



**AGENDA
BOARD OF TRUSTEES
REGULAR MEETING
CHAPIN INTERMEDIATE SCHOOL'S CAFETERIA
MARCH 14, 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. Contractual matter regarding selection of audit firm (Exhibit B)
3. Call to order at 7:00 p.m.
4. Welcoming remarks
5. Invocation – Ellen Baumgardner, Vice Chairman, Board of Trustees
6. Pledge of Allegiance – John David Splittgerber, student body president at Chapin Intermediate School
7. School Board Spotlight
8. Approval of the Agenda
9. Approval of the minutes of the February 22, 2016 board meeting
10. Welcome and brief overview of Chapin Intermediate School by Vann Holden, Principal
11. Superintendent's Report
12. Public participation*

ACTION AGENDA

13. Items considered in executive session

14. Approval of Textbook Adoptions FY 2016-2017 recommendations (Exhibit C)
15. Approval of request for waiver of two inclement weather days (Exhibit D)
16. First reading of proposed revisions to Board policy GDJ "Support Staff Assignments and Transfers"; GDJ-R "Support Staff Assignments and Transfers" (Exhibit E)
17. First reading of proposed revisions to Board policy GDQD "Discipline, Suspension and Dismissal of Support Staff" (Exhibit F)
18. First reading of proposed revisions to Board policy GCK "Professional Staff Assignments and Transfers"; GCK-R "Professional Staff Assignments and Transfers" (Exhibit G)
19. First reading of deletion of Board policy CFC "Assignment and Transfer of Building Administrators." (Exhibit H)

DISCUSSION

20. Proposed Administrative Rule KBE-R "Relations with Parent Organizations" (Exhibit I)
21. Adjourn

FOR YOUR INFORMATION

22. Title III – English for Speakers of Other Languages 2015-2016 Budget (Exhibit J)
23. The next regular school board meeting will be April 12 at the District Administration Building.

*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/ February 22, 2016

The Board of Trustees of School District Five of Lexington and Richland Counties met at H. E. Corley Elementary School with the following members present:

Mr. Robert Gantt, Chairman
Mrs. Ellen Baumgardner, Vice Chairman
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. Keith McAlister, Director of Design and Construction
Mr. Len Richardson, Chief Finance Officer

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

The Invocation was given by Robert Gantt, Chairman, Board of Trustees. The Pledge of Allegiance was led by Zoey Shelton, a fifth grade student at H. E. Corley Elementary School.

The Board conducted the School Board Spotlight.

A welcome and brief overview of H. E. Corley Elementary School was given by Dr. Judy Franchini, principal.

During the Superintendent's Report, Len Richardson presented the Monthly Financial Reports (Exhibit B).

During the public participation, Peter Lauzon spoke regarding a board policy; Lynn Shealy, Shellie Hoover, Austin Cathcart and Bridget Wilson spoke regarding the barn at the Center for Advanced Technical Studies.

Dr. Christina Melton presented the Textbook Adoptions FY 2016-2017 recommendations (Exhibit G).

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

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of February 22, 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. Hutchison S. Haltiwanger Enter executive session to consider the following: a) selected employment items (Exhibit A)	A	X	X	X	X	A	A
2. M. Baumgardner S. Hammond Approve the agenda	X	X	X	X	X	A	X
3. M. Baumgardner S. Hutchison Approve the minutes of the January 19, 2016 board meeting	X	X	X	X	X	A	X
4. M. Hutchison S. Baumgardner Approve the selected employment items (Exhibit A)	X	X	X	X	X	A	X
5. M. Hutchison S. White Approve second reading of the FY 2017 Capital Budget Proposal (Exhibit C) M. Baumgardner S. Gantt Amend to add back the Chapin High School Black Box at \$535,000 M. White S. Hammond We ask the superintendent to work with Scott Carlin and Len Richardson to evaluate the priorities of whether or not looking at the 300-400 seat arena that budget cost of \$1.5 - \$2 million is something that could be done in the short- term in our list of priorities Motion withdrawn Vote on original motion	X	X	No	X	No	A	X
	X	X	X	X	X	A	X

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SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of February 22, 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
6. M. Hutchison S. Baumgardner Approve the resolution for capital budget (Exhibit D)	X	X	X	X	X	A	X
7. M. Hutchison S. Hammond Approve the proposed Board Meeting schedule for 2016- 2017 (Exhibit E)	X	X	X	X	X	A	X
8. M. Hutchison S. Hammond Approve the Textbook Adoptions FY 2015-2016 recommendations (Exhibit F)	X	X	X	X	X	A	X
9. M. Baumgardner S. White Adjourn at 9:30 p.m.	X	X	X	X	X	A	X

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MEMORANDUM

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

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

Date: March 1, 2016

Re: March 14, 2016 Board Meeting, Approval Item
Textbook Adoptions FY 2016-2017 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:

- Law Related Education, 9-12
- AP European History, 10-12
- Physical Education, 9-12
- Elementary Science, K-5
- Elementary Science (FOSS), 1-5
- Elementary Science, Grade 3
- Elementary and Middle School Science (Gizmos), 3-8
- Middle School Science (FOSS), 6 & 8
- Middle School Science (TWIG), 6-8
- Middle School Science, Grade 7
- Biology 1 CP, 9-12
- Biology 1 Honors, 9-12
- IB Biology, 11 & 12
- AP Biology, 10-12
- Middle School Science (CP and Honors), 6-8

Dr. Robin Cox, Textbook Coordinator, Melony Sanford, Social Studies Coordinator and Beth Boland, Science, PE and Health 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: Law Related Education Grade level/Cluster: 9-12
Title: Street Law: A Course in Practical Law Author: Arbetman and O'Brien
Publisher: McGraw-Hill Copyright Date: 2016

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text makes great connections with Economics, Government, History, and Sociology.
- B. The text allows for a variety of teaching strategies from lecture to group activities to the research of important court cases.
- C. Each unit begins with an outline of skills students will learn, and they are clear for students.
- D. The progression from units to chapters is consistent throughout the text.
- E. The organization of the table of contents, indexes, and appendices help students achieve academic success.

II. Content

- A. The objectives and standards are clear and apply to student learning.
- B. All content is current and up to date.
- C. Various activities are included to result in successful student mastery.
- D. The activities included are great for sparking student interest.
- E. The content follows a logical sequence.

III. Style

- A. The reading level is appropriate for the designated group.
- B. The book has an attractive cover and a sturdy binding.
- C. The activities are varied to meet a diverse group of students.
- D. The vocabulary and sentence structure are appropriate.
- E. The text provides clear directions for students that are easy for them to understand.

IV. Illustrations

- A. The pictorial representations are appropriate and clearly labeled.
- B. The charts, maps, and graphs included help to engage students in the content.
- C. The visual images are inclusive to a wide range of ethnic groups.
- D. The pictorial images enhance learning by including questions for student analysis.
- E. The representation of gender groupings is excellent.

V. Instructional Supplements

- A. The practice exercises and skill development are more than sufficient.
- B. All materials needed for evaluation of student progress is included.
- C. There are effective instructional strategies and activities included for teachers and students.
- D. There are authentic assessments included for students.
- E. There is an extensive online platform with additional teacher and student resources.

Committee Chairperson

Melory Szabo
RMC

Date

2.4.16

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: A.P. European History Grade level/Cluster: 10-12
Title: Western Civilization Author: Spielvogel
Publisher: Cengage Learning Copyright Date: 2016

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. The text facilitates correlation with other disciplines such as art and literature.
- B. The text follows the A.P. concept sequence for A.P. European History.
- C. The skills are developed through supplementary materials and at the end of each chapter.
- D. The format is laid out in chronological order.
- E. The table of contents offers subtopics as well as subheadings within each chapter.

II. Content

- A. The text correlates to the newly redesigned A.P. European History course.
- B. The content is thorough, current, and historically accurate.
- C. Student progress can be tracked through sample tests and questions throughout the text.
- D. The text includes conflicting viewpoints of historical events which provides an opportunity for student analysis.
- E. The text includes practice A.P. review questions at the end of each chapter.

III. Style

- A. The reading level is appropriate for the intended audience.
- B. The text is attractive and has a durable binding.
- C. The activities included help to prepare students for the A.P. exam.
- D. The vocabulary is appropriate and includes a pronunciation key.
- E. The student directions are clear and concise.

IV. Illustrations

- A. The illustration and pictures are attractive, labeled, and appropriate.
- B. The pictures, maps, and charts help to enrich the content and classroom instruction.
- C. There are an abundance of effective charts, diagrams, and maps.
- D. Ethnic and gender groups are equally represented.
- E. The pictures, maps, and charts include questions for student analysis.

Instructional Supplements

- A. There are practice A.P. tests provided.
- B. The activities help to provide students with good test-taking skills.
- C. There is a teacher's resource guide included and a student A.P. preparation workbook.
- D. The materials and activities provided align with the themes and concepts of this A.P. course.
- E. There are technological resources provided which include a resource CD and an online website.

Committee Chairperson

Meloy Dajed

Date

2.4.16

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Physical Education Grade level/Cluster: 9-12
Title: Fitness For Life, 6th Edition Author: Corbin & Le Masurier
Publisher: Human Kinetics Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Text provides correlation with the science behind fitness, health and wellness as well as the incorporation fitness technology, psychology and mathematics.
- B. Text provides various teaching strategies and allows for extensions beyond teacher-directed activities.
- C. Text is arranged sequentially beginning with foundations of health and fitness and scaffolding to healthy choices leading to lifelong wellness.
- D. Each unit has an opener that provides a content overview for each unit.
- E. Table of contents, index, and glossary are easy to use and facilitate learning.

II. Content

- A. The text correlates with the 2014 SC Academic Standards for Physical Education.
- B. Content is up-to-date and accurate, the "trends and technology" feature provides information on current health topics and is updated monthly.
- C. Self-assessment, lesson review, chapter review , and test bank software is provided.
- D. The text provides positive age, gender, and ethnic portrayals ,
- E. The text is adaptable to differing instructional levels ,

III. Style

- A. The reading level is appropriate for the high school student.
- B. The text is attractive and the binding durable ,
- C. Exercises are scaffolded for students of all ability levels .
- D. Vocabulary is highlighted and subheadings chunk reading.
- E. Directions for students are concise and easy to follow .

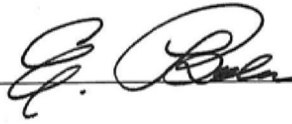
IV. Illustrations

- A. Anatomical and exercise diagrams are properly labeled and easy to interpret.
- B. Pictorial representations support fitness instruction.
- C. Web topics extend and enrich lessons.
- D. Additional opportunities for reading about current health topics are provided.
- E. Representation of gender and ethnic groups is adequate and appropriate.

V. Instructional Supplements

- A. Standards correlation document is provided.
- B. Tools are provided to align instruction and assessment such as student portfolios.
- C. Online virtual vocabulary cards.
- D. Multiple instructional videos are provided for each chapter.
- E. Assignments and activities are downloadable, editable, and fillable so that students can submit work electronically if desired.

Committee Chairperson

 RNC

Date

2/13/2010

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Elementary Science Grade level/Cluster: K-5

Title: Interactive Science Author: Buckley, et al.

Publisher: Pearson Copyright Date: 2017

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Text facilitates correlations with other disciplines such as reading, art, writing, and math.
- B. Text is adaptable to a variety of teaching techniques.
- C. Skill development is sequential and clearly defined/Various levels of reading and comprehension.
- D. Performance indicators and science and engineering practice are included at the beginning of each chapter.
- E. Table of contents, indexes, and appendices are student-friendly and easy to follow.

II. Content

- A. Text correlates to standards and essential questions are listed.
- B. Content is current and accurate with realistic examples.
- C. Text facilitates the evaluation of student progress/Activities embedded to reinforce concepts.
- D. STEM connections.
- E. Quick labs are aligned with content standards.

III. Style

- A. Reading level is appropriate for designated group/Essential vocabulary is highlighted.
- B. Text is attractive in appearance and has a durable binding.
- C. Student directions are clear and appropriate for each grade level.
- D. Activities are differentiated/STEM and DOK activities for extended learning.
- E. Text facilitates the evaluation of student progress in several ways.

IV. Illustrations

- A. Pictorial representation are properly labeled/Vocabulary cards include illustrations .
- B. Real world images are included to help students connect to the learning.
- C. Diverse ethnic groups are represented throughout ,
- D. Charts, diagrams and maps are abundant and easy to read ,
- E. Pictorial representations extend and enrich the content learning .

V. Instructional Supplements

- A. Leveled readers are aligned with the standards.
- B. Great on-line resources for students to view videos and labs.
- C. Assessments are aligned with standards .
- D. STEM activity book has great resources for notebooking.
- E. Teacher edition includes scope and sequence for all grade levels .

Committee Chairperson



Date

2/13/2014

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Elementary Science Grade level/Cluster: 1st-5th
Title: FOSS/DSM Author: n/a
Publisher: School Specialty Copyright Date: varies

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Kit-based: Consumable materials for explorations and experiments.
- B. Text is adaptable to a variety of teaching techniques and individual needs.
- C. Skill development is sequential and clearly defined.
- D. Format is consistent and logical with titles, subheadings, appropriate cross-referencing.
- E. Table of contents, indices, and appendices facilitate learning.

II. Content

- A. 1st Grade: FOSS Plants and Animals and Sound and Light.
- B. 2nd Grade: FOSS Insects and Plants (NG) and Balance and Motion, 3rd Edition.
- C. 3rd Grade: DSM Food Chains and Webs.
- D. 4th Grade: FOSS Sun, Moon and Planets, 3rd Edition, Weather and Earth and DSM Sound.
- E. 5th Grade: DSM Earth Processes.

III. Style

- A. Reading level is appropriate for designated groups.
- B. Text is attractive, new binding on teacher guide provides an easily manageable and durable resource.
- C. Activities meet student interest and are engaging.
- D. Vocabulary, sentence structure and paragraphs are appropriate.
- E. Student directions are concise and understandable.

IV. Illustrations

- A. Pictorial representations are properly labeled, attractive and easily interpreted .
- B. Pictorial representation extend and enrich the content .
- C. Charts, diagrams and maps are abundant and easily read .
- D. Suggestions provided for additional reading .
- E. _____

V. Instructional Supplements

- A. Technological resources are easily accessible and useful .
- B. Technological resources are student-friendly .
- C. Consumable resources are appealing and engaging for students .
- D. Practice exercises are sufficient .
- E. Activities for students are varied and meet the 2014 Science Standards and SEPs .

Committee Chairperson  E. Palmer

Date 2/13/2016

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Elementary Science Grade level/Cluster: 3
Title: Building Blocks of Science: Matter Author: n/a
Publisher: Carolina Biological Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Kit-based: Consumable materials for explorations and experiments .
- B. Text is adaptable to a variety of teaching techniques and individual needs .
- C. Skill development is sequential and clearly defined .
- D. Format is consistent and logical with titles, subheadings, appropriate cross-referencing .
- E. Table of contents, indices, and appendices facilitate learning .

II. Content

- A. Text and inquiry-based activities correlate to the 2014 Science Standards and incorporated 2014 SEPs .
- B. Content is current and accurate .
- C. Program facilitates the evaluation of student progress .
- D. Text component is suitable to the interests and needs of the 3rd grade learner .
- E. A logical sequence is evident .

III. Style

- A. Reading level is appropriate for designated groups .
- B. Attractive text and durable binding .
- C. Activities meet student interest and are engaging .
- D. Vocabulary, sentence structure and paragraphs are appropriate .
- E. Student directions are concise and easy to understand .

IV. Illustrations

- A. Pictorial representations are attractive.
- B. Charts, tables and graphs are easy for students to read.
- C. _____
- D. _____
- E. _____

V. Instructional Supplements

- A. Quality supplementary materials.
- B. Assessment materials included.
- C. Manual is provided for teachers.
- D. Technology resources are sufficient.
- E. Incorporation of 2014 SEPs.

Committee Chairperson  J. Belmont

Date 2/12/2016

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Elementary and Middle School Science Grade level/Cluster: 3-8

Title: Gizmos Author: N/A

Publisher: Explore Learning, LLC Copyright Date: 2016

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Gizmos is a supplemental science resource that provides the opportunity for on-line simulations.
- B. Skill development is sequential and clearly defined.
- C. Easy-to-use search features.
- D. _____
- E. _____

II. Content

- A. South Carolina edition, grades 3,4,5,6, 7, and 8.
- B. Virtual labs .
- C. Variety of experiences that enhance interactive participation.
- D. Problem solving situations are realistic and relevant .
- E. _____

III. Style

- A. Reading level is appropriate.
- B. The activities meet student's interests and ability levels.
- C. Student directions are easy to understand.
- D. _____
- E. _____

IV. Illustrations

- A. Pictures and representations are properly labeled, attractive, and easy-to-read.
- B. Pictorial representations extend and enrich the content.
- C. Representation of ethnic and gender groups are adequate and appropriate.
- D. _____
- E. _____

V. Instructional Supplements

- A. Teacher guides, handbooks, or manuals are provided for each lab.
- B. Exercises and activities facilitate content learning.
- C. Labs are appropriate for a variety of student learning needs.
- D. Assessments are authentic and related to standards.
- E. _____

Committee Chairperson  J. Beaud

Date 2/13/2014

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Middle School Science Grade level/Cluster: 6, 8
Title: FOSS/DSM Author: N/A
Publisher: School Specialty Copyright Date: Varies

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Supplemental kits for inquiry-based labs with emphasis on the 2014 Science and Engineering Practices.

B. Skill development is sequential.

C. _____

D. _____

E. _____

II. Content

A. 6th Grade: FOSS-Diversity of Life.

B. 7th Grade: DSM-From Genes to Proteins, FOSS-Populations and Ecosystems.

C. _____

D. _____

E. _____

III. Style

A. Reading level is appropriate.

B. Activities meet student interests and ability levels.

C. _____

D. _____

E. _____

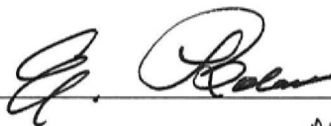
IV. Illustrations

- A. Illustrations are abundant and properly labeled.
- B. A variety of charts and diagrams are provided.
- C. _____
- D. _____
- E. _____

V. Instructional Supplements

- A. Teacher handbook provided.
- B. Activities are correlated to the 2014 Science Standards.
- C. Emphasis on 2014 Science and Engineering Practices.
- D. _____
- E. _____

Committee Chairperson


E. Palmer
RWC

Date

2/13/2016

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Middle School Science Grade level/Cluster: 6, 7, 8
Title: STC/TWIG Author: N/A
Publisher: Carolina Biological Copyright Date: Varies

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Supplemental kits for inquiry-based labs with emphasis on the 2014 Science and Engineering Practices .

B. TWIG is a supplemental on-line resource for videos and related learning materials .

C. _____

D. _____

E. _____

II. Content

A. 6th Grade: STC-Experimenting with Forces and Motion, Understanding Weather & Climate, Working with Motors and Simple Machines, TWIG .

B. 7th Grade: Investigating Biodiversity and Interdependence, Studying the Development and Reproduction of Organisms, Experimenting with Mixtures, Compounds and Elements, Exploring Respiration and Circulation, Exploring Properties of Matter, Investigating Digestion and Motion, TWIG.

C. 8th Grade: Electricity, Waves and Information Transfer, Experimenting with Force and Motion, Exploring Planetary Systems, Exploring Plate Tectonics, TWIG .

D. _____

E. _____

III. Style

A. Easy to read and follow.

B. Activities are at the appropriate student level.

C. TWIG provides current and interesting video resources including inquiry and extension questions.

D. _____

E. _____

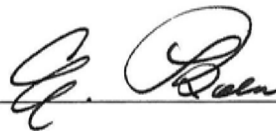
IV. Illustrations

- A. Illustrations are attractive and provide helpful interpretations .
- B. Charts and diagrams are user friendly.
- C. Student guide book has excellent illustrations .
- D. _____
- E. _____

V. Instructional Supplements

- A. Assessments are integrated and appropriate.
- B. Activities correlate to the subject area and student needs.
- C. Useful strategies are provided .
- D. Resources to aid instruction are provided .
- E. _____

Committee Chairperson


RWV

Date

2/13/2016

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Middle School Science Grade level/Cluster: 7
Title: Active Science Author: N/A
Publisher: Activate Learning Copyright Date: 2013

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Supplemental kits for inquiry-based activities emphasizing the 2014 Science and Engineering Practices.

- B. _____
C. _____
D. _____
E. _____

II. Content

A. 7th Grade: Where Have All the Creatures Gone? Why Do Organisms Look the Way They Do?

- B. _____
C. _____
D. _____
E. _____

III. Style

A. Activities meet student interest and are engaging.

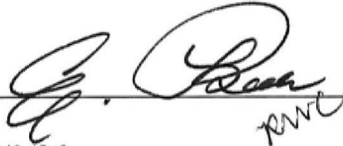
- B. _____
C. _____
D. _____
E. _____

IV. Illustrations

- A. Illustrations provide real world examples .
- B. Diagrams and charts are relevant to content .
- C. _____
- D. _____
- E. _____

V. Instructional Supplements

- A. Units provide supplemental reading segments.
- B. Guides and manuals are provided .
- C. Relevant activities for students.
- D. Incorporates content aligned with the 2014 Science and Engineering Practices.
- E. _____

Committee Chairperson 

Date 2/13/2010

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Biology 1, College Preparatory Grade level/Cluster: 9-12
Title: Biology (Glencoe Science) Author: Biggs, et al.
Publisher: McGraw Hill Copyright Date: 2012

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Supports interdisciplinary collaboration, some STEM connections.
- B. Text meets a variety of teaching techniques and the needs of individual students.
- C. Skill development is sequential and provides scaffolding.
- D. Titles, subtitles and referencing are clear, the format is consistent throughout text.
- E. Table of contents clear and appendices have good resources.

II. Content

- A. Supports and correlates with 2014 SC Science Standards and Science and Engineering Practices
- B. Content is current, accurate, and appealing to students.
- C. Learning checkpoints are available and includes formative and summative assessments.
- D. Standardized test questions are provided.
- E. Reading essentials are provided for struggling readers.

III. Style

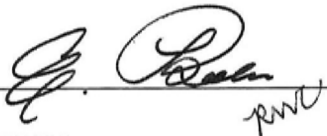
- A. Each unit is started with a foldable, reading level is appropriate for college preparatory students.
- B. Text is attractive with a visually appealing layout, durable binding.
- C. Provides enrichment to meet varying abilities.
- D. Vocabulary is clearly indicated, language is appropriate.
- E. Directions facilitate learning.

IV. Illustrations

- A. Pictures, representations, charts, diagrams and maps enhance and enrich content.
- B. Representations of ethnic groups are appropriate and adequate.
- C. Illustration invite inquiry,
- D. Graphics are of high quality.
- E. References provided to ConnectED (online resources) .

V. Instructional Supplements

- A. An interactive reader is provided.
- B. Lab notebook correlates to textbook .
- C. Online materials are available .
- D. Science notebook provides good practice opportunities .
- E. Suggestions for scaffolding and differentiating instruction .

Committee Chairperson 

Date 2/13/2014

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Biology 1, Honors Grade level/Cluster: 9-12
Title: Biology Author: Miller and Levine
Publisher: Pearson Copyright Date: 2017

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Strong correlations with reading & writing/Math skills in each chapter/Connections to STEM.
- B. Very adaptable for differentiated instruction based on reading level and past preparation.
- C. Sequence of the text mirrors State standards with SEP and STEM connections.
- D. Formatting is clear and understandable, easy to follow.
- E. Appendices are useful with ancillary instructional support.

II. Content

- A. Correlations to 2014 Science Standards and SEPs are highlighted in each chapter.
- B. The content is current to include biotechnology.
- C. Self-assessments and SC standards practice questions at the end of every chapter.
- D. Case studies and mysteries are provided at the beginning of every chapter.
- E. A variety of experiences and problem-based scenarios allow for adaptation to differing instructional levels.

III. Style

- A. Reading level is appropriate for the honors level student.
- B. Text is attractive and the binding appears durable.
- C. Enrichment activities provided to meet varying abilities.
- D. Directions are concise and easily understood.
- E. Vocabulary, sentence structure and paragraph format are appropriate for honors level students.

IV. Illustrations

- A. Pictures are properly labeled and easily interpreted.
- B. Illustrations, charts, diagrams, maps and other media are abundant.
- C. Ethnic groups are adequately and appropriately represented.
- D. Gender groups are adequately and appropriately represented.
- E. Suggestions for supplemental readings and activities are provided.

V. Instructional Supplements

- A. Practice questions and chapter assessments are sufficient.
- B. Supplemental products are provided and useful to extend content.
- C. Materials and activities are provided to correlate with other subject areas.
- D. Technology resources are integrated within each chapter of study.
- E. Authentic student assessment based on standards as part of instruction is provided.

Committee Chairperson 

Date 2/13/2010

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

RWC

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: International Baccalaureate Biology Grade level/Cluster: 11-12
Title: Higher Level Biology 2nd Edition Author: Damon, et al.
Publisher: Pearson Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Text includes correlations to statistics, extended essay, etc.
- B. Multiple teaching strategies are supported.
- C. Skill development is sequential and matches IB standards.
- D. Format is easy to follow.
- E. Excellent appendices.

II. Content

- A. Text is written exactly to meet IB standards.
- B. Content is current and accurate.
- C. Multiple options for student evaluation are available.
- D. The test is interesting and provides international components.
- E. The sequence is logical and follows the layout of the standards.

III. Style

- A. The reading level is appropriate for a college level text.
- B. The text is attractive with a paperback binding.
- C. Activities are appropriate, provide interest, and support the standards.
- D. The vocabulary and layout are appropriate and easy to follow.
- E. Student directions are easy to follow and match the standard requirements.

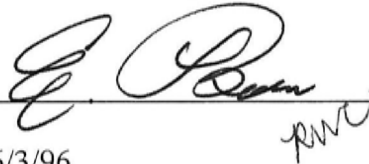
IV. Illustrations

- A. Pictures are appropriate, correct and easy to read.
- B. Illustrations help to further understanding of content.
- C. Charts are abundant and labeled properly.
- D. Suggestions for further reading are available.
- E. Ethnic groups are represented but not prevalent.

V. Instructional Supplements

- A. Practice exercises are available throughout each chapter and at the end of each chapter.
- B. Activities help to support the standards and increase student interest and engagement.
- C. Guides and keys are available.
- D. The book is a correlation guide to the standards.
- E. Multiple lab activities and a question database are provided.

Committee Chairperson



Date

2/3/2010

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Biology, Advanced Placement Grade level/Cluster: 10-12
Title: Biology in Focus Author: Urry, et al.
Publisher: Pearson Copyright Date: 2017

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Text offers many correlations with statistics, biotechnology and career pathways.
- B. Adaptable to a great variety of teaching techniques and student needs.
- C. Correlates with the big ideas and essential knowledge in the AP curriculum.
- D. Titles, subtitles, and headings are easy to follow/Material is in manageable chunks.
- E. Index provides chapter and section correlation to big ideas and essential understanding.

II. Content

- A. The text is written precisely to address AP Biology standards.
- B. Content is very current and even includes clustered regularly interspaced short palindromic repeat.
- C. Text includes multiple avenues for assessment such as test bank, self quizzes and online resources.
- D. Text meets the needs of AP Biology students.
- E. Sequencing is logical and orderly.

III. Style

- A. The Lexile level of this book is 1300 and appropriate for a college-level course.
- B. The cover is appealing, overall size is manageable, durable cover and binding.
- C. The paragraphs are appropriate in length, very readable, with content vocabulary highlighted.
- D. Activities are appropriate.
- E. Student directions are easy to follow.

IV. Illustrations

- A. Illustrations are bold, colorful and easy to interpret.
- B. Pictorial representations add clarity and support the content.
- C. Charts and diagrams are abundant.
- D. Suggestions for additional reading are provided.
- E. Representation of ethnic groups is adequate.

V. Instructional Supplements

- A. Online materials are excellent with practices quizzes, animations and virtual labs.
- B. Activities are appropriate and reinforce the important concepts.
- C. Guides, manuals and keys are available online.
- D. Correlation guides for AP Biology standards are available.
- E. Instructional strategies and techniques are available (Inquiry and Practicing Biology workbooks).

Committee Chairperson  RNE

Date 2/13/2014

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Middle School Science (CP and Honors) Grade level/Cluster: 6, 7, 8
Title: Pearson Interactive Science Author: Buckley, et al.
Publisher: Pearson Education, Inc. (Prentice Hall) Copyright Date: 2017

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

- A. Math activities are throughout text/ELA with writing/STEM connections.
- B. RTI under "Evaluate" headings/Differentiated instruction/Labs/Inquiry-based activities.
- C. Clear summary of learning/Closing chapter questions.
- D. Understandable organizational patterns/Format very clear.
- E. Good glossary, Spanish glossary, index, science skills practice.

II. Content

- A. Each lesson has performance standard indicators and a logical sequence.
- B. Information is current and accurate/Content reflects 2014 science standards.
- C. Evaluation relates to current standards and objectives/Pre-assessment and post-assessment.
- D. Adaptable to different instructional levels.
- E. Relevant/Real world connections.

III. Style

- A. Appropriate Lexile.
- B. Pages are appealing to the middle-level learner with spacing, text size, illustrations etc.
- C. Activities are engaging and meet student interests.
- D. Content vocabulary is highlighted/Sentence and paragraph structure appropriate.
- E. Directions are concise, step-by-step and clear.

IV. Illustrations

- A. Excellent graphics with clear explanations .
- B. Illustrations provide opportunity for interaction .
- C. Every lesson provides charts, diagrams or maps .
- D. Suggestions for additional reading provided in teacher edition ,
- E. Multiple ethnic groups represented/Global perspectives offered -

V. Instructional Supplements

- A. Online support is available/Chapters can be downloaded to electronic devices .
- B. Downloaded chapters include read aloud component .
- C. Video support for each unit.
- D. Examview text generator with the option of importing into All In Learning.
- E. Virtual labs .

Committee Chairperson 

Date 4/13/2016

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

Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Mark A. Bounds 
Chief Information Officer

Date: March 4, 2016

Re: Request to Waive the Make-up of Two Inclement Weather Days

District Five students missed five school days due to the severe flood in October 2015. The district did not have any delayed openings. We were able to repurpose two days as school days shortly after the flood (October 12th and November 9th) leaving three inclement weather days to make-up. March 25th, April 18th and June 3rd remain on our calendar as make-up days.

Amended S.C. Code of Laws §59-1-425 requires that schools must make-up three days. The statute further states, "The district Board of Trustees by a majority vote may waive the make-up requirement for three or fewer additional missed days."

April 18th has been confirmed as the third mandated inclement weather make-up day and will be a regular school day for all students. The administration recommends that the Board of Trustees waive two make-up days at this time. Barring future inclement weather closings, March 25th and June 3rd would not be school days.

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

MAB



Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Dr. Allison Jacques *Allison Jacques, Ph.D.*
Chief Human Resources Officer

Date: March 10, 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 Second 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

Recommended Revisions – March 14, 2016 – First Reading

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

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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

from this policy.

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

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

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Recommended Revisions – March 14, 2016 – First Reading

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



Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Dr. Allison Jacques *Allison Jacques, Ph.D.*
Chief Human Resources Officer

Date: March 10, 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 Second 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 – March 14, 2016 – First Reading

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

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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, up to and including termination, regardless 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~~

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Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Dr. Allison Jacques *Allison Jacques, Ph.D.*
Chief Human Resources Officer

Date: March 10, 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 Second 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 – March 14, 2016 – First Reading

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~~

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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

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 GCOA/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 – March 14, 2016 – First Reading

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



Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Dr. Allison Jacques *Allison Jacques, Ph.D.*
Chief Human Resources Officer

Date: March 10, 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 Second 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

Recommended Deletion – March 14, 2016 – First Reading

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.~~

2



MEMORANDUM

TO: Members of the Board of Trustees

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

FROM: A. Len Richardson 
Chief Finance Officer

DATE: March 8, 2016

RE: Board Policy – Section K - KBE-R – Relations with Parent Organizations

Issue: Proposed revisions to Board Policy – Section K

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

- KBE-R – Relations with Parent Organizations

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

LR/tl

Attachment/s – KBE-R – Relations with Parent Organizations – Section K

Proposed Administrative Rule – March 14, 2016 – Discussion

KBE-R – Relations with Parent Organizations

Support Organizations' Roles and Responsibilities:

An Extension of the School

Booster clubs and parent teacher organizations/associations are separate entities from the school district. The District Board appreciates the time, effort, energy and financial support these organizations provide to the staff and students of the District. As a result, the board encourages administration, staff and employees to support and accommodate the activities of these groups so much as they contribute to and provide benefit to the District. At the same, the Board and management must ensure the District is complying with various laws and regulations. As such the District reserves the right to limit the activities of groups where necessary to ensure compliance with laws and regulations applicable to the District.

The board directs the administration to establish regulations and procedures which will provide for an orderly and systematic operation of such groups. The board further directs the administration periodically to evaluate the productivity and impact of the support groups (School District Policy KBE).

These valuable organizations provide a needed source of financial support for school activities. Without them, the district's schools would not be able to provide many of the opportunities that students enjoy through the programs supported by these organizations. Because these entities are independent from the district, a separation between these organizations and the school district must be maintained so that third parties are not misled into believing that an organization is part of the school district. This protects both parties in case of litigation and other issues that may arise. Therefore, it is important that consistent and proper accounting practices are followed in order to ensure this separation.

School support organizations are organized for the purpose of supporting schools or specific school programs within a school. The relationship with the school should never be forgotten. The mission, vision, and goals of the support organization should mesh with those of the school. For this reason, the support organization's officers and board should work closely with the school principal to establish an atmosphere of cooperation and confidence to ensure that the programs operate smoothly within the school's and district's policies and practices.

Establishing the School Support Organization

- Follow the School District Five of Lexington & Richland Counties' policies and administrative rules regarding support organizations and fundraising.
- Prepare and adopt bylaws and articles of incorporation (if incorporated)
- File a current copy of bylaws with the chief building administrator.
- File a current copy of bylaws with the district's Chief Finance Officer.
- Incorporate as a nonprofit organization and register with the South Carolina Secretary of State's Office
- If incorporated, obtain the appropriate 501(c) designation.
- Prepare and approve a detail proposed budget listing planned contributions to or support of school activities itemized by organization and activity.

Operating the School Support Organization

As separate entities, they have their own governing board, establish their own policies and maintain their own set of accounting records. Each one also must have its own checking account along with a separate federal tax identification number. These organizations are generally formed as nonprofit entities and therefore must follow applicable federal and state tax regulations. These organizations are neither authorized nor permitted to use the tax identification number of the district under any circumstances. If tax exempt status is desired, the organization must obtain its own tax exempt status, and comply with all applicable state and federal reporting requirements.

Each group shall file a statement of purpose and regulations governing the group's involvement to the superintendent, or his/her designee, for review and approval by the board on an annual basis on or before June 30 of each year in order to be authorized to work within the district in the following year.

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

- the participation of children
- operation of a school service
- charges to children
- solicitation of children
- communications sent home with all children in a school
- use of any district facility or property

Management of Funds

A major initiative of most school support organizations is fundraising for school programs the organization represents. Guidelines are offered to serve to ensure funds are handled properly and therefore are available for the greatest benefit to students. No District employee shall serve in a financial capacity or as an officer of a booster or other parent organization or program.

The board has final authority over all phases of the school and money raised for schools. Equipment donated to the school becomes the property of the district (Policy KBE).

- Bonding insurance should be considered for officers.
- The Treasurer's Report, which should include a balance sheet and a statement of revenues and expenses, should be provided monthly to the membership but not less than annually. Cash receipt procedures should include best practices, including consistent and proper segregation of duties.
- Cash disbursement procedures should include best practices, including consistent and proper segregation of duties.
-
- Month end and year-end financial procedures should include best practices, including consistent and proper segregation of duties.
- The District reserves the right to accept or reject any contribution or use of booster funds should the District determine that the proposed use will negatively impact the District in any way.

Fundraising

All fund-raising activities that take place must be conducted by an organization, not an individual. Any club or organization requesting permission to hold a fundraiser must have a valid charter and board-approved bylaws and have been in existence for at least four months prior to making the request. The principal must approve the fund-raising activities of both parent and student-governed organizations. The approval must be in writing and issued prior to the beginning of the fund-raising activity.

Organizations must make written requests for fund-raising activities to include the following:

- the inclusive dates of the activity or sales campaign
- the type of activity clearly explained
- name of supplier of sales items or activity
- intended use of the money raised
- how this use of funds can improve the school or program

All information, advertising, tickets and other materials used for promotion of the activity must carry the name of the sponsoring club or organization. Organizations may not use the school board endorsement on any materials, notices or advertising without the specific written consent of the board.

No teacher or employee of the district will be required to participate in any fund-raising activity sponsored by a parent or student group such as, but not limited to, PTA, band boosters, etc. (Policy AR JJE-R).

Fiscal Year End Obligations

- Prepare a budget of anticipated expenditures and receipts for the new fiscal year prior to July 1st.
- Year-end financial reports shall be provided to the school principal and to the School District Five of Lexington & Richland Counties' Chief Finance Officer no later than September 30 of each year. The audit committee of the support organization must validate that the financial reports (balance sheet and revenue/expenditure statement) are an "accurate portrayal of the support organization's financial status." The audit committee must sign and date the financial reports to certify "that they had no financial duties and therefore can be independent in their judgment."
- File federal and state tax forms as required.



MEMORANDUM

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

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

DATE: March 7, 2016

RE: March 14, 2016 Board Meeting
Title III - English for Speakers of Other Languages 2015-2016 Budget

For your information, attached to this memo you will find 2015-2016 budget information for Title III - English for Speakers of Other Languages.

I will be present at the Board Meeting to answer any questions you may have regarding this information.

Title III
English for Speakers of Other Languages
2015-2016 Budget

2015-2016 Budget

FY 15-16 (New Grant) Funds	\$ 32,494.00
FY 14-15 (Carryover) Funds	<u>30,517.52</u>
TOTAL 15-16 FUNDS	\$ 63,011.52

Program Purposes:

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