district five
OF LEXINGTON & RICHLAND COUNTIES

AGENDA
BOARD OF TRUSTEES
REGULAR MEETING
CHAPIN HIGH SCHOOL'S CAFETERIA
MAY 9, 2016

1. Call to order at 5.00 p.m.
2. Public meeting on Columbia Avenue road improvements at 5 p.m.
3. Motion at 6:00 p.m. to enter executive session to consider the following:
   a. Selected employment items (Exhibit A)
4. Call to order at 7:00 p.m.
5. Welcoming remarks
6. Invocation – Ed White, Board of Trustees
7. Pledge of Allegiance – Mario Macaluso, a student at Chapin High School
8. School Board Spotlight
9. Approval of the Agenda
10. Approval of the minutes of the April 25, 2016 board meeting
11. Welcome and overview of Chapin High School, Dr. Akil Ross, Principal
12. Superintendent's Report
13. Public participation*

ACTION AGENDA

14. Action as Necessary or Appropriate on Matters Discussed in Executive Session

15. Second and final reading of proposed Administrative Rule KBE-R "Relations with Parent Organizations" (Exhibit B)

DISCUSSION AGENDA

16. Proposed revision of Strategic Plan to include mandated "Read to Succeed" Goals (Exhibit C)

17. Proposed revisions to Board Policy IKA "Grading/Assessment Systems" (Exhibit D)

18. Adjourn

FOR YOUR INFORMATION

19. The next regular school board meeting will be May 23 at Harbison West 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.

district five
OF LEXINGTON & RICHLAND COUNTIES

Minutes/April 25, 2016

The Board of Trustees of School District Five of Lexington and Richland Counties met at River Springs Elementary 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
Dr. Stephen Hefner, District Superintendent

The following staff were in attendance:

Mr. Mark Bounds, Chief Information Officer
Dr. 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 Beth Hutchison. The Pledge of Allegiance was led by Mason Favati, a fifth grade student at River Springs Elementary School.

The Board conducted the School Board Spotlight that included an overview of River Springs Elementary School by Melanie Cohen, Principal.

During the Superintendent's Report, Dr. Melton gave an update on iFive Technology; and Len Richardson presented the monthly financial reports (Exhibit B).

During the public participation, Barbara Waldman spoke regarding Administrative Rule KBE-R "Relations with Parent Organizations" (Exhibit C).

Len Richardson presented the proposed General Fund Budget for 2016-2017 (Exhibit E).

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of April 25, 2016

	BAUMGARDNER	GANTT	HALTIWANGER	HAMMOND	HUTCHISON	LOVELESS	WHITE
1. M. Hammond S. Baumgardner Enter executive session to consider the following: a) selected employment items (Exhibit A); b) receipt of legal advice regarding a procurement matter; and c) update on active and pending litigation involving Lexington-Richland District Five	X	X	X	X	X	X	A
2. M. Hutchison S. Loveless Approve the agenda	X	X	X	X	X	X	A
3. M. Baumgardner S. Haltiwanger Approve the minutes of the April 12, 2016 board meeting	X	X	X	X	X	X	A
4. M. Hutchison S. Hammond Approve the selected employment items (Exhibit A)	X	X	X	X	X	X	A
5. M. Hutchison S. Haltiwanger Second and final reading of proposed Administrative Rule KBE-R "Relations with Parent Organizations" (Exhibit C) M. Hutchison S. Hammond Table the vote until the next meeting for further review	X	X	X	X	X	X	A
6. M. Baumgardner S. Hammond Approve the request for rezoning of "Shoals Landing" property (Exhibit D)	X	X	X	X	X	X	A
7. M. Baumgardner S. Loveless Adjourn at 9:13 p.m.	X	X	X	X	X	X	A

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

Exhibit B

EXHIBIT B

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

TO: Members of the Board of Trustees

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

FROM: A. Len Richardson
Chief Finance Officer

DATE: May 3, 2016

RE: May 9, 2016 Board Meeting
Second and Final Reading Approval – Revisions to Board Policy " KBE-R"

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: The administration recommends second and final reading approval of the proposed revisions to selected "K" policy.

LR/tl

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

Proposed Administrative Rule – May 9, 2016

KBE-R – Relations with Parent Organizations

Support Organizations' Roles and Responsibilities

Booster clubs and parent teacher organizations/associations are separate entities from the school district. The District Board *of Trustees* 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 time, 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.
- 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, obtain the appropriate 501(c) designation and register with the South Carolina Secretary of State's Office.
- Prepare and approve a detailed proposed budget listing planned contributions to or support of school activities itemized by organization and activity.
- *Establish an audit/finance committee.*

Operating the School Support Organization

As separate entities, ~~they~~ *school support organizations* 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*, must obtain their own tax exempt status,* 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 school 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.*~~ *District employees can serve as leaders, including president, vice president, secretary, and/or committee chair, provided they do not have signature authority on checks. District employees are prohibited from serving as treasurer, assuming any financial responsibility or possessing any signature authority regarding funds of a booster or other parent organization or program. Employees must participate in such organization/program only on their personal time and in a manner that does not conflict with their duties and responsibilities within the district.*

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/PTO, 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/finance 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/finance 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.

Exhibit C

EXHIBIT C

district five
OF LEXINGTON & RICHLAND COUNTIES

Memorandum

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner
Superintendent

From: Mark A. Bounds
Chief Information Officer

Date: May 9, 2016

Re: Proposed revision of Strategic Plan to include mandated "Read to Succeed" Goals

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Board of Education Regulation 43-261, SC Code Ann. §59-18-1300 requires all school districts to have District Strategic Plans (DSP) and all schools have School Renewal Plans (SRP). Both the district's updated DSP and our AdvancED reaccreditation visit were scheduled for 2015. The District requested and received a one year delay in submitting the new DSP and SRPs, so that the reaccreditation process and strategic planning process could be aligned. Our request was granted.

District Five had a very successful AdvancED reaccreditation visit in 2015. This year, we worked diligently to infuse the results of the AdvancED process into our strategic planning. Just as the district and all our schools were in the final stages of completing the strategic planning process, the SC Department of Education provided guidance that the new Read to Succeed (R2S) goals must be incorporated into the DSP and SRPs. Our determination was that including the R2S goals so late in the process would not provide sufficient time to create meaningful goals and would jeopardize all the previous work that had been accomplished. The decision was made to complete the strategic planning process that had already been initiated and modify the DSP to include the new R2S goal once there was sufficient time to develop meaningful R2S goals.

The revised DSP and SRPs were submitted in April, 2016. Over the last few months, District Five staff members have been developing a Reading Plan and new R2S goals for inclusion in the DSP.

An overview of this process and the new R2S goals will be provided for your discussion and consideration at the May 9th Board of Trustees meeting. And, we will ask for approval of the new R2S goals for inclusion in the DSP at the May 23rd Board of Trustees meeting. This timeline will allow us to meet the June 1st requirement to have the new R2S goals submitted.

At the conclusion of this process we will have the best possible R2S goals and our DSP will reflect those goals. We will return to a normal 5 year cycle once this process is completed.

MAB/cw

Attachment: Read to Succeed Goals for inclusion in the District Strategic Plan

Goal 6
DISTRICT STRATEGIC PLAN FOR 2016-2021 **DATE: FALL 2015**

Performance Goal Area: Read to Succeed: Leadership

☐Student Achievement ☐Teacher/Administrator Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☑District Priority

PERFORMANCE GOAL: (desired result of student learning)	n/a
INTERIM PERFORMANCE GOAL:	100% of District 5 schools will establish a literacy leadership team.
DATA SOURCE(S):	n/a
OVERALL MEASURES:	n/a

ACTION PLAN					**EVALUATION**
STRATEGY 6.1: We will develop a leadership plan to guide and support scientifically-based reading research practices aligned with state policies.	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
Activity 6.1.1: Establish a literacy leadership team inclusive of faculty and staff, parents, and	Summer 2016	Principals	n/a	n/a	Team members listed in School Reading Plans.

community members.					

Goal 7
DISTRICT STRATEGIC PLAN FOR 2016-2021 **DATE: FALL 2015**

Performance Goal Area: Read to Succeed: Student Outcomes

☑Student Achievement ☐Teacher/Administrator Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority

PERFORMANCE GOAL: (desired result of student learning)	n/a
INTERIM PERFORMANCE GOAL:	We will provide world class knowledge via challenging curricula with high expectations for all students as measured by: • Graduation rates meeting or exceeding the rate of "Districts with Students Like Ours" as determined by the South Carolina State Department of Education, • The district's average scale score on the WorkKeys assessment being 4.8 points above the state average, cumulatively when adding the scores for Applied Mathematics, Locating Information, and Reading for Information, • The NWEA Virtual Comparison Group (VCG) Growth for Percentage Typical Growth plus High Growth, will increase to 78.4% in Grades 2-5 Reading and 77.5% in Grades 6-8 Reading, • 80% of kindergarten students will score at least a Level 4 on the DRA2+ assessment by the beginning of

	June 2017; and, • The overall district pass rate on English 1 EOC for 2016-17 will be 84%.
DATA SOURCE(S):	n/a
OVERALL MEASURES:	n/a

ACTION PLAN					**EVALUATION**
STRATEGY 7.1: We will establish clear and measurable student achievement goals.	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
Activity 7.1.1: Provide differentiated instruction through the Direct Instruction Model (Hattie, 2011) in all classrooms to include fluid and flexible grouping, cooperative learning, Socratic/Paideia seminars, project-based learning, virtual learning and/or other research-based instructional practices.	2016-2021	Professional Development Coordinator Content Coordinators Instructional Specialists and Coaches Teachers and School Administrators	TBD	Title I Title II Grants General Fund	Lesson plans, observations, weekly newsletters, presentations at district and school professional development

7.1.2: Emphasize the use of small group instruction in elementary, intermediate, and middle school Mathematics and English Language Arts.	2016-2021	ELA Coordinator Mathematics Coordinator Instructional Specialist for Mathematics Instructional Specialist for ELA School Administrators	TBD	Title 1 Funds Title 2 Funds EIA Funds General Funds	Observations by directors, content coordinators, specialists, and school administrators. Coaching to include demonstrations by ELA and Math coaches.
7.1.3: Support the implementation of standards and practices, and content alignment, for all core content areas.	2016-2021	Content Coordinators Leadership Team Members Department Chairs Unit Leaders School Administrators	TBD	Title 2 Funds	Observations by directors, content coordinators, specialists, and school administrators. Review course catalog and course alignment.
7.1.4: Increase the number and diversity of students participating in Honors and AP courses.	2016-2021	Content Coordinators	TBD	TBD	

		Department Chairs Guidance Counselors Director of Accountability AGP Coordinator School AP Coordinators School Administrators Teachers			
7.1.5: Increase Pre-AP professional development for teachers.	2016-2021	Content Coordinators Instructional Specialists AGP Coordinator Secondary School APIs	TBD	TBD	
7.1.6: Provide learning opportunities that incorporate critical thinking and problem-solving skills (Depth of Knowledge) in each content area at all grade levels to include: project based learning,	2016-2021	Teachers Professional Development	n/a	n/a	

inquiry learning, science probe ware, Paidiea/Socratic seminars, use of primary sources, authentic learning, persuasive writing, historical thinking, peer and self-evaluation protocols, and/or other researched-based critical and creative thinking strategies.		Coordinator Content Coordinators School Administrators			
7.1.7: Provide reading intervention in elementary, intermediate, and middle schools for students who do not meet state adopted assessments or score significantly below the norm on MAP.	2016-2021	ELA Coordinator ELA Instructional Specialist School Intervention Teams Intervention Teachers	TBD	TBD	
7.1.8: Provide learning opportunities for students in multiple languages, technology, engineering, arts, and CATE.	2016-2021	World Language Coordinator Instructional Technology Coordinator and Specialist School-based Technology Integration Specialists	TBD	TBD	

		Content Coordinators CATE Director CATE Assistant Director Guidance Counselors			

Goal 8 **DISTRICT STRATEGIC PLAN FOR 2016-2021**	**DATE: FALL 2015**
Performance Goal Area: Read to Succeed: Professional Learning ☐Student Achievement ☑Teacher/Administrator Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority	
PERFORMANCE GOAL: (desired result of student learning)	n/a
INTERIM PERFORMANCE GOAL:	100% of D5 administrators and teachers will be offered professional learning focused upon research-based literacy practices.
DATA SOURCE(S):	n/a
OVERALL MEASURES:	n/a
ACTION PLAN	**EVALUATION**

STRATEGY 8.1: We will provide systemic professional development for principals and teachers.	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
Activity 8.1.1: Provide research-based literacy practices professional development to administrators through Joint PD, District Inservice Days, Split Planning, and Assistant Principal meetings.	2016-17	Office of Instruction Staff	TBD	TBD	Presentation documentation, exit slips, surveys
8.1.2: Provide research-based literacy practices professional development to teachers through #LeaD5, Tuesday afternoon professional development, District Leadership, placement chair meetings, and when invited to planning times during the school day.	2016-17	Office of Instruction Staff School Administrators Reading/Literacy Coaches PD Facilitators	TBD	TBD	Presentation documentation, exit slips, surveys

Goal 9 **DISTRICT STRATEGIC PLAN FOR 2016-2021**	**DATE: FALL 2015**
Performance Goal Area: Read to Succeed: Assessment Plan ☑Student Achievement ☐Teacher/Administrator Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority	
PERFORMANCE GOAL: (desired result of student learning)	n/a
INTERIM PERFORMANCE GOAL:	100% of schools will have certified staff members assigned and actively meeting as data teams at least monthly, focusing on using assessment results to influence instructional planning.
DATA SOURCE(S):	n/a
OVERALL MEASURES:	n/a

ACTION PLAN					**EVALUATION**
STRATEGY 9.1: We will provide a comprehensive assessment system.	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
Activity 9.1.1: Facilitate data team meetings at least every 4th Tuesday.	2016-17	Certified School Staff Administrators	n/a	n/a	School administrators observations of active data teams; notes from meetings
9.1.2: Provide coaching and support of data	2016-17	Content	n/a	n/a	Calendars containing schedules; notes

teams through professional development, observations, and coaching sessions.		Coordinators Instructional Specialists School Administrators			from meetings; observations of active data teams
9.1.3: Provide coaching and support of data teams through the use of outside consultants for each school at least twice a school year.	2016-17	Office of Instruction	TBD	Federal Funds	Fishbowl schedule; observations of coaching sessions

Goal 10 **DISTRICT STRATEGIC PLAN FOR 2016-2021**	**DATE: FALL 2015**
Performance Goal Area: Read to Succeed: Instructional Plan ☑Student Achievement ☑Teacher/Administrator Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority	
PERFORMANCE GOAL: (desired result of student learning)	n/a
INTERIM PERFORMANCE GOALS:	• 100% of certified staff will be offered professional development in content area reading strategies. • Middle School and Intermediate School Intervention teams will meet with district personnel at least four (4) times during the 2016-17 school year for review of data and on-going professional development.

	• 4K Intervention and Elementary Response to Intervention (RtI) teams will meet with district personnel at least three (3) times during the 2016-17 school year for review of data and on-going professional development. • Six Tuesday afternoons during the 2016-17 school year will be offered for special education teachers to meet with district personnel for on-going professional development related to best practices for students with special needs.
DATA SOURCE(S):	n/a
OVERALL MEASURES:	n/a

ACTION PLAN					**EVALUATION**
STRATEGY 10.1: We will establish exemplary literacy classrooms for all students, Prek-12.	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
Activity 10.1.1: Provide research-based professional development in content area reading strategies to administrators through Joint PD, District Inservice Days, Split Planning, and Assistant Principal meetings.	2016-17	Office of Instruction Staff	TBD	TBD	Presentation documentation, exit slips, surveys
10.1.2: Provide research-based professional development in content area reading strategies to	2016-17	Office of Instruction Staff	TBD	TBD	Presentation documentation, exit slips, surveys

teachers through #LeaD5, Tuesday afternoon professional development, District Leadership, placement chair meetings, and when invited to planning times during the school day.		School Administrators Reading/Literacy Coaches PD Facilitators			
10.1.3: Facilitate the review of data and on-going professional development through 4K Intervention, Elementary RtI, and Intermediate and Middle School Intervention teams.	2016-17	Content Coordinators Directors of Elementary and Secondary Education Coordinator of Youth and Family Services Reading/Literacy Coaches School Administrators Elementary Guidance Counselor Lead Special Education Staff Certified Staff as Assigned by School Administration Intermediate/Middle	TBD	TBD	Meeting agendas and notes/minutes; surveys; observations

		Reading Intervention Consultant			
10.1.4: Facilitate on-going professional development related to best practices for students with special needs.	2016-17	Special Education Staff School Placement Chairs	TBD	TBD	Meeting agendas and notes/minutes; observations

Goal 11 **DISTRICT STRATEGIC PLAN FOR 2016-2021** **DATE: FALL 2015** **Performance Goal Area: Read to Succeed: Parent and Family Involvement** ☑Student Achievement ☐Teacher/Administrator Quality ☑School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority	
PERFORMANCE GOAL: (desired result of student learning)	n/a
INTERIM PERFORMANCE GOALS:	• 100% of schools will make parents aware of the Read to Succeed legislation, including third grade retention and district/school reading plans. • 100% of schools will inform stakeholders of literacy practices through parent communication, i.e. newsletters, School Improvement Council meetings (SIC), conferences, orientations, etc.

	• 100% of schools will offer opportunities for parents to meet with each of their child's teachers for individual student achievement conferences. • Cross-curricular literacy strategies to support literacy in the home will be available to all families via the district and school websites.
DATA SOURCE(S):	n/a
OVERALL MEASURES:	n/a

ACTION PLAN					**EVALUATION**
STRATEGY 11.1: We will foster partnerships to communicate Read to Succeed goals and to promote literacy achievement.	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
Activity 11.1.1: Educate parents on the Read to Succeed legislation, including third grade retention and district/school reading plans, through school-specific events and communication methods.	2016-17	School Administrators Office of Instruction Staff	n/a	n/a	School calendars; school communication
11.1.2: Educate stakeholders of literacy practices through School Improvement Council meetings, Parent-Teacher Organization meetings, conferences, orientations, communication, and other methods as determined by schools.	2016-17	School Administrators	n/a	n/a	School calendars, school communication

11.1.3: Offer parent-teacher conferences for every child to review student achievement.	2016-17	School Administrators Teachers and School Staff	n/a	n/a	District and school calendars
11.1.4: Provide cross-curricular literacy strategies to all families via the district and school websites.	2016-17	Office of Instruction Staff District Webmaster School Webmasters	n/a	n/a	District and school websites

Goal 12 **DISTRICT STRATEGIC PLAN FOR 2016-2021** **DATE: FALL 2015** **Performance Goal Area: Read to Succeed: School-Community Partnerships** ☑Student Achievement ☐Teacher/Administrator Quality ☑School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority	
PERFORMANCE GOAL: (desired result of student learning)	

INTERIM PERFORMANCE GOALS:	• 100% of our schools will share summer literacy offerings provided by the Lexington and Richland County Public Libraries. • District and school staff will continue to partner with community agencies to include social workers, private pre-schools, and the United Way on literacy-based topics to engage the District 5 community.
DATA SOURCE(S):	
OVERALL MEASURES:	

ACTION PLAN					**EVALUATION**
STRATEGY 12.1: We will support parents' understanding of the Read to Succeed legislation, and how they can support their child as a reader at home.	**Timeline Start/End Date**	**Person Responsible**	**Estimated Cost**	**Funding Source**	**Indicators of Implementation**
Activity 12.1.1: Provide students and parents information pertaining to summer literacy offerings provided by the Lexington and Richland County Public Libraries.	2016-17	School Administrators School Media Specialists School Reading/Literacy Coaches	n/a	n/a	School websites; school and classroom newsletters

		Teachers School Webmasters Coordinator and Instructional Specialist of English Language Arts			
12.1.2: Partner with community agencies on literacy-based topics to engage the District 5 community.	2016-17	District and School Social Workers Coordinator of Youth and Family Services Coordinator and Instructional Specialist of English Language Arts	n/a	n/a	Calendars; meeting notes/minutes; community events

Exhibit D

EXHIBIT D

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

To: Members of the Board of Trustees
Dr. Stephen W. Hefner, Superintendent

From: Dr. Christina Melton
Chief Instructional Officer

Date: May 4, 2016

Re: May 9, 2016 Board Meeting,
Discussion: Approval of Proposed Revisions
Policy IKA "Grading/Assessment Systems"

Item: Proposed revisions to Board Policy IKA "Grading/Assessment Systems" are attached in DRAFT form, along with the current Board Policy.

Recommendation: The administration recommends the revisions to Board Policy IKA "Grading/Assessment Systems" move to First Reading approval.

I will be present to answer any questions you may have regarding these adoptions.

Attachments: Current Board Policy IKA "Grading/Assessment Systems"
Proposed Revisions to Board Policy IKA "Grading/Assessment Systems"

Suggested Revisions 5.9.16

GRADING/ASSESSMENT SYSTEMS

Code **IKA** *Issued* **DRAFT 5/16**

Purpose: To establish the board's vision for grading and assessment of student academic progress.

Students respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. The district should emphasize achievement in its process of evaluating student performance.

Regularly issued report cards, combined with scheduled parent-teacher conferences, serve to promote a process of continuous evaluation of student performance. This process informs students and their parent/legal guardian and provides a basis for bringing about change in student performance if such change seems necessary.

Statewide uniform grading scale

The school will follow the statewide uniform grading scale as approved by the state board of education. This uniform grading scale and the system for calculating GPAs and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

~~The uniform grading scale is as follows.~~

~~A 93 - 100~~
~~B 85 - 92~~
~~C 77 - 84~~
~~D 70 - 76~~
~~F 69 and below~~

All report cards and transcripts will use numerical grades for courses carrying Carnegie units.

Cf. IKAB, IKC, IKF

Adopted 5/2/84; Revised 12/9/85, 5/3/93, 5/4/98, 3/13/00, 3/27/00, 5/19/03, 6/17/13

Legal references:

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

Section 59-18-310(B) - Development or adoption of statewide assessment program to measure student performance.
Section 59-18-320 - Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.

State Board of Education Regulations:

R43-262 - Assessment program.
R43-262.4 - End of course tests.
R43-274 - Student attendance.
R43-234 - Defined program, grades 9-12.

Draft

Current Policy

Policy IKA Grading/Assessment Systems

Issued 6/13

Purpose: To establish the board's vision for grading and assessment of student academic progress.

Students respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. The district should emphasize achievement in its process of evaluating student performance.

Regularly issued report cards, combined with scheduled parent-teacher conferences, serve to promote a process of continuous evaluation of student performance. This process informs students and their parent/legal guardian and provides a basis for bringing about change in student performance if such change seems necessary.

Statewide uniform grading scale

The school will follow the statewide uniform grading scale as approved by the state board of education. This uniform grading scale and the system for calculating GPAs and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

The uniform grading scale is as follows.

A 93 - 100

B 85 - 92

C 77 - 84

D 70 - 76

F 69 and below

All report cards and transcripts will use numerical grades for courses carrying Carnegie units.

Cf. IKAB, IKF

Adopted 5/2/84; Revised 12/9/85, 5/3/93, 5/4/98, 3/13/00, 3/27/00, 5/19/03, 6/17/13

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