district five
OF LEXINGTON & RICHLAND COUNTIES

AGENDA
BOARD OF TRUSTEES
REGULAR MEETING
SEVEN OAKS ELEMENTARY SCHOOL'S MULTI PURPOSE ROOM
FEBRUARY 13, 2017

1. Call to order at 5:30 p.m.

2. Enter executive session to consider the following:

   a. Selected employment items (Exhibit A)
   b. Approval of contract with Quackenbush Architects + Planners for architectural services for addition at Chapin Middle School (Exhibit B)
   c. Discussion and notice of highest ranked responsive and responsible proposer for "Construction Management At Risk" project at Chapin Middle School District
   d. Discussion of a potential legal settlement regarding a contract with China Construction Company for Chapin High School

3. Call to order at 7:00 p.m.

4. Welcoming remarks

5. Invocation – Ellen Baumgardner, Secretary, Board of Trustees

6. Pledge of Allegiance – Zavia Rawls, a fifth grade student at Seven Oaks Elementary School

7. School Board Spotlight

8. Approval of the agenda

9. Approval of the minutes of the January 23, 2017 board meeting

10. Welcome and brief overview of Seven Oaks Elementary School by Harriet Wilson, Principal, and Luanne Kea, School Improvement Council Chair

11. Superintendent's Report

12. Public participation*

ACTION AGENDA

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

14. First reading of the Capital Budget for 2017-2018 (Exhibit C)

15. First reading approval of proposed revisions to Board Policies as listed: (Exhibit D)

    a. Proposed revision to Board Policy GCQE "Retirement of Professional Staff"

    b. Proposed revisions to Board Policy GDQC "Retirement of Support Staff"

    c. Proposed revisions to Board Policy GCQC/GCQD "Resignation of Instructional Staff/Administrative Staff"

    d. Proposed revisions to Board Policy GDQB "Resignation of Support Staff"

    e. Proposed revisions to Board Policy GCQF "Discipline, Suspension, and Dismissal of Professional Staff"

    f. Proposed deletion of Board Policy GCQF-R "Discipline, Suspension, and Dismissal of Professional Staff"

    g. Proposed revisions to Board Policy GCB "Professional Staff Contracts and Compensation"

    h. Proposed revisions to Board Policy GDB "Support Staff Contracts and Compensation"

DISCUSSION AGENDA

16. Proposed revisions to Board Policy IKG "Secondary Education" (Exhibit E)

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

18. Proposed 2017-2018 Board Meeting calendar (Exhibit G)

19. Adjourn

INFORMATION AGENDA

20. The next board meeting will be February 27, 2017 at Oak Pointe 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 are placed in writing will receive a written response in a timely manner.

district five
OF LEXINGTON & RICHLAND COUNTIES

Minutes/January 23, 2017

The Board of Trustees of School District Five of Lexington and Richland Counties met at Lake Murray Elementary School with the following members present:

Mr. Robert Gantt, Chairman
Mr. Larry Haltiwanger, Vice Chairman
Mrs. Ellen Baumgardner, Secretary
Mr. Michael Cates
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
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 Larry Haltiwanger, Sr., Vice Chairman, Board of Trustees. The Pledge of Allegiance was led by Bryson Amick, a fourth grade student at Lake Murray Elementary School.

The Board conducted the School Board Spotlight.

A welcome and brief overview of Lake Murray Elementary School was given by Claire Thompson, Principal.

During the Superintendent's Report, Len Richardson gave an update on Technology Infrastructure; Len Richardson presented the Monthly Financial Reports (Exhibit B); and Len Richardson and Scott Carlin presented the Capital Budget Report (Exhibit C).

No one spoke during the public participation.

Scott Carlin presented the Capital Budget proposal for 2017-2018 (Exhibit F).

Dr. Allison Jacques presented proposed revisions to Board Policies: GCQE "Retirement of Professional Staff", GDQC "Retirement of Support Staff", GCQC/GCQD "Resignation of Instructional Staff/Administrative Staff", GDQB "Resignation of Support Staff", GCQF "Discipline, Suspension, and Dismissal of Professional Staff", GCQF-R "Discipline, Suspension, and Dismissal of Professional Staff", GCB "Professional Staff Contracts and Compensation", and GDB "Support Staff Contracts and Compensation" (Exhibit G).

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

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of January 23, 2017

	BAUMGARDNER	CATES	GANTT	HALTIWANGER	HAMMOND	HUTCHISON	WHITE
1. M. Baumgardner S. Cates Enter executive session to consider the following : a) selected employment items (Exhibit A) ; and b) contractual matter : regarding property	X	X	X	X	X	X	X
2. M. Hutchison S. Hammond Approve the agenda	X	X	X	X	X	X	X
3. M. Hutchison S. Baumgardner Approve the minutes of the December 12, 2016 board meeting	X	X	X	X	X	X	X
4. M. Hammond S. Haltiwanger Approve the selected employment items (Exhibit A)	X	X	X	X	X	X	X
5. M. Hutchison S. Hammond Approve second and final reading of revisions to Board Policy IKD « Honor Rolls » (Exhibit D)	X	X	X	X	X	X	X
6. M. Hammond S. Baumgardner Approve the Memorandum of Understanding with the District Five Foundation (Exhibit E)	X	X	X	X	X	X	X
7. M. Baumgardner S. Hammond Adjourn at 9:17 p.m.	X	X	X	X	X	X	X

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

Exhibit C

EXHIBIT C

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: February 6, 2017

Re: Proposed FY2018 Five (5) Year Capital Budget Plan

The proposed Five (5) Year Capital Budget Plan for FY2018 has been developed for consideration. This plan is designed to insure the district maintains the physical plants, while addressing other necessary equipment priorities. The established priorities include necessary roof replacements, Heating, Ventilation, and Air Conditioning (HVAC) system replacements, technology, activity bus replacement, curriculum related renovations, and funds for contingencies.

Administrative Consideration: The five year proposal is based on the projected amount of funds available at the current millage rate. Although this is a five year plan, an updated proposal will be presented annually for Board approval. However, approval of the proposed Five (5) Year Capital Plan is requested, so staff can continue to allocate labor and effort towards the accomplishment of the overall plan.

Recommendation: The administration recommends first reading approval of the proposed Five (5) Year Capital Budget Plan and funding for FY2018.

School District 5 of Lexington and Richland Counties
Five (5) Year Capital Budget Plan Proposal
First Reading 2/13/2017

	A	B	C	D	E	F	G
		Proposed FY 2017-18	Proposed FY 2018-19	Proposed FY 2019-20	Proposed FY 2020-21	Proposed FY 2021-22	Total
	Projected Revenue	**10,000,000.00**	**10,000,000.00**	**10,000,000.00**	**10,000,000.00**	**10,000,000.00**	**50,000,000.00**
	Location						
	Maintenance and New Initiatives						
1	**048 Harbison West Elementary**						
2	Replace HVAC Phase I, Lighting & Ceilings				1,901,250		1,901,250
3	Replace HVAC Phase II, Lighting & Ceilings					1,901,250	1,901,250
4	**052 Lake Murray Elementary**						
5	Replace HVAC Phase II, Lighting & Ceilings	2,452,746					2,452,746
6	Replace HVAC Phase III, Lighting & Ceilings		2,115,780				2,115,780
7	**047 Nursery Road Elementary**						
8	Replace HVAC Phase I, Lighting & Ceilings				1,901,250		1,901,250
9	Replace HVAC Phase II, Lighting & Ceilings					1,901,250	1,901,250
10	**053 River Springs Elementary**						
11	Replace HVAC Phase IV, Roof Top Equipment	176,250					176,250
12	**050 Chapin Intermediate**						
13	Roof Replacement Phase I, Original Bldg.	1,265,173					1,265,173
14	Roof Replacement, Phase II, Original Bldg.		1,191,829				1,191,829
15	**054 Dutch Fork Middle**						
16	Replace HVAC Phase III, Ceilings & Lighting			2,572,300			2,572,300
17	**040 Irmo Middle**						
18	Replace HVAC Phase IV, Ceilings & Lighting					1,776,000	1,776,000
19	**051 Dutch Fork High**						
20	Roof Repl., Phase I, Original Bldg., Metal Towers		1,330,800				1,330,800
21	Roof Replacement, Phase II, Original Building			1,251,700			1,251,700
22	Roof Replacement, Phase III, Original Building				1,251,700		1,251,700
23	Replace HVAC Phase V, Ceilings & Lighting	1,556,600					1,556,600
24	**039 Irmo High**						
25	Roof Replacement, Activities		1,119,613				1,119,613
26	Roof Repl., Adult Ed., Re-Coat Covered Walkways	365,800					365,800
27	Replace HVAC, Fresh Air, 2 Units, West Wing				303,000		303,000
28	Rpl. HVAC Exterior 35-ton Air Cooled Chiller, Activities		94,000				94,000
29	Replace HVAC, Fan Coil Units, Ceilings & Lighting			1,303,000			1,303,000
30	Replace HVAC, West Wing, Ceilings & Lighting			785,000			785,000

School District 5 of Lexington and Richland Counties
Five (5) Year Capital Budget Plan Proposal
First Reading 2/13/2017

	A	B	C	D	E	F	G
		Proposed FY 2017-18	Proposed FY 2018-19	Proposed FY 2019-20	Proposed FY 2020-21	Proposed FY 2021-22	Total
	Projected Revenue	**10,000,000.00**	**10,000,000.00**	**10,000,000.00**	**10,000,000.00**	**10,000,000.00**	**50,000,000.00**
	Location						
31	**009 District Office**						
32	Roof Replacement, District Office					503,750	503,750
33	Replace HVAC, Ceilings & Lighting (DO)				487,500		487,500
34	**009 District**						
35	Issuance Costs (includes interest expense)	65,000	65,000	65,000	65,000	65,000	325,000
36	Activity Bus Replacement	200,000	200,000	200,000	200,000	200,000	1,000,000
37	Safety & Security Equipment						0
38	Maintenance Equipment & Vehicles	75,000	75,000	75,000	75,000	75,000	375,000
39	School-Identified Needs	343,431	307,979	248,000	315,300	77,750	1,292,460
40	Contingency	500,000	500,000	500,000	500,000	500,000	2,500,000
41	**Sub Total - Maintenance and New Initiatives**	**7,000,000**	**7,000,000**	**7,000,000**	**7,000,000**	**7,000,000**	**35,000,000**
42							
43		**Technology**					
44	Technology Plan	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	15,000,000
45	**Sub Total - Technology**	**3,000,000**	**3,000,000**	**3,000,000**	**3,000,000**	**3,000,000**	**15,000,000**
46							
47	**Grand Total**	**10,000,000**	**10,000,000**	**10,000,000**	**10,000,000**	**10,000,000**	**50,000,000**

Exhibit D

EXHIBIT D

district five
OF LEXINGTON & RICHLAND COUNTIES

Memorandum

To: Members of the Board of Trustees

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

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

Date: February 9, 2017

Re: Board Policies – Section G

Issue: Proposed revisions to Board Policies as listed below:

a. Proposed revisions to Board Policy GCQE "Retirement of Professional Staff"
b. Proposed revisions to Board Policy GDQC "Retirement of Support Staff"
c. Proposed revisions to Board Policy GCQC/GCQD "Resignation of Instructional Staff/Administrative Staff"
d. Proposed revisions to Board Policy GDQB "Resignation of Support Staff"
e. Proposed revisions to Board Policy GCQF "Discipline, Suspension, and Dismissal of Professional Staff"
f. Proposed deletion of Board Policy GCQF-R "Discipline, Suspension, and Dismissal of Professional Staff"
g. Proposed revisions to Board Policy GCB "Professional Staff Contracts and Compensation"
h. Proposed revisions to Board Policy GDB "Support Staff Contracts and Compensation"

Recommendation: The administration recommends first reading approval of the proposed revisions to selected "G" policies.

AJ/aw

Attachments - Board Policy GCQE "Retirement of Professional Staff"
Board Policy GDQC "Retirement of Support Staff"
Board Policy GCQC/GCQD "Resignation of Instructional Staff/Administrative Staff"
Board Policy GDQB "Resignation of Support Staff"
Board Policy GCQF "Discipline, Suspension, and Dismissal of Professional Staff"
Board Policy GCQF-R "Discipline, Suspension, and Dismissal of Professional Staff"
Board Policy GCB "Professional Staff Contracts and Compensation"
Board Policy GDB "Support Staff Contracts and Compensation"

ORIGINAL POLICY

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES
G - PERSONNEL
Policy GCQE Retirement of Professional Staff

Policy GCQE Retirement of Professional Staff

Issued 2/10

Purpose: To establish the basic structure for the retirement of professional staff in a manner that will have a minimum amount of impact on the district's instructional program.

Any school district employee who is a member of the South Carolina Retirement System may retire with full benefits if the member has reached the age of 65 or has 28 or more years of creditable service. Any member who has reached age 60 may retire with reduced benefits.

Also, the member who has reached the age of 55 and who has at least 25 years of creditable service may elect early retirement with reduced benefits from the retirement system; however, he/she will not be eligible for cost-of-living adjustments for a period of time.

The employee should notify the board in writing of his/her intent to retire as soon as possible, but not later than March 15 of the year in which he/she plans to retire.

An eligible employee wishing to retire during the course of the school year and to continue his/her employment as a retired employee must adhere to the current state statutes at the time of retirement.

Teacher and Employee Retention Incentive (TERI) program

School district employees who desire to participate in the Teacher and Employee Retention Incentive (TERI) program should consult the South Carolina State Retirement System or the district's benefits coordinator in order to ascertain current governing rules and regulations. Employees under TERI are retired for retirement benefit purposes and retain full employment rights and benefits.

Sick leave benefits at the time of TERI retirement may be credited for retirement benefit calculations. Any remaining balance will be brought forward into the TERI term of employment. Any such entitlements are to be determined by reference to the school district's leave policy. TERI participants are eligible for cumulative leave.

Vacation leave benefits are the same as for non-retired employees.

Adopted 8/1/73; Revised 6/7/82, 2/22/10

Legal references:

Federal Law:

29 U.S.C. 621 *et seq.* - Age Discrimination in Employment Act of 1967.

S.C. Code, 1976, as amended:

Section 9-1-10 - Teachers are members of the state retirement system.

Section 9-1-1510 - Members may retire at age 60 or after 28 years of creditable service.

Section 9-1-1515 - Early retirement.

Section 9-1-1550 - Service retirement allowances.

Section 9-1-2210 - Teacher and Employee Retention Incentive Program.

RECOMMENDED REVISIONS – FEBRUARY 13, 2017 – FIRST READING

Policy

RETIREMENT OF PROFESSIONAL STAFF

Code **GCQE** *Issued* _____

Purpose: To establish the basic structure for the retirement of professional staff in a manner that will have a minimum amount of impact on the District's instructional program.

Any District employee who is a member of the South Carolina Retirement System ("SCRS") is eligible to retire when the employee has met the terms and conditions established for retirement eligibility in State law. Employees should confirm their eligibility with the SCRS.

~~**Any School District employee who is a member of the South Carolina Retirement System may retire with full benefits if the member has reached the age of 65 or has 28 or more years of creditable service. Any member who has reached age 60 may retire with reduced benefits.**~~

~~**Also, the member who has reached the age of 55 and who has at least 25 years of creditable service may elect early retirement with reduced benefits from the Retirement System; however, he/she will not be eligible for cost-of-living adjustments for a period of time.**~~

An eligible ~~**The**~~ employee should notify the ~~**Board**~~ **Chief Human Resources Officer** in writing of his/her intent to retire as soon as possible, but not later than March 15 of the year in which he/she plans to retire.

An eligible employee wishing to retire during the course of the school year and to continue his/her employment as a retired employee must adhere to the current State statutes **and District policy** at the time of retirement**, and must be approved for rehire by the Superintendent.**

Teacher and Employee Retention Incentive (TERI) program

School District employees who desire to participate in the Teacher and Employee Retention Incentive (TERI) program should consult the **SCRS** ~~**South Carolina State Retirement System**~~ or the District's benefits coordinator in order to ascertain current governing rules and regulations. Employees under TERI are retired for retirement benefit purposes and retain full employment rights and benefits.

Sick leave benefits at the time of TERI retirement may be credited for retirement benefit calculations. Any remaining balance will be brought forward into the TERI term of employment. Any such entitlements are to be determined by reference to the School District's leave policy.

TERI participants are eligible for cumulative leave.

Vacation leave benefits are the same as for non-retired employees.

Adopted 8/1/73; Revised 6/7/82, 2/22/10, ___/17

Legal references:

A. Federal Law:
   1. 29 U.S.C. 621 et seq. - Age Discrimination in Employment Act of 1967.

B. S.C. Code, 1976, as amended:
   2. Section 9-1-10 - Teachers are members of the state retirement system.
   3. Section 9-1-1510 – **Retirement** ~~**Members may retire at age 60 or after 28 years of creditable service.**~~
   4. Section 9-1-1515 - Early retirement.
   5. Section 9-1-1550 - Service retirement allowances.
   6. Section 9-1-2210 - Teacher and Employee Retention Incentive Program.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES
G - PERSONNEL
Policy GDQC Retirement of Support Staff

Policy GDQC Retirement of Support Staff

Issued 2/10

Purpose: To establish the basic structure for the retirement of support staff.

Any employee who is a member of the South Carolina Retirement System may retire with full benefits if the member has reached the age of 65 or has 28 or more years of creditable service. Any member who has reached age 60 may retire with reduced benefits.

Also, the member who has reached the age of 55 and who has at least 25 years of creditable service may elect early retirement with reduced benefits from the retirement system; however, he/she will not be eligible for cost-of-living adjustments for a period of time.

The employee should notify the board in writing of his/her intent to retire as soon as possible but not later than March 15 of the year in which he/she plans to retire.

Teacher and Employee Retention Incentive (TERI) program

School district employees who desire to participate in the Teacher and Employee Retention Incentive (TERI) program should consult the South Carolina State Retirement System or the district's benefits coordinator in order to ascertain current governing rules and regulations. Employees under TERI are retired for retirement benefit purposes and retain full employment rights and benefits.

Sick leave benefits at the time of TERI retirement may be credited for retirement benefit calculations. Any remaining balance will be brought forward into the TERI term of employment. Any such entitlements are to be determined by reference to the school district's leave policy. TERI participants are eligible for cumulative leave.

Vacation leave benefits are the same as for non-retired employees.

Adopted 8/1/73; Revised 2/22/10

Legal references:

Federal Law:

29 U.S.C. 621 *et seq.* - Age Discrimination in Employment Act of 1967.

S.C. Code, 1976, as amended:

Section 9-1-10 - Teachers are members of the state retirement system.

Section 9-1-1510 - Members may retire at age 60 or after 28 years of creditable service.

Section 9-1-1515 - Early retirement.

Section 9-1-1550 - Service retirement allowances.

Section 9-1-2210 - Teacher and Employee Retention Incentive Program.

RECOMMENDED REVISIONS – FEBRUARY 13, 2017 – FIRST READING

Policy

RETIREMENT OF SUPPORT STAFF

Code **GDQC** *Issued* _____

Purpose: To establish the basic structure for the retirement of support staff.

Any District employee who is a member of the South Carolina Retirement System ("SCRS") is eligible to retire when the employee has met the terms and conditions established for retirement eligibility in State law. Employees should confirm their eligibility with the SCRS.

~~**Any employee who is a member of the South Carolina Retirement System may retire with full benefits if the member has reached the age of 65 or has 28 or more years of creditable service. Any member who has reached age 60 may retire with reduced benefits.**~~

~~**Also, the member who has reached the age of 55 and who has at least 25 years of creditable service may elect early retirement with reduced benefits from the Retirement System; however, he/she will not be eligible for cost-of-living adjustments for a period of time.**~~

An eligible ~~**The**~~ employee should notify the ~~**Board**~~ **Chief Human Resources Officer** in writing of his/her intent to retire as soon as possible but not later than March 15 of the year in which he/she plans to retire.

An eligible employee wishing to retire during the course of the school year and to continue his/her employment as a retired employee must adhere to the current State statutes and District policy at the time of retirement, and must be approved for rehire by the Superintendent.

Teacher and Employee Retention Incentive (TERI) program

School District employees who desire to participate in the Teacher and Employee Retention Incentive (TERI) program should consult the **SCRS** ~~**South Carolina State Retirement System**~~ or the District's benefits coordinator in order to ascertain current governing rules and regulations. Employees under TERI are retired for retirement benefit purposes and retain full employment rights and benefits.

Sick leave benefits at the time of TERI retirement may be credited for retirement benefit calculations. Any remaining balance will be brought forward into the TERI term of employment. Any such entitlements are to be determined by reference to the School District's leave policy. TERI participants are eligible for cumulative leave.

Vacation leave benefits are the same as for non-retired employees.

Adopted 8/1/73; Revised 2/22/10, ____/17

Legal references:

A. Federal Law:
1. 29 U.S.C. 621 et seq. - Age Discrimination in Employment Act of 1967.

B. S.C. Code, 1976, as amended:
Section 9-1-10 - Teachers are members of the state retirement system.
Section 9-1-1510 – **Retirement** ~~**Members may retire at age 60 or after 28 years of creditable service.**~~
Section 9-1-1515 - Early retirement.
Section 9-1-1550 - Service retirement allowances.
Section 9-1-2210 - Teacher and Employee Retention Incentive Program.

ORIGINAL POLICY

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES
G - PERSONNEL
Policy GCQC/GCQD Resignation of Instructional Staff/Administrative Staff

Policy GCQC/GCQD Resignation of Instructional Staff/Administrative Staff

Issued 12/09

Purpose: To establish the basic structure for the resignation of professional staff members.

Any professional staff member who wants to cancel or terminate a contract must state his/her desire in writing to the superintendent. The district is under no obligation to release a teacher from a contract except as set out below. For such resignation to be effective, it must be accepted in writing by the superintendent.

The board will be formally advised of all resignations. When the superintendent does not accept a resignation and the employee fails to continue to perform his/her contractual duties, the superintendent will report the breach of contract to the board. The board may send a formal complaint to the state board of education requesting that appropriate action be taken against the employee for failure to comply with contractual obligations. If there is conclusive evidence, the state board will take action on a complaint signed by the appropriate administrator; however, there must be documentation that the board voted to send the complaint. Both state law and state board of education regulation provide for suspension or revocation of the professional certificate under such circumstances.

Contract releases (teachers)

The board will not release a teacher from his/her contract after July 1 except under one of the following conditions.

- circumstances beyond the teacher's control (ex., military/business transfer of spouse)
- serious illness of teacher
- promotion to higher level position

The teacher must submit a request for contract release in writing to the superintendent 30 days prior to the deadline set forth in this policy.

The district reserves the right not to release the teacher if written notice is not given before the date specified above or a suitable replacement has not been found.

Until a teacher has been formally released from his/her contract, the district expects the teacher to report for duty on the first day of the school year or to continue to report for duty if the request for release is made mid-year.

If a teacher signs a new contract without having been properly released from a previous contract, the new contract is considered to be void.

Adopted 8/1/73; Revised 11/16/81, 12/14/09

Legal references:

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

Section 59-25-150 - State Board of Education may revoke/suspend certificate for just cause.

Section 59-25-160 - "Just cause" for revocation/suspension of certificate by State Board.

Section 59-25-530 - Unprofessional conduct; breach of contract.

7

State Board of Education Regulation:

R-43-206 - Professional personnel resignation.

R-43-58 - Disciplinary action on educator certificates.

R-43-58.1 - Reporting of terminations of certain school district employees.

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

8

RECOMMENDED REVISIONS – FEBRUARY 13, 2017 – FIRST READING

Policy

RESIGNATION OF INSTRUCTIONAL STAFF/ADMINISTRATIVE STAFF

Code **GCQC/GCQD** *Issued* _____

Purpose: To establish the basic structure for the resignation of professional staff members.

Any professional staff member who wants to **be released from his or her** ~~**cancel or terminate a**~~ contract must **submit such a request** ~~**state his/her desire**~~ in writing to the Superintendent **or his/her designee. The Board authorizes the Superintendent to accept resignations on its behalf. Acceptance of a professional employee's resignation is within the sole discretion of the Superintendent and will be based upon the needs of the District. The District reserves the right not to release the teacher or other professional if written notice is not given in a timely manner, or if a suitable replacement cannot be found. Until an individual has been formally released from his/her contract, the District expects the employee to report for duty until the release is approved**. The District is under no obligation to release a teacher from a contract ~~**except as set out below.**~~ For such resignation to be effective, it must be accepted in writing by the Superintendent or his/her designee.

Approval will generally not be given to release a person to accept a similar position after May 31 unless the Superintendent or his/her designee determines that the circumstances were beyond the teacher's control and a qualified replacement can be found.

The Board will be formally advised of all resignations. When the Superintendent does not accept a resignation and the employee fails to continue to perform his/her contractual duties, the Superintendent **may recommend to the Board that a formal complaint and** ~~**will**~~ report **of** the breach **be sent** ~~**of contract**~~ to the **State** Board **of Education and ask that appropriate action be taken against the employee for unprofessional conduct.** The Board **will vote formally on all such recommendations** ~~**may send a formal complaint to the State Board of Education requesting that appropriate action be taken against the employee for failure to comply with contractual obligations. If there is conclusive evidence, the State Board will take action on a complaint signed by the appropriate administrator; however, there must be documentation that the Board voted to send the complaint.**~~ Both State law and State Board of Education regulation provide for suspension or revocation of the professional certificate under such circumstances.

~~**Contract releases (teachers)**~~

~~**The Board will not release a teacher from his/her contract after July 1 except under one of the following conditions.**~~

- ~~**circumstances beyond the teacher's control (ex., military/business transfer of**~~

~~spouse)~~

- ~~serious illness of teacher~~
- ~~promotion to higher level position~~

~~The teacher must submit a request for contract release in writing to the Superintendent 30 days prior to the deadline set forth in this policy.~~

~~The District reserves the right not to release the teacher if written notice is not given before the date specified above or a suitable replacement has not been found.~~

~~Until a teacher has been formally released from his/her contract, the District expects the teacher to report for duty on the first day of the school year or to continue to report for duty if the request for release is made mid-year.~~

~~If a teacher signs a new contract without having been properly released from a previous contract, the new contract is considered to be void.~~

Adopted 8/1/73; Revised 11/16/81, 12/14/09, ___/16

Legal references:

A. S.C. Code, 1976, as amended:
   1. Section 59-25-150 - State Board of Education may revoke/suspend certificate for just cause.
   2. Section 59-25-160 - "Just cause" for revocation/suspension of certificate by State Board.
   3. Section 59-25-530 - Unprofessional conduct; breach of contract.

B. State Board of Education Regulations:
   1. R-43-206 - Professional personnel resignation.
   2. R-43-58 - Disciplinary action on educator certificates.
   3. R-43-58.1 - Reporting of terminations of certain school district employees.

ORIGINAL POLICY

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES
G - PERSONNEL
Policy GDQB Resignation of Support Staff

Policy GDQB Resignation of Support Staff

Issued 12/09

Purpose: To establish the basic structure for the resignation of support staff members.

A support staff member who wishes to terminate his/her employment with the district may submit a letter of resignation to his/her supervisor. The supervisor will forward the request to the superintendent. The staff member must submit this letter two weeks before the desired termination date.

The superintendent will present a list of such requests to the board of trustees as appropriate.

Adopted 12/14/09

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

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RECOMMENDED REVISIONS – FEBRUARY 13, 2017 – FIRST READING

Policy

RESIGNATION OF SUPPORT STAFF

Code **GDQB** *Issued* _____

Purpose: To establish the basic structure for the resignation of support staff members.

A support staff member who wishes to terminate his/her employment with the District **should** ~~**may**~~ submit a letter of resignation to his/her supervisor. The supervisor will forward the request to the Superintendent **or his/her designee**. The staff member must submit this letter two weeks before the desired termination date. **The Board authorizes the Superintendent or his/her designee to accept and approve support staff resignations. The Superintendent or his/her designee will acknowledge and accept such resignations in writing.**

The Superintendent will **provide as information** ~~**present a list of such requests**~~ to the Board of Trustees **a list of resignations he/she has accepted** ~~**as appropriate**~~.

Adopted 12/14/09; Revised ___/16

ORIGINAL POLICY

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES
G - PERSONNEL
Policy GCQF Discipline, Suspension and Dismissal of Professional Staff

Policy GCQF Discipline, Suspension and Dismissal of Professional Staff

Issued 2/09

Purpose: To establish the basic structure for discipline, suspension and dismissal of professional staff in order to ensure accountability for due process as well as a quality educational program.

It is the responsibility of the school administration to operate the public schools in a manner that will maintain a broad community confidence in and support of the public schools. In the absence of such support, the district cannot maintain a strong, effective public education program.

Therefore, it is the policy of the board to remove from employment any professional staff member who fails or who may be incompetent to give instruction in accordance with the directions of the superintendent or who otherwise manifests an evident unfitness for teaching. The principal should be actively involved in this process for the school.

Any action of the district under this policy will be taken pursuant to the provisions of the Teacher Employment and Dismissal Act, Section 59-25-410, *et seq.*, Code of Laws of South Carolina 1976, as amended except for persons employed under an induction contract or an annual contract as defined in state law.

Adopted 2/24/69; Revised 8/1/73, 11/16/81, 2/9/09

Legal references:

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

Section 59-18-1300 - District accountability system.

Section 59-25-150 - State board of education may revoke/suspend certificate for just cause.

Section 59-25-160 - Revocation or suspension of certificate; "just cause" defined.

Section 59-25-410, *et. seq.* - Teacher Employment and Dismissal Act.

Section 59-26-40 - Induction, annual and continuing contracts; termination of employment for annual contract teachers; hearing.

State Board of Education Regulations:

R-43-58 - Disciplinary action on educator certificates.

R-43-58.1 - Reporting terminations of certain district employees.

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RECOMMENDED REVISIONS – FEBRUARY 13, 2017 – FIRST READNG

Policy

DISCIPLINE, SUSPENSION, AND DISMISSAL OF PROFESSIONAL STAFF

Code **GCQF** *Issued* _____

Purpose: To establish the basic structure for discipline, suspension and dismissal of professional staff in order to ensure accountability for due process as well as a quality educational program.

It is the responsibility of the school administration to operate the public schools in a manner that will maintain a broad community confidence in and support of the public schools. In the absence of such support, the District cannot maintain a strong, effective public education program.

Therefore, it is the policy of the Board to remove from employment any professional staff member who fails or who may be incompetent to give instruction in accordance with the directions of the Superintendent or who otherwise manifests an evident unfitness for teaching. The principal should be actively involved in this process for the school.

Induction and Annual Contract Teachers

The dismissal or non-renewal of District certified employees who hold induction or annual contracts will be carried out in accordance with SC Code Ann. 59-26-40 (Rev. 2012).

Continuing Contract Teachers

The dismissal or non-renewal of District certified employees who hold continuing contracts will be carried out in accordance with the SC Employment and Dismissal of Teachers Act, SC Code Ann. 59-25-410, et seq. (Rev. 2016).

It is the policy of the Board to remove from employment any teacher or administrator who fails, or who may be incompetent, to give instruction in accordance with the directions of the Superintendent or who otherwise manifests an evident unfitness for teaching. Evident unfitness for teaching is manifested by conduct such as, but not limited to, the following:

- **persistent neglect of duty**
- **willful violation of rules and regulations of the Board**
- **drunkenness**
- **conviction of a violation of the law of this State or the United States**
- **gross immorality**
- **dishonesty**
- **illegal use, sale, or possession of drugs or narcotics**

Whenever a principal or other school administrator charged with the supervision of a

teacher finds it necessary to reprimand a teacher for a reason that he/she believes may lead to dismissal or cause the teacher not to be re-employed, he/she should take the following steps in consultation with the Superintendent or his/her designee.

Performance Concerns

If the issue involves a performance problem, the principal or designated school administrator will discuss the concern(s) with the teacher and provide the teacher with an opportunity to respond to the concerns. The administrator should, where appropriate, follow up such a conference in writing.

If an informal discussion does not resolve the matter, the principal or designated school administrator will bring the concern(s), in writing, to the attention of the teacher involved and make a reasonable effort to assist the teacher to correct whatever appears to be the cause of potential dismissal or failure to be re-employed. Such efforts may include formally evaluating the teacher, placing the teacher on an improvement plan, and/or some other acceptable means of notice and assistance. Except in those cases warranting immediate suspension and recommendation for termination, the administration should allow reasonable time for improvement.

Misconduct Concerns

If the issue involves misconduct, the principal or designated school administrator will immediately confer with the Superintendent or his/her designee. The Superintendent or his/her designee, after consultation with the Board's legal counsel, will advise the principal regarding appropriate actions to take. The Superintendent or his/her designee is authorized to place an employee on administrative leave, with pay, while an investigation is conducted.

Disciplinary action, up to and including a recommendation of termination, may be taken against any certified employee who is determined to have engaged in unprofessional or inappropriate conduct toward students, parents/legal guardians or staff members. Such conduct may include, but is not limited to, the following:

- violating District policies or procedures;
- engaging in criminal conduct;
- engaging in inappropriate conduct of a sexual nature towards other employees or students;
- harassment, intimidation, or bullying; or
- making inappropriate comments to students.

This includes any action or conduct communicated or performed in person, in writing or electronically through such means as a telephone, cell phone, computer, PDA, or other telecommunications device, and includes text messaging and use of social media. Disciplinary action, including a recommendation of termination, may also be taken against any employee whose conduct the administration has determined has impaired the

employee's ability to be an effective teacher.

Reporting Expectations

The Board directs the Superintendent to report to the State Board of Education the name and certificate number of any certified educator who is dismissed, resigns, or is otherwise separated from employment with this District based on allegations of misconduct including, but not limited to, the following:

- **misconduct involving drugs**
- **sexual misconduct**
- **the commission of a crime**
- **immorality**
- **dishonesty**
- **other conduct that the Superintendent reasonably believes would constitute grounds for revocation or suspension of the employee's professional certificate**

~~**Any action of the District under this policy will be taken pursuant to the provisions of the Teacher Employment and Dismissal Act, Section 59-25-410, et seq., Code of Laws of South Carolina 1976, as amended except for persons employed under an induction contract or an annual contract as defined in State law.**~~

Adopted 2/24/69; Revised 8/1/73, 11/16/81, 2/9/09, ___/16

Legal references:

A. S.C. Code, 1976, as amended:
   1. Section 59-18-1300 - District accountability system.
   2. Section 59-25-150 - State board of education may revoke/suspend certificate for just cause.
   3. Section 59-25-160 - Revocation or suspension of certificate; "just cause" defined.
   4. Section 59-25-410, et. seq. - Teacher Employment and Dismissal Act.
   5. Section 59-26-40 - Induction, annual and continuing contracts; termination of employment for annual contract teachers; hearing.

B. State Board of Education Regulations:
   1. R-43-58 - Disciplinary action on educator certificates.
   2. R-43-58.1 - Reporting terminations of certain district employees.

ORIGINAL POLICY

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES
G - PERSONNEL
Policy GCQF Discipline, Suspension and Dismissal of Professional Staff
AR GCQF-R Discipline, Suspension and Dismissal of Professional Staff

AR GCQF-R Discipline, Suspension and Dismissal of Professional Staff

Issued 2/09

Evident unfitness for teaching is manifested by conduct such as, but not limited to, the following.

- incompetence
- persistent neglect of duty
- willful violation of policies and/or administrative rules of the district or school
- unprofessional conduct
- drunkenness
- cruelty
- commission of a crime
- immorality
- any conduct involving moral turpitude
- dishonesty
- illegal use, sale or possession of drugs or narcotics
- obtaining or attempting to obtain a certificate through fraudulent means or through misrepresentation of material facts
- failure to comply with the provisions of a contract without the written consent of the board
- test security violation
- failure to comply with a court order for child support
- failure for a second time to complete successfully the formal evaluation process as an annual contract teacher

Whenever a district or building level administrator charged with the supervision of a certified employee finds it necessary to reprimand the employee for a reason that he/she believes may lead to dismissal or cause the certified employee not to be re-employed, he/she will take the following steps.

- Bring the matter in writing to the attention of the certified employee and make a reasonable effort to assist the employee to correct whatever appears to be the cause of potential dismissal or failure to be re-employed.
- Except in those cases warranting immediate suspension and termination, allow reasonable time for improvement.

Supervisors must maintain appropriate professional relationships with those employees whom they supervise.

Issued 2/9/09

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RECOMMENDED DELETION – FEBRUARY 13, 2017 – FIRST READING

~~*Administrative Rule*~~

~~**DISCIPLINE, SUSPENSION, AND DISMISSAL OF PROFESSIONAL STAFF**~~

~~*Code* GCQF-R *Issued* _____~~

~~Evident unfitness for teaching is manifested by conduct such as, but not limited to, the following.~~

- ~~incompetence~~
- ~~persistent neglect of duty~~
- ~~willful violation of policies and/or administrative rules of the District or school~~
- ~~unprofessional conduct~~
- ~~drunkenness~~
- ~~cruelty~~
- ~~commission of a crime~~
- ~~immorality~~
- ~~any conduct involving moral turpitude~~
- ~~dishonesty~~
- ~~illegal use, sale or possession of drugs or narcotics~~
- ~~obtaining or attempting to obtain a certificate through fraudulent means or through misrepresentation of material facts~~
- ~~failure to comply with the provisions of a contract without the written consent of the Board~~
- ~~test security violation~~
- ~~failure to comply with a court order for child support~~
- ~~failure for a second time to complete successfully the formal evaluation process as an annual contract teacher~~

~~Whenever a District or building level administrator charged with the supervision of a certified employee finds it necessary to reprimand the employee for a reason that he/she believes may lead to dismissal or cause the certified employee not to be re-employed, he/she will take the following steps.~~

- ~~Bring the matter in writing to the attention of the certified employee and make a reasonable effort to assist the employee to correct whatever appears to be the cause of potential dismissal or failure to be re-employed.~~
- ~~Except in those cases warranting immediate suspension and termination, allow reasonable time for improvement.~~

~~Supervisors must maintain appropriate professional relationships with those employees whom they supervise.~~

~~Adopted 2/9/09~~

ORIGINAL POLICY

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES
G - PERSONNEL
Policy GCB Professional Staff Contracts and Compensation

Policy GCB Professional Staff Contracts and Compensation

Issued 1/15

Purpose: To establish the basic structure for professional staff contracts and compensation.

Compensation

The board will attempt to pay its professional employees at a level that will attract and hold (retain) personnel dedicated to education.

The compensation of certificated personnel is based on the state salary schedule with local supplements as approved by the board. The schedule takes into consideration the levels of professional training and years of service in the district. The district may uniformly negotiate salaries below the salary schedule for non-TERI retired teachers and administrators.

The effective date for annual salary changes as determined by the salary schedule or by action of the board is July 1 unless extenuating circumstances prohibit this decision until after July 1.

Contracts

The board issues contracts on or before April 15th each year unless that date is modified by state law, in which case the board may issue contracts no later than the modified date. Personnel must give written acceptance of their contracts to the superintendent on or before April 25th unless that date is modified by state law, in which case personnel will accept contracts by the modified date. The district reserves the right to conclude that any certificated personnel who has not accepted his/her contract by signing and returning it by the required date has rejected the district's offer of employment, in which case the district may declare the position vacant.

The board will award administrative contracts on the recommendation of the superintendent.

Teacher and Employee Retention Incentive Program (TERI) participants

Should a mid-year vacancy occur in a contract position held by a TERI employee, the board authorizes the superintendent or his/her designee to fill such vacancy for the remainder of the school year in which the vacancy occurs through a letter of agreement. This letter of agreement will state that the employee has no right to or expectation of continuing employment beyond the period specified in the letter of agreement.

When issuing contracts, the district will offer TERI employees working under TERI agreements that will expire during the ensuing school year the same type of contract the participant had the previous year. The contract will specifically contain notice that the contract expires on the date designated in the employee's TERI agreement and will specifically reiterate said expiration date.

Contract releases

For release of teachers from contracts, see policy GCQC/GCQD.

Adopted 8/1/73; Revised 11/16/81, 4/2/90, 9/28/09, 1/26/15

Legal references:

S. C. Code, 1976, as amended:

Section 9-1-2210 - Teacher and Employee Retention Incentive Program; operation.

Section 59-19-80 - Teacher contracts to be awarded in public.

Section 59-19-290 - Contracts in excess of apportioned funds void.

Section 59-20-50 - Minimum salary schedule.

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Section 59-21-20 - Teacher contracts to be based on school term of 190 days.

Section 59-25-57 - Salaries negotiable below schedule for non-TERI retired teachers

Section 59-25-410 - Notice to teacher of employment status.

Section 59-25-420 - Teacher required to notify board of acceptance; opportunity for hearing if not reemployed.

Section 59-25-710 - Salary complaints.

State Board of Education Regulations:

R-43-205.1 - Assisting, Developing and Evaluating Professional Teaching (ADEPT).

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

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RECOMMENDED REVISIONS – FEBRUARY 13, 2017 – FIRST READING

Policy

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION

Code **GCB** *Issued* _____

Purpose: To establish the basic structure for professional staff contracts and compensation.

Compensation

The Board will attempt to pay its professional employees at a level that will attract and hold (retain) personnel dedicated to education.

The compensation of certificated personnel is based on the state salary schedule with local supplements as approved by the Board. The schedule takes into consideration the levels of professional training and years of service in the District. The District may uniformly negotiate salaries below the salary schedule for non-TERI retired teachers and administrators.

The effective date for annual salary changes as determined by the salary schedule or by action of the Board is July 1 unless extenuating circumstances prohibit this decision until after July 1.

Contracts

Upon recommendation of the Superintendent, t~~T~~he Board **will notify teachers in writing of their employment status** ~~**issues contracts on or**~~ before **May 1 for the following school year** ~~**April 15th each year unless that date is modified by State law, in which case the Board may issue contracts no later than the modified date.**~~ Personnel must give written acceptance of their contracts to the Superintendent **or his/her designee** ~~**on or**~~ before **May 11** ~~**April 25th unless that date is modified by State law, in which case personnel will accept contracts by the modified date.**~~ **Failure to give such notification constitutes contract rejection.** The District reserves the right to conclude that any certificated personnel who has not accepted his/her contract by signing and returning it by the required date has rejected the District's offer of employment, in which case the District may declare the position vacant. **Notice of the Superintendent's recommendation not to renew an employment contract must be given in writing before May 1.**

The Board will award administrative contracts on the recommendation of the Superintendent.

Teacher and Employee Retention Incentive Program (TERI) participants

Should a mid-year vacancy occur in a contract position held by a TERI employee, the Board authorizes the Superintendent or his/her designee to fill such vacancy for the remainder of the school year in which the vacancy occurs through a letter of agreement. This letter of agreement

will state that the employee has no right to or expectation of continuing employment beyond the period specified in the letter of agreement.

When issuing contracts, the District will offer TERI employees working under TERI agreements that will expire during the ensuing school year the same type of contract the participant had the previous year. The contract will specifically contain notice that the contract expires on the date designated in the employee's TERI agreement and will specifically reiterate said expiration date.

Contract releases

For release of teachers from contracts, see policy GCQC/GCQD.

Adopted 8/1/73; Revised 11/16/81, 4/2/90, 9/28/09, 1/26/15, ___/16

Legal references:

A. S.C. Code, 1976, as amended:
   1. Section 9-1-2210 - Teacher and Employee Retention Incentive Program; operation.
   2. Section 59-19-80 - Teacher contracts to be awarded in public.
   3. Section 59-19-290 - Contracts in excess of apportioned funds void.
   4. Section 59-20-50 - Minimum salary schedule.
   5. Section 59-21-20 - Teacher contracts to be based on school term of 190 days.
   6. Section 59-25-57 - Salaries negotiable below schedule for non-TERI retired teachers
   7. Section 59-25-410 - Notice to teacher of employment status.
   8. Section 59-25-420 - Teacher required to notify board of acceptance; opportunity for hearing if not reemployed.
   9. Section 59-25-710 - Salary complaints.

B. State Board of Education Regulations:
   1. R-43-205.1 - Assisting, Developing and Evaluating Professional Teaching (ADEPT).

ORIGINAL POLICY

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES
G - PERSONNEL
Policy GDB Support Staff Contracts and Compensation

Policy GDB Support Staff Contracts and Compensation

Issued 4/08

Purpose: To establish the basic structure for support staff contracts and compensation.

Compensation

The board will set the salary of all support staff on the recommendation of the superintendent. The board will set compensation according to the responsibility of the position, the services rendered, the provisions of the district's operational budget and any applicable state and federal laws.

The effective date for all salary changes is July 1.

Contracts

Except under unusual circumstances, the district does not issue contracts to support staff. The district considers such staff to be "at-will" employees under the provisions of South Carolina law.

Adopted 2/24/69; Revised 11/16/81, 4/28/08

Legal references:

S.C. Code, 1976, as amended:

Section 59-67-470 - School bus drivers to be employed by the board of trustees.

Section 59-67-480 - Salaries of school bus drivers to be fixed annually by General Assembly.

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RECOMMENDED REVISIONS – FEBRUARY 13, 2017 – FIRST READING

Policy

SUPPORT STAFF ~~CONTRACTS AND~~ COMPENSATION

Code **GDB** *Issued* _____

Purpose: To establish the basic structure for support staff ~~contracts and~~ compensation.

~~**Compensation**~~

The board will set the salary of all support staff on the recommendation of the superintendent. The board will set compensation according to the responsibility of the position, the services rendered, the provisions of the district's operational budget and any applicable state and federal laws.

The effective date for all salary changes is July 1.

~~**Contracts**~~

Except under unusual circumstances, the district does not issue contracts to support staff. The district considers such staff to be "at-will" employees under the provisions of South Carolina law.

Adopted 2/24/69; Revised 11/16/81, 4/28/08, ___/17

Legal references:

A. S.C. Code, 1976, as amended:
   1. Section 59-67-470 - School bus drivers to be employed by the board of trustees.
   2. Section 59-67-480 - Salaries of school bus drivers to be fixed annually by General Assembly.

Exhibit E

EXHIBIT E

MEMORANDUM

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

From: Dr. Christina Melton
Chief Instructional Officer

Date: February 6, 2017

Re: February 13, 2017 Board Meeting
Discussion: Approval of Proposed Revisions
Board Policy IKG "Secondary Education"

Item: Proposed revisions to Board Policy IKG "Secondary Education" is attached in draft form, along with the current Board Policy IKG.

Recommendation: The administration recommends the revisions to Board Policy IKG "Secondary Education" move to First Reading approval.

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

Attachments: Current Board Policy IKG "Secondary Education"
Proposed revisions to Board Policy IKG "Secondary Education"

Current Board Policy

IKG
Secondary Education

Issued 11/12

Purpose: To establish the basic structure for the educational program for secondary students.

Because of its commitment to academic excellence, the board adopts the following provisions to assure maximum educational opportunities for secondary students.

Course of study

All students in grades nine through 11 will enroll in at least eight classes, seven of which are credit bearing courses. Students classified as seniors must enroll in at least six credit bearing courses. The course of study for students with disabilities who are not working toward a high school diploma will be determined by the IEP committee.

Extended studies diploma

Students are to be encouraged to elect a program of study that will prepare them for success in college and satisfy recommendations of the South Carolina State Board of Education. An optional School District Five diploma will be awarded to those students who pursue an extended program of studies to include completion of at least 28 Carnegie units of credit as listed below and a community service project each year in grades 9 through 12. Guidance counselors will be responsible for approving community service projects.

- four units of English
- at least four units of mathematics including Algebra I, Algebra II and Geometry
- at least four units of laboratory science
- at least three units in the same foreign language
- four units in social studies including U.S. History, American Government/Economics and two others
- one unit of computer technology including satisfaction of a technology proficiency requirement
- one unit of physical education or JROTC
- one unit in occupational education or one unit in visual and/or performing arts
- additional electives selected by the student

Concurrent college enrollment

Students who complete the regular high school program in a subject area may enroll concurrently in high school and college courses as long as course load requirements are met. The high school's master schedule will not be altered to accommodate the student seeking concurrent enrollment. Approval will be obtained from the principal prior to enrollment in the college course(s). All expenses incurred by participation in such courses will be borne by the student or parent/legal guardian.

As many as two Carnegie units for college courses may be earned and applied to the 24 units required for a state high school diploma by students in grades 9-12 and/or adult education programs. A three-semester hour college course will transfer as 1.0 Carnegie unit. Only courses applicable to baccalaureate degrees, or to associate in arts or associate in science degrees, offered by institutions in the state which are accredited by the Commission of Colleges of the Southern Association of Colleges and Schools may be accepted for credit. Units earned for college courses may not be substituted for courses of similar content offered in the high school's curriculum.

Early dismissal/late arrivals

There will be no permanent late arrivals or early dismissals except those approved by a special committee at each school. Exceptions will be typically limited to students involved in school sponsored work-study programs, those enrolled in college courses, and those involved in committee-approved apprenticeships, mentorships and/or internships.

Recognition program

Honor graduates will be recognized by each high school at graduation. Honor graduates are students who rank in the top 15 percent of the class or earn a 4.0 with a cumulative grade point average or above as defined by the state uniform grading scale. The top five percent of students in a graduating class will be designated as distinguished honor graduates. The speakers for the commencement exercises (chosen from the distinguished honor graduates) will be selected by a committee of the distinguished honor graduates and teachers at each school.

The student must be enrolled for a minimum of one semester immediately preceding his/her graduation to be considered for recognition as an honor or distinguished honor graduate.

Units earned in a summer school program do not satisfy this requirement.

(Cf. IKF)

Adopted 6/16/86; Revised 1/25/88, 2/6/89, 1/8/96, 4/3/00, 5/19/03, 11/19/12

Suggested Policy Revisions
(Discussion 2/13/2017)

DRAFT IKG
Secondary Education

Issued 11/12

Purpose: To establish the basic structure for the educational program for secondary students.

Because of its commitment to academic excellence, the board adopts the following provisions to assure maximum educational opportunities for secondary students.

Course of study

All students in grades nine through 11 will enroll in at least eight classes, seven of which are credit bearing courses. Students classified as seniors must enroll in at least six credit bearing courses. The course of study for students with disabilities who are not working toward a high school diploma will be determined by the IEP committee.

Extended studies diploma

Students are to be encouraged to elect a program of study that will prepare them for success in college and satisfy recommendations of the South Carolina State Board of Education. An optional School District Five diploma will be awarded to those students who pursue an extended program of studies to include completion of at least 28 Carnegie units of credit as listed below and a community service project each year in grades 9 through 12. Guidance counselors will be responsible for approving community service projects.

- four units of English
- at least four units of mathematics including Algebra I, Algebra II and Geometry
- at least four units of laboratory science
- at least three units in the same foreign language
- four units in social studies including U.S. History, American Government/Economics and two others
- one unit of computer technology including satisfaction of a technology proficiency requirement
- one unit of physical education or JROTC
- one unit in occupational education or one unit in visual and/or performing arts
- additional electives selected by the student

Concurrent college enrollment

Students who complete the regular high school program in a subject area may enroll concurrently in high school and college courses as long as course load requirements are met. The high school's master schedule will not be altered to accommodate the student seeking concurrent enrollment. Approval will be obtained from the principal prior to enrollment in the college course(s). All expenses incurred by participation in such courses will be borne by the student or parent/legal guardian.

As many as ~~two~~ **four** Carnegie units for college courses may be earned and applied to the 24 units required for a state high school diploma by students in grades 9-12 and/or adult education programs. A three-semester hour college course will transfer as 1.0 Carnegie unit. Only courses applicable to baccalaureate degrees, or to associate ~~in arts or associate in science~~ degrees, offered by institutions in the state which are accredited by the Commission of Colleges of the Southern Association of Colleges and Schools may be accepted for credit. Units earned for college courses may not be substituted for courses of similar content offered in the high school's curriculum.

Early dismissal/late arrivals

There will be no permanent late arrivals or early dismissals except those approved by a special committee at each school. Exceptions will be typically limited to students involved in school sponsored work-study programs, those enrolled in college courses, and those involved in committee-approved apprenticeships, mentorships and/or internships.

Recognition program

Honor graduates will be recognized by each high school at graduation. Honor graduates are students who rank in the top 15 percent of the class or earn a 4.0 with a cumulative grade point average or above as defined by the state uniform grading scale. The top five percent of students in a graduating class will be designated as distinguished honor graduates. The speakers for the commencement exercises (chosen from the distinguished honor graduates) will be selected by a committee of the distinguished honor graduates and teachers at each school.

The student must be enrolled for a minimum of one semester immediately preceding his/her graduation to be considered for recognition as an honor or distinguished honor graduate.

Units earned in a summer school program do not satisfy this requirement.

(Cf. IKF)

Adopted 6/16/86; Revised 1/25/88, 2/6/89, 1/8/96, 4/3/00, 5/19/03, 11/19/12

Exhibit F

EXHIBIT F

MEMORANDUM

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

From: Dr. Christina Melton
Chief Instructional Officer

Date: February 6, 2017

Re: February 13, 2017 Board Meeting
Discussion: Approval of Proposed Revisions
Board Policy IKA-R "Grading/Assessment Systems"

Item: Proposed revisions to Board Policy IKA-R "Grading/Assessment Systems" is attached in draft form, along with the current Board Policy IKA-R.

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

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

Attachments: Current Board Policy IKA-R "Grading/Assessment Systems"
Proposed revisions to Board Policy IKA-R "Grading/Assessment Systems"

Current Board Policy

IKA-R
Grading/Assessment Systems

Issued 7/16

Grading Scales

Grades kindergarten through two

Student progress in grades kindergarten through two is reported for language arts, mathematics, science, social studies, art, music, physical education, and world language through a standards-based progress report using the following key:

- M = meets the grade level expectations at this time (independent achievement consistently meets grade level expectations [standards] at this time)
- P = progressing satisfactorily towards grade level expectations at this time (independent achievement shows inconsistent application of skills but is making progress at this time)
- U = unable to meet grade level expectations at this time (little or no evidence of meeting grade level expectations [standards] at this time)
- * = not assessed at this time

Grades three through 12

Student progress in grades three through 12 is reported for all subjects as follows:

Letter Grade	Numerical Average
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

State Uniform Grading Scale (Grades Nine through 12)

Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratios follow:

South Carolina Uniform Grading Scale Conversions				
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97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
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91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400

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82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100

60	D	1.00	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
WF	F	0.000	0.000	0.000
WP	-	0.000	0.000	0.000

Conversion Process

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show course title and level/type of course taken. The grading scale must be printed on the report card.

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, the following equivalents will be used to transfer the grades into the student's record:

A = 95

B = 85

C = 75

D = 65

F = 50

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 60, the average will be converted to a 65 numerical grade.

If the transcript shows that the student has earned a grade of "P" (passing), that grade will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the "P." If no numerical average can be obtained from the sending institution, the receiving school will calculate the student's cumulative transfer GPA and the corresponding number equivalent will be assigned to replace the "P."

End-of-Course Testing and the Credit Recovery Option

In courses requiring state end-of-course testing, the district will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade. The student will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who repeat the course as though they were taking the course for the first time and all requirements will apply.

Honors Courses

Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early, but should extend course opportunities at the high school level.

The district may designate honors courses and give the assigned weighting under the following conditions:

- An honors course must have a published syllabus that verifies rigor sufficiently beyond the College Preparatory (CP) requirements.
- Textbooks and/or other course materials must be differentiated and more rigorous than those used in CP courses.
- Honors courses may be offered in English, mathematics, science, and social studies. Additionally, honors courses may be designated in other content areas for the third or fourth level of the courses provided the two criteria listed above are met. Honors weighting may not be designated in any physical education courses.

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above. These criteria apply to all courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency.

Advanced Placement (AP) and International Baccalaureate (IB) Courses

The following criteria apply to the College Board's AP courses and to IB courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency:

- Only AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.
- An AP course can carry only one quality point.

- A standard-level (SL) IB course can carry only one quality point. However, two quality points of IB credit can be granted for higher-level (HL) courses in the IB program that require a minimum of 240 hours of instruction.

Dual Credit Courses

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her home school to earn both Carnegie units and credit for those particular courses. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees or associate degrees offered by accredited institutions.

College orientation classes for dual credit will be weighted as CP.

Grade Point Averages (GPA)

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined in this administrative rule.

Grade point averages will be figured uniformly in all schools using the following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in class. Computations will not be rounded to a higher number. All diploma candidates are included in the ranking.

$$\text{GPA} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

The board will determine the criteria for determining honor graduates and distinguished honor graduates and may establish earlier cutoffs (e.g., the seventh semester of high school, the third nine weeks of the senior year) when determining a rank for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

Course Withdrawals

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will be assigned a WF and the F (as a 50) will be calculated in the student's overall grade point average.

The three, five, and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. The district will establish withdrawal limitations for distance learning courses.

Students who drop out of school or are expelled after the allowed period for withdrawal, but before the end of the grading period, will be assigned grades in accordance with the following:

- The student will receive a WP if he/she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he/she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 50.

If a student fails a course due to excessive absences, the school will record an FA on his/her transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 50.

Retaking Courses

Students in grades nine through 12 may retake a course at the same level of difficulty if they earned a D or F in that course. The student's record will reflect all courses taken and the grades earned.

The student may retake the course either during the current school year or during the next school year but no later than the next school year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless granted approval by the school administration to do so).

A student who has taken a course for a Carnegie unit prior to his/her ninth grade year may retake that course regardless of the grade earned. In this case, only the retake grade will be used in figuring the student's GPA and only the retake attempt will show on the transcript. This rule will apply whether the retake grade is higher or lower than the grade previously earned by the student.

Issued 5/2/84; Revised 5/3/93, 5/4/98, 3/13/00, 3/27/00, 5/19/03, 6/17/13, 7/18/16

Suggested Policy Revisions
Discussion 2/13/17

DRAFT IKA-R
Grading/Assessment Systems

Issued 7/16

Grading Scales

Grades kindergarten through two

Student progress in grades kindergarten through two is reported for language arts, mathematics, science, social studies, art, music, physical education, and world language through a standards-based progress report using the following key:

- M = meets the grade level expectations at this time (independent achievement consistently meets grade level expectations [standards] at this time)
- P = progressing satisfactorily towards grade level expectations at this time (independent achievement shows inconsistent application of skills but is making progress at this time)
- U = unable to meet grade level expectations at this time (little or no evidence of meeting grade level expectations [standards] at this time)
- * = not assessed at this time

Grades three through 12

Student progress in grades three through 12 is reported for all subjects as follows:

Letter Grade	Numerical Average
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

State Uniform Grading Scale (Grades Nine through 12)

Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratios follow:

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Numerical Average	**Letter Grade**	**College Prep**	**Honors**	**AP/IB/Dual Credit**
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College orientation classes for dual credit will be weighted as CP.

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Issued 5/2/84; Revised 5/3/93, 5/4/98, 3/13/00, 3/27/00, 5/19/03, 6/17/13, 7/18/16

Exhibit G

EXHIBIT G

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: February 13, 2017

Re: 2017-2018 Proposed Board Meeting Schedule

Attached is the proposed schedule for the 2017-18 School District Five of Lexington and Richland Counties Board of Trustees meetings. The meeting schedule alternates between clusters to ensure Board Members are accessible to citizens throughout the community. The Center for Advanced Technical Studies will host board meetings during summer vacation to help alleviate the burden of hosting board meetings when school is not in session.

The proposed Board meeting schedule for 2017-18 will be on the agenda for approval on February 27, 2017.

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

MAB

Attachment - Proposed Board Meeting Schedule for 2017-18

Board Meeting Calendar – Proposed
2017-18

July 17, 2017	Center for Advanced Technical Studies
August 7, 2017	Center for Advanced Technical Studies
September 11, 2017	Dutch Fork HS
September 25, 2017	Chapin IS
October 9, 2017	Irmo MS
October 23, 2017	H.E. Corley ES
November 13, 2017	Chapin HS
December 11, 2017	Irmo ES
January 8, 2018	River Springs ES
January 22, 2018	Ballentine ES
February 12, 2018	Harbison West ES
February 26, 2018	Dutch Fork ES
March 12, 2018	Spring Hill HS
March 26, 2018	Leaphart ES
April 16, 2018	Dutch Fork MS
May 7, 2018	Lake Murray ES
May 21, 2018	Seven Oaks ES
June 11, 2018	Center for Advanced Technical Studies
June 25, 2018	Center for Advanced Technical Studies