a position becomes available after the deadline date, and if it is in the judgment of the Superintendent or his/her designee that a requested position transfer is in the best interest of the

PAGE 2 – GDJ-R – SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

District, such transfer may be made.

Involuntary transfer/reassignment

~~Involuntary transfers may be required when a school's enrollment changes, programs are eliminated, modified or added, or a school opens or closes. If, in the opinion of the Superintendent, an involuntary transfer would be in the best interest of the District, the following procedure(s) will be used.——~~

- ~~• The Superintendent or his/her designee will discuss the need for the reassignment with the employee's current site supervisor and with the site supervisor of the position and/or school to which reassignment is being contemplated and the qualifications possessed by a person filling the vacancy.——~~
- ~~• The Superintendent or his/her designee will then discuss with the employee to be transferred the reasons why the transfer is being considered. If, after the conference, the Superintendent continues to believe that the transfer should go forward, the employee will be so notified in writing. Refusal to comply with the reassignment may be grounds for dismissal.——~~

~~In the event that student enrollment increases or programs are replaced or reinstated for the next academic year at a school from which a person was involuntarily transferred, he/she will be given priority consideration if he/she wishes to return to the original school. In that case, the person will follow procedures as specified for request for transfer.——~~

~~Transfers will not be used as a means of disciplinary action. Transfers for promotion may be exempt from this policy.~~

Issued 9/25/06; Revised 2/22/10, ____/15

(6)



Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Dr. Allison Jacques
Chief Human Resources Officer

Date: February 4, 2016

Re: Board Policies – Section G

Issue: Proposed revisions to Board Policy – Section G

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

- GDQD - "Discipline, Suspension and Dismissal of Support Staff"

Recommendation: Administration recommends that the proposed revisions to selected "G" policy proceed to First Reading approval.

AJ/aw

Attachments - GDQD - Current Board Policy/Recommended Policy – Section G

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES**G - PERSONNEL****Policy GDQD Discipline, Suspension and Dismissal of Support Staff****Policy GDQD Discipline, Suspension and Dismissal of Support Staff**

Issued 12/09

Purpose: To establish the basic structure for the discipline, suspension and dismissal of support staff.

The board authorizes the superintendent to discipline, suspend or dismiss support staff as required. Principals should be actively involved in this process for their school.

Adopted 12/14/09

Legal references:

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

Section 59-18-1300 - District accountability system.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

Recommended Revisions – February 8, 2016 - Discussion

Policy

DISCIPLINE, SUSPENSION AND DISMISSAL OF SUPPORT STAFF

Code **GDQD** Issued _____

Purpose: To establish the basic structure for the discipline, suspension and dismissal of support staff.

~~The Board authorizes the Superintendent to discipline, suspend or dismiss support staff as required. Principals should be actively involved in this process for their school.~~

Support staff are considered at-will employees. It will be the policy of this District to discipline and/or dismiss support staff whenever good and sufficient reasons for doing so present themselves. Accordingly, the Board authorizes the Superintendent or his/her designee to carry out such activities.

As appropriate, the administration is authorized to place an employee on administrative leave, with or without pay, while any necessary inquiry is conducted.

With respect to dismissal, such actions will be based on the recommendation of the employee's principal or immediate supervisor and will occur following a pre-termination opportunity before the Superintendent or his/her designee. At such a conference, the employee may present reasons why the recommendation of dismissal should not be accepted by the Superintendent or his/her designee.

Should the Superintendent or his/her designee decide to dismiss the employee, the notice will be in writing.

Grounds for immediate dismissal would include, but not be limited to, the following.

- insubordination
- job abandonment
- persistent neglect of duty
- willful violation of rules and regulations of the Board
- drunkenness
- conviction of a violation of the laws of this State or the United States
- gross immorality
- dishonesty
- illegal use, sale or possession of drugs or narcotics
- violation of safety procedures and guidelines
- unsatisfactory SLED report, as determined by the Superintendent or his/her designee
- harassment, intimidation or bullying

PAGE 2 – GDQD – DISCIPLINE, SUSPENSION AND DISMISSAL OF SUPPORT STAFF

- other acts of misconduct as determined by the administration

In a case where immediate termination is warranted, when possible, the Superintendent or his/her designee and the supervisor will conduct a conference with the employee to provide reasons for the termination and to allow the employee an opportunity to respond. In all cases the Superintendent or his/her designee will follow up with a written termination letter.

Criminal charges

The District may place on administrative leave, with or without pay, a support staff employee who has criminal charges filed against him/her. The District will investigate the actions which led to the employee's arrest and may take further disciplinary action against the employee independent of the resolution of the criminal charges.

Once the District's investigation has been concluded and/or after the criminal charges have been resolved, the employee will be advised of what, if any, further disciplinary action, up to and including termination, will be taken. On a case-by-case basis, the Superintendent or his/her designee may alter these procedures as may be appropriate.

Adopted 12/14/09; Revised ___/16

Legal references:

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

1. Section 59-18-1300 District accountability system

(3)



EXHIBIT G

Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Dr. Allison Jacques
Chief Human Resources Officer

Date: February 4, 2016

Re: Board Policies – Section G

Issue: Proposed revisions to Board Policies – Section G

Background: Attached for your consideration are the recommended revisions for the following policies:

- GCK - "Professional Staff Assignments and Transfers"
- GCK-R - "Professional Staff Assignments and Transfers"

Recommendation: Administration recommends that the proposed revisions to selected "G" policies proceed to First Reading approval.

AJ/aw

Attachments - GCK - Current Board Policy/Recommended Policy – Section G
GCK-R – Current Board Policy/Recommended Policy – Section G

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES**G - PERSONNEL****Policy GCK Professional Staff Assignments and Transfers****Policy GCK Professional Staff Assignments and Transfers**

Issued 2/10

Purpose: To establish the basic structure for the assignment and transfer of professional staff in the district.

Assignment

In order to ensure the highest quality of instruction, the superintendent is responsible for the placement of employees within the district. The superintendent may delegate the responsibility of the placement process to other administrators; however, he/she ultimately retains responsibility for staff assignments.

It is the policy of the district to assign instructional personnel to positions based on the needs of the district, qualifications of staff members and the expressed preferences of personnel. When it is not possible to meet all three of these components, the administration will assign employees in the following order: in accordance with the needs of the district and its students; where the administration believes the employee is most qualified to serve; and the expressed preference of the employee. The superintendent or his/her designee is authorized to reassign all personnel in the best interest of the district.

Placement of personnel at the school level is within the discretion of the building principal.

Transfer

Personnel transfer within the district may be affected on a voluntary or involuntary basis. Voluntary transfer occurs as a result of an individual's request for assignment to another school. Involuntary transfer may be required when a school's enrollment changes; programs are eliminated, modified or added; or a school opens or closes.

With regard to both voluntary and involuntary transfers, personnel will be assigned first in accordance with the needs of the school district, second where the administration believes that the employee is best qualified to serve, and third as to the expressed preference of the employee. Academic or long-term disability leave will not be construed as an interruption of continuous service; however, this leave time will not be included in the calculation of length of service to the district.

The superintendent is authorized to transfer personnel in the best interests of the district. Employees may be transferred at any time.

Adopted 5/20/74; Revised 11/16/81, 1/25/88, 6/20/88, 9/25/06, 2/22/10

Legal references:

S.C. Code, 1976, as amended:

Section 59-25-410 - Teacher to be notified of assignment by August 15th.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

Recommended Revisions – February 8, 2016 - Discussion

Policy

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

Code GCK Issued _____

Purpose: To establish the basic structure for the assignment and transfer of professional staff in the District.

Assignment/Reassignment

In order to ensure the highest quality of instruction, the Superintendent or his/her designee will be ~~is~~ responsible for the placement of employees within the District. The Superintendent or his/her designee may delegate the responsibility of the placement process to other administrators; however, he/she ultimately retains responsibility for staff assignments.

~~It is the policy of the District to assign instructional personnel to positions based on the needs of the District, qualifications of staff members and the expressed preferences of personnel. When it is not possible to meet all three of these components, the administration will assign employees in the following order: in accordance with the needs of the District and its students; where the administration believes the employee is most qualified to serve; and the expressed preference of the employee.~~ The Superintendent or his/her designee is authorized to reassign all personnel in the best interest of the District. An employee may be reassigned prior to the start of the school year or at any time during a school year.

Placement of personnel at the school level is within the discretion of the building principal.

Transfer

An employee who wishes to be considered for a lateral transfer to a new location must submit a transfer request form to the District's Human Resources Office. Requests for transfers will be handled in accordance with administrative rule GCK-R.

~~Personnel transfer within the District may be affected on a voluntary or involuntary basis. Voluntary transfer occurs as a result of an individual's request for assignment to another school. Involuntary transfer may be required when a school's enrollment changes; programs are eliminated, modified or added; or a school opens or closes.~~

~~With regard to both voluntary and involuntary transfers, personnel will be assigned first in accordance with the needs of the School District, second where the administration believes that the employee is best qualified to serve, and third as to the expressed preference of the employee. Academic or long-term disability leave will not be construed as an interruption of continuous service; however, this leave time will not be included in the calculation of length of service to the~~

PAGE 2 – GCK – PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

District. _____

~~The Superintendent is authorized to transfer personnel in the best interests of the District. Employees may be transferred at any time.~~

Adopted 5/20/74; Revised 11/16/81, 1/25/88, 6/20/88, 9/25/06, 2/22/10, ____/15

Legal references:

- A. S.C. Code, 1976, as amended:
 - 1. Section 59-25-410 - Teacher to be notified of assignment by August 15th.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES**G - PERSONNEL**

Policy GCK Professional Staff Assignments and Transfers

AR GCK-R Professional Staff Assignments And Transfers

AR GCK-R Professional Staff Assignments And Transfers

Issued 12/10

Personnel transfers within the district may be affected on a voluntary or involuntary basis. The superintendent or his/her designee may make personnel assignments within the district on a voluntary or involuntary basis.

Voluntary transfer

Voluntary transfer occurs as a result of an individual's request for assignment to another school. Whenever vacancies develop in new or existing positions, consideration will be given to qualified applicants among current staff members. If an employee would like to be considered for a lateral transfer, the following procedure will be used.

- The person desiring a transfer for the next academic year must discuss it with his/her principal/director (if in a school) or with his/her immediate supervisor (if on the district level).
- The person must then complete a request for transfer form. Request for transfer forms are issued in early January with a deadline for submission to the chief human resource services officer.

When a vacancy for which the person qualifies exists in the school to which the transfer is requested, the person's name will be referred to the principal who will schedule an interview with him/her. Transfer requests will not be made after May 15 in order to ensure stability in school staff for the coming year.

Based upon the recommendation of the site supervisor (and/or other immediate supervisors involved), the normal hiring process will occur.

Involuntary transfer/reassignment

Involuntary transfers may be required when a school's enrollment changes; programs are eliminated, modified or added; or a school opens or closes. If, in the opinion of the superintendent, a transfer would be in the best interest of the district, the superintendent or his/her designee will advise the site supervisor and the employee of the transfer and confirm the reassignment in writing to the employee. Refusal to comply with the transfer may be grounds for dismissal.

In the event that involuntary transfers would be in the best interest of the district, the superintendent will adhere to the following guidelines.

- The superintendent is not limited to considering for involuntary transfers only positions in a particular school, area or program in which the loss of enrollment, program change or financial emergency has occurred.
- The superintendent will determine the appropriate weight to give to these factors depending on the needs and circumstances of the district. Length of service in the district will be a consideration only where the need arises to choose for involuntary transfer among employees considered by the administration to be equally competent in their performance.

Once the board has approved the elimination of the specified positions or changes to be made in

(4)

programs, the superintendent will use specific criteria to select employees who are to be considered for involuntary transfer. The superintendent will make the decisions based on the following criteria and in compliance with board policy GCQA/GCOB Professional Personnel Reduction in Force.

- The superintendent will make a recommendation to the board based on first, the contract level according to state law, and the remaining criteria in no particular order.

Certified personnel

- contract level achieved (according to state law)
 - quality of instruction
 - certification area and/or type
 - degrees earned
 - certification in other areas which may be available
 - qualification and ability as determined by district evaluation procedures
 - attendance record
 - principal or supervisor's recommendation
 - extracurricular needs of the schools
 - total years of administrative, teaching and/or paraprofessional experience in the district
 - any other factor considered appropriate by the superintendent
- The superintendent or his/her designee will discuss the need for the reassignment with the employee's current site supervisor and with the site supervisor of the position and/or school to which reassignment is being contemplated and the qualifications possessed by a person filling the vacancy.

The chief human resource services officer will identify and list all employees who would be eligible for transfer based on the needs of the program in his/her school and in the school where the vacancy exists, as well as the qualifications of the person needed to fill that vacancy.

The principal will meet with the person being transferred to give the reason for the change and establish a date for the transfer.

In the event that student enrollment increases or programs are replaced or reinstated for the next academic year at a school from which a person was involuntarily transferred, he/she will be given priority consideration if he/she wishes to return to the original school. In that case, the person will follow procedures specified for voluntary transfer.

Transfers will not be used as a means of disciplinary action. Transfers for promotion may be exempt from this policy.

Issued 5/20/74; Revised 11/16/81, 6/20/88, 9/25/06, 12/13/10

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

(5)

Recommended Revisions – February 8, 2016 - Discussion

Administrative Rule

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

Code **GCK-R** Issued _____

~~Personnel transfers within the District may be affected on a voluntary or involuntary basis.~~ The Superintendent or his/her designee may make personnel assignments within the District on a voluntary or involuntary basis.

Reassignment

If, in the opinion of the Superintendent, a reassignment would be in the best interests of the District, the Superintendent or his/her designee will advise the employee of the reassignment and confirm the reassignment in writing to the employee. Refusal to comply with the reassignment may be grounds for dismissal.

Requests for Transfer

Voluntary transfer

~~Voluntary transfer occurs as a result of an individual's request for assignment to another school. Whenever vacancies develop in new or existing positions, consideration will be given to qualified applicants among current staff members.~~ If an employee would like to be considered for a lateral transfer, the following procedure will be used.

- The person desiring a transfer for the next academic year must discuss it with his/her principal/director (if in a school) or with his/her immediate supervisor (if on the District level).
- The person must then complete a request for transfer form. Request for transfer forms are issued in early January with a deadline for submission to the Chief Human Resources Officer.

When a vacancy for which the person qualifies exists in the school to which the transfer is requested, the person's name will be referred to the principal who will schedule an interview with him/her. Transfer requests will not be made after May 31 in order to ensure stability in school staff for the coming year.

Based upon the recommendation of the site supervisor (and/or other immediate supervisors involved), the normal hiring process will occur.

If a position becomes available after the deadline date, and if it is in the judgment of the Superintendent or his/her designee that a requested position transfer is in the best interest of the

PAGE 2 – GCK-R – PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

District, such transfer may be made.

Involuntary transfer/reassignment

~~Involuntary transfers may be required when a school's enrollment changes; programs are eliminated, modified or added; or a school opens or closes. If, in the opinion of the Superintendent, a transfer would be in the best interest of the District, the Superintendent or his/her designee will advise the site supervisor and the employee of the transfer and confirm the reassignment in writing to the employee. Refusal to comply with the transfer may be grounds for dismissal.~~

~~In the event that involuntary transfers would be in the best interest of the District, the Superintendent will adhere to the following guidelines.~~

- ~~• The Superintendent is not limited to considering for involuntary transfers only positions in a particular school, area or program in which the loss of enrollment, program change or financial emergency has occurred.~~
- ~~• The Superintendent will determine the appropriate weight to give to these factors depending on the needs and circumstances of the district. Length of service in the District will be a consideration only where the need arises to choose for involuntary transfer among employees considered by the administration to be equally competent in their performance.~~
- ~~• Once the Board has approved the elimination of the specified positions or changes to be made in programs, the Superintendent will use specific criteria to select employees who are to be considered for involuntary transfer. The Superintendent will make the decisions based on the following criteria and in compliance with Board Policy GCQA/GCQB Professional Personnel Reduction in Force.~~
- ~~• The Superintendent will make a recommendation to the board based on first, the contract level according to State law, and the remaining criteria in no particular order.~~

Certified personnel

- ~~— contract level achieved (according to state law) —~~
- ~~— quality of instruction —~~
- ~~— certification area and/or type —~~
- ~~— degrees earned —~~
- ~~— certification in other areas which may be available —~~
- ~~— qualification and ability as determined by District evaluation procedures —~~
- ~~— attendance record —~~
- ~~— principal or supervisor's recommendation —~~
- ~~— extracurricular needs of the schools —~~
- ~~— total years of administrative, teaching and/or paraprofessional experience in the District —~~
- ~~— any other factor considered appropriate by the Superintendent —~~
- ~~• The Superintendent or his/her designee will discuss the need for the reassignment with the employee's current site supervisor and with the site supervisor of the position and/or school to which reassignment is being contemplated and the qualifications possessed by a~~

PAGE 3 – GCK-R – PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

~~person filling the vacancy.——~~

~~The Chief Human Resource Services Officer will identify and list all employees who would be eligible for transfer based on the needs of the program in his/her school and in the school where the vacancy exists, as well as the qualifications of the person needed to fill that vacancy.——~~

~~The principal will meet with the person being transferred to give the reason for the change and establish a date for the transfer.——~~

~~In the event that student enrollment increases or programs are replaced or reinstated for the next academic year at a school from which a person was involuntarily transferred, he/she will be given priority consideration if he/she wishes to return to the original school. In that case, the person will follow procedures specified for voluntary transfer.——~~

~~Transfers will not be used as a means of disciplinary action. Transfers for promotion may be exempt from this policy.~~

Issued 5/20/74; Revised 11/16/81, 6/20/88, 9/25/06, 12/13/10, ___/15

(8)



Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Dr. Allison Jacques
Chief Human Resources Officer

Date: February 4, 2016

Re: Board Policy – Section C

Issue: Proposed revisions to Board Policy – Section C

Background: Attached for your consideration is the deletion of the following policy:

- CFC – “Assignment and Transfer of Building Administrators”

Recommendation: Administration recommends that the proposed deletion to selected “C” policy proceed to First Reading approval.

AJ/aw

Attachments - CFC - Current Board Policy/Recommended Policy – Section C

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES
C - GENERAL SCHOOL ADMINISTRATION
Policy CFC Assignment and Transfer of Building Administrators

Policy CFC Assignment and Transfer of Building Administrators

Issued 11/06

Purpose: To establish the basic structure for the assignment and transfer of building administrators.

The superintendent is responsible for the assignment of all administrators.

Appropriate placement and transfer practices for school administrators should enhance effective utilization of skills and abilities and the professional growth of individuals. These objectives can best be achieved through the provision of some variety of school assignment over a period of years, and the best possible matching of known administrator strengths to identified current needs of a particular school.

In making decisions on placement, the superintendent will give consideration to the following.

- needs of the school and district as perceived by the board and central administration
- length of current assignment in a school
- compatibility of administrative style among administrators in the school
- opportunities provided for professional growth in the proposed assignment
- appropriate training to enable effective planning and educational continuity
- administrator's expressed preferences

Compulsory transfers and/or the reassignment of administrative personnel are subject to the district's grievance procedure set forth in policy GBK, GCM and GBM.

The board will review administrative transfers involving a loss of rank and/or income in a grievance hearing upon the specific request of the affected administrator.

Adopted 1/25/88; Revised 11/27/06

Legal references:

S.C. Code, 1976, as amended:

Section 59-25-410 - Notification of employment for ensuing year; notification of assignment.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

(1)

Recommended Deletion – February 8, 2016 - Discussion

Policy

~~ASSIGNMENT AND TRANSFER OF BUILDING ADMINISTRATORS~~

Code ~~CFC~~ Issued _____

~~Purpose: To establish the basic structure for the assignment and transfer of building administrators.~~

~~The Superintendent is responsible for the assignment of all administrators.~~

~~Appropriate placement and transfer practices for school administrators should enhance effective utilization of skills and abilities and the professional growth of individuals. These objectives can best be achieved through the provision of some variety of school assignment over a period of years, and the best possible matching of known administrator strengths to identified current needs of a particular school.~~

~~In making decisions on placement, the Superintendent will give consideration to the following:~~

- ~~• needs of the school and District as perceived by the Board and central administration~~
- ~~• compatibility of administrative style among administrators in the school~~
- ~~• length of current assignment in a school~~
- ~~• opportunities provided for professional growth in the proposed assignment~~
- ~~• appropriate training to enable effective planning and educational continuity~~
- ~~• administrator's expressed preferences~~

~~Compulsory transfers and/or the reassignment of administrative personnel are subject to the District's grievance procedure set forth in policy GBK, GCM and GBM.~~

~~The Board will review administrative transfers involving a loss of rank and/or income in a grievance hearing upon the specific request of the affected administrator.~~

~~Adopted 1/25/88; Revised 11/27/06~~

~~Legal references:~~

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

- ~~1. Section 59-25-410 Notification of employment for ensuing year; notification of assignment.~~
- ~~2. Section 59-24-15 Rights of certified personnel employed as administrators.~~