district five
OF LEXINGTON & RICHLAND COUNTIES

AGENDA
BOARD OF TRUSTEES
REGULAR MEETING
CHAPIN MIDDLE SCHOOL'S CAFETERIA
MAY 8, 2017

1. Call to order at 6:00 p.m.

2. Enter executive session to consider the following:

   a. Selected employment items (Exhibit A)
   b. Contractual matter regarding contract with McGregor & Company (Exhibit B)
   c. Update on active and pending litigation involving School District Five of Lexington and Richland Counties
   d. Contractual matter regarding proposed 2016-2017 capital budget projects

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

4. Welcoming remarks

5. Invocation – Robert Gantt, Chairman, Board of Trustees

6. Pledge of Allegiance – Clay Aull, Student Council President, Chapin Middle School

7. School Board Spotlight

8. Approval of the agenda

9. Approval of the minutes of the April 24, 2017 board meeting

10. Welcome and brief overview of Chapin Middle School by Anna Miller, Principal

11. Superintendent's Report

    a. Office of Communication

12. Public participation*

ACTION AGENDA

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

14. Second and final reading approval of revisions to Board Policy IKE "Promotion and Retention of Students" and proposed new Administrative Rule IKE-R "Promotion and Retention of Students" (Exhibit C)

15. Second and final reading approval of revisions to Board Policy IKEA "Acceleration of Students" and Administrative Rule IKEA-R "Acceleration of Students" (Exhibit D)

16. Second and final reading approval of revisions to Board Policy IHCA "Summer School" (Exhibit E)

17. Approval of Textbook Adoptions FY 2017-2018 (Exhibit F)

DISCUSSION AGENDA

18. Proposed revisions to Board Policy IHAM "Health Education" (Exhibit G)

19. Proposed revisions to Board Policy ADF "School Wellness" (Exhibit H)

20. Adjourn

INFORMATION AGENDA

21. The next board meeting will be May 22, 2017 at Nursery Road 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 that are placed in writing will receive a written response in a timely manner.

district five
OF LEXINGTON & RICHLAND COUNTIES

Minutes/April 24, 2017

The Board of Trustees of School District Five of Lexington and Richland Counties met at CrossRoads Intermediate 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
Mr. Ed White
Dr. Stephen Hefner, District Superintendent

The following staff were in attendance:

Ms. Katrina Goggins, Director, Office of Communications
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 Ed White, Board of Trustees. The Pledge of Allegiance was led by Lilly Margaret O'Leary, student body president, CrossRoads Intermediate School.

The Board conducted the School Board Spotlight.

A welcome and brief overview of CrossRoads Intermediate School was given by Jess Hutchinson, principal.

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

During the public participation, Leslie Bundrick, Mike Whitehurst, Charlene Wessinger, Kim Murphy and Toshia Addison spoke regarding the new elementary school site.

Dr. Melton presented the Textbook Adoptions FY 2017-2018 (Exhibit I).

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of April 24, 2017

	BAUMGARDNER	CATES	GANTT	HALTIWANGER	HAMMOND	HUTCHISON	WHITE
1. M. Baumgardner S. Haltiwanger Enter executive session to consider the following : a) selected employment items (Exhibit A) ; b) 2017-2018 reappointments (Exhibit B) ; and c) contractual matter : discussion of a proposed contract with Contract Construction Company resulting from the « construction management at risk » request for qualifications and proposals. Contract Construction was the highest ranked qualified proposer in this procurement. The negotiations and potential terms for this contract will be discussed.	X	X	X	X	X	A	A
2. M. Haltiwanger S. Baumgardner Approve the agenda	X	X	X	X	X	A	X
3. M. Hammond S. Baumgardner Approve the minutes of the March 27, 2017 board meeting	X	X	X	X	X	A	AB
4. M. Haltiwanger S. Hammond Approve the selected employment items (Exhibit A)	X	X	X	X	X	A	X
5. M. Cates S. Hammond Approve the 2017-2018 Reappointments (Exhibit B)	X	X	X	X	X	A	X
6. M. Baumgardner S. Haltiwanger We authorize the administration to enter into the design build contract with Contract Construction Company to move forward with the Chapin Middle School addition	X	X	X	X	X	A	X
7. M. Baumgardner S. Haltiwanger Approve first reading of the proposed General Operating Budget (Exhibit D)	X	X	X	X	X	A	X

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

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of April 24, 2017

	BAUMGARDNER	CATES	GANTT	HALTIWANGER	HAMMOND	HUTCHISON	WHITE
8. M. Hammond S. Baumgardner Second and final reading approval of revisions to Board Policy IHAC "Social Studies Education" (Exhibit E)	X	X	X	X	X	A	X
9. M. Haltiwanger S. Cates First reading approval of revisions to Board Policy IKE "Promotion and Retention of Students" and proposed new Administrative Rule IKE-R "Promotion and Retention of Students" (Exhibit F)	X	X	X	X	X	A	X
10. M. Haltiwanger S. Hammond First reading approval of revisions to Board Policy IKEA "Acceleration of Students" and Administrative Rule IKEA-R " Acceleration of Students" (Exhibit G)	X	X	X	X	X	A	X
11. M. Hammond S. Haltiwanger First reading approval of revisions to Board Policy IHCA "Summer School" (Exhibit H)	X	X	X	X	X	A	X
12. M. Baumgardner S. Hammond Adjourn at 9:00 p.m.	X	X	X	X	X	A	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: Dr. Stephen W. Hefner, Superintendent

From: Dr. Christina S. Melton, Chief Instructional Officer

Date: May 2, 2017

Re: May 8, 2017 Board Meeting
Second Reading:

- Approval of Proposed Revisions
  Board Policy IKE "Promotion and Retention of Students"
- Approval of Proposed New Administrative Rule
  AR IKE-R "Promotion and Retention of Students"

Item: Proposed revisions to Board Policy IKE "Promotion and Retention of Students" and proposed new Administrative Rule IKE-R "Promotion and Retention of Students" are attached in draft form, along with the current Board Policy IKE.

Recommendation: The administration recommends Second Reading approval of the revisions to Board Policy IKE "Promotion and Retention of Students" and the addition of proposed new Administrative Rule IKE-R "Promotion and Retention of Students".

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

Attachments: Current Board Policy IKE "Promotion and Retention of Students"
Proposed revisions to Board Policy IKE "Promotion and Retention of Students"
Proposed new Administrative Rule IKE-R "Promotion and Retention of Students"

Current Board Policy

IKE
Promotion and Retention of Students

Issued 6/13

Purpose: To establish the basic structure for the promotion, retention and acceleration of students.

The district affirms academic excellence for students. This promotion/retention policy describes the standards our students must meet in order to maintain academic excellence and to be considered for promotion from one grade to the next.

This policy will be applicable to all students who are in the regular school program. Students functioning in special education programs will be governed by their Individual Educational Plan (IEP). The district will administer this policy fairly, equitably and consistently in the schools.

Promotion

Kindergarten

Children who are six years old by September 1 of the current school year will enroll in the first grade. The parent/legal guardian may request an exception by writing to the district superintendent. The superintendent or his/her designee will make a recommendation based on information obtained from the kindergarten teacher, the parents/legal guardians and an evaluation performed by a district psychologist. The superintendent will approve or disapprove the recommendation.

When the parent/legal guardian of a child who will be five years old by September 1 of the current school year wishes to enroll him/her in first grade, the parent/legal guardian must make the request in writing to the superintendent. The superintendent or his/her designee will make a recommendation based on information obtained from assessments made by the district early childhood coordinator, a kindergarten teacher, a first grade teacher, the parent/legal guardian and an evaluation performed by a district psychologist. The superintendent will approve or disapprove the recommendation. Placement of five-year-old children in first grade should occur infrequently.

Kindergarten students are expected to learn the pre-literacy and numeracy skills contained in the state and district kindergarten curriculum standards in English/language arts and mathematics. When formal and informal assessments indicate that a kindergarten student is not developmentally ready for first grade, retention will be considered by the teacher, principal and parent/legal guardian. The parent/legal guardian must concur with a decision to retain a student in kindergarten.

Grades 1 through 2

To be promoted from one grade to the next, a student must meet specific criteria in both reading and mathematics. The decision will be based on three criteria as follows.

Criterion 1: The student is meeting expectations in both reading and mathematics.

Criterion 2: The student has demonstrated mastery of 75 percent of the grade-level state curriculum standards in English/language arts and mathematics as determined through formal and informal assessments and documented by the teacher. This criterion may also be satisfied by the determination of the teacher through formal and informal assessments that the student has shown one year of documented academic growth on the continuum of grades K-2 state curriculum standards in English/language arts and mathematics during the course of the school year.

Criterion 3: The student has met the attendance requirements of School District Five as specified in policy JH.

The parent/legal guardian should be informed of the possibility of retention by May 1 and a parent conference scheduled.

When a parent/legal guardian wishes to retain his/her child even through he/she is likely to meet satisfactorily the district's promotion requirements, the request should be made in writing to the school's principal prior to May 1. The principal, after consultation with the child's teacher(s), guidance counselor and parent/legal guardian, will approve or disapprove the request by May 15.

Final determination of promotion or retention rests with the principal.

Grades 3 through 5

To be promoted from one grade to the next, a student must meet specific criteria in both reading and mathematics. The decision will be based on three criteria as follows.

Criterion 1: The student has earned passing grades as the final yearly average in English/ language arts and mathematics.

Criterion 2: The student has demonstrated mastery of the grade-level state curriculum standards in English/language arts and mathematics by scoring at or above the state standards on required state tests. This criterion may also be satisfied by the determination and documentation of the teacher(s) through formal and informal assessments that: 1) the student has demonstrated mastery of 75 percent of the grade-level state curriculum standards in English/language arts and mathematics; or, 2) the student has demonstrated one year of academic growth on the state level curriculum standards in English/language arts and mathematics during the school year.

Criterion 3: The student has met attendance requirements of School District Five as specified in policy JH.

Grades 6 through 8

To be promoted from one grade to the next, a student must meet specific criteria as follows.

Criterion 1: The student has earned passing grades as the final yearly average in English/ language arts, mathematics, science and social studies.

Criterion 2: The student has demonstrated mastery of the grade-level state curriculum standards in English/language arts and mathematics by scoring at or above the state standard on required state tests. This criterion may also be satisfied by the determination and documentation of the teacher(s) through formal and informal assessments that: 1) the student has demonstrated mastery of 75 percent of the grade-level state curriculum standards in English/ language arts and mathematics; or, 2) the student has demonstrated one year of academic growth on the continuum of K-8 state curriculum standards in English/ language arts and mathematics during the course of the school year.

Criterion 3: The student has met the attendance requirements of School District Five as specified in policy JH.

The parent/legal guardian should be informed of the possibility of retention by May 1 and a parent conference scheduled.

When a parent/legal guardian wishes to retain his/her child even though he/she is likely to meet satisfactorily the district's promotion requirements, the request must be made in writing to the school's principal prior to May 1. The principal, after consultation with the child's teacher(s), guidance counselor and parent/legal guardian, will approve or disapprove the request by May 15.

Final determination of promotion or retention rests with the principal.

Grades 9 through 12

Promotion is based on the number of subject course credits (units) acquired in grades 9 through 12. A total of six units is needed for promotion to grade 10 including at least one unit in English I and one unit in mathematics. A total of 12 units, including English I and II, two units of mathematics, one unit in science and one unit in social studies is required for promotion to grade 11. A total of 18 units, including English I, II and III, three units in mathematics, two units in science and one unit in social studies is required for promotion to grade 12. This requirement must be met for a student to be placed in a senior homeroom. All courses used to satisfy promotion requirements must meet South Carolina high school diploma requirements.

Students may take only one core English course per academic year, except in extenuating circumstances. Requests for taking more than one English course per year and/or graduating early must be made in writing to the school principal and approved by the superintendent or his/her designee by May 1 of the student's 10th grade year.

Excessive absences can affect promotion. When a student's absences from class exceed those allowed by state regulation, he/she will not receive credit in that course. The student may appeal to the principal to excuse absences under the conditions specified in policy JH and administrative rule JH-R, Student Absences and Excuses. Final determination regarding awarding of credit based on excessive absences will be made by the principal.

Summer School

Refer to policy IHCA for summer school information, recommendations and procedures.

Appeals process

The district will have an appeals process in place for the parent/legal guardian or student to appeal summer school attendance and retention decisions.

Information to parents/legal guardians

The district will distribute this promotion/retention policy to every student and parent/legal guardian at the beginning of the academic year. The district will also make every effort to educate and inform parents/legal guardians and students through district/school websites and student handbooks.

Adopted 5/28/84; Revised 1/21/85, 10/20/86, 4/2/90, 4/22/96, 3/3/97, 9/13/99, 8/12/02, 6/17/13

Legal references:

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

Section 59-18-500 - Academic plans for students.

Section 59-18-1310 - Reports consolidated; submission dates.

State Board of Education Regulations:

R-43-240 - Summer programs.

R-43-262 - Assessment program.

State Department of Education:

Guidelines for Academic Plans for Students.

Issued ~~6/13~~

Purpose: To establish the basic structure for the promotion~~,~~ **and** retention ~~**and acceleration**~~ of students.

The district affirms academic excellence for students. This promotion~~/~~ **and** retention policy describes the standards our students must meet in order to maintain academic excellence and to be considered for promotion from one grade to the next.

This policy will be applicable to all students who are in the regular school program. Students functioning in special education programs will be governed by their Individual Educational Plan (IEP). The district will administer this policy fairly, equitably and consistently in the schools.

Promotion and Retention

Kindergarten

Children who are six years old by September 1 of the current school year will enroll in the first grade. The parent/legal guardian may request an exception by writing to the district superintendent. The superintendent or his/her designee will make a recommendation based on information obtained from **the zoned school's Student Assistance Team (SAT),** ~~**the kindergarten teacher,**~~ the parents/legal guardians and an evaluation performed by a district psychologist. The superintendent **or his/her designee** will approve or disapprove the recommendation.

~~**When the parent/legal guardian of a child who will be five years old by September 1 of the current school year wishes to enroll him/her in first grade, the parent/legal guardian must make the request in writing to the superintendent. The superintendent or his/her designee will make a recommendation based on information obtained from assessments made by the district early childhood coordinator, a kindergarten teacher, a first grade teacher, the parent/legal guardian and an evaluation performed by a district psychologist. The superintendent will approve or disapprove the recommendation. Placement of five-year-old children in first grade should occur infrequently.**~~

Kindergarten students are expected to learn the pre-literacy and numeracy skills contained in the state and district kindergarten curriculum standards in English/language arts and mathematics. When formal and informal assessments indicate that a kindergarten student is not developmentally ready for first grade, retention will be considered by the teacher, principal and parent/legal guardian. The parent/legal guardian must concur with a decision to retain a student in kindergarten.

Grades 1 through 2

~~To be promoted from one grade to the next, a student must meet specific criteria in both reading and mathematics. The decision will be based on three criteria as follows.~~ **To be promoted from one grade to the next, a student must meet specific criteria as follows:**

Criterion 1: The student is meeting expectations in both reading and mathematics.

~~**Criterion 2: The student has demonstrated mastery of 75 percent of the grade-level state curriculum standards in English/language arts and mathematics as determined through formal and informal assessments and documented by the teacher. This criterion may also be satisfied by the determination of the teacher through formal and informal assessments that the student has shown one year of documented academic growth on the continuum of grades K-2 state curriculum standards in English/language arts and mathematics during the course of the school year.**~~

Criterion ~~3~~ 2: The student has met the attendance requirements of School District Five as specified in policy JH.

~~**The parent/legal guardian should be informed of the possibility of retention by May 1 and a parent conference scheduled.**~~

~~**When a parent/legal guardian wishes to retain his/her child even through he/she is likely to meet satisfactorily the district's promotion requirements, the request should be made in writing to the school's principal prior to May 1. The principal, after consultation with the child's teacher(s), guidance counselor and parent/legal guardian, will approve or disapprove the request by May 15.**~~

Final determination of promotion or retention rests with the principal.

Grade 3

~~**To be promoted from one grade to the next, a student must meet specific criteria in both reading and mathematics. The decision will be based on three criteria as follows.**~~ **To be promoted from one grade to the next, a student must meet specific criteria as follows:**

Criterion 1: The student has earned passing grades as the final yearly average in English/ language arts and mathematics.

~~**Criterion 2: The student has demonstrated mastery of the grade-level state curriculum standards in English/language arts and mathematics by scoring at or above the state standards on required state tests. This criterion may also be satisfied by the determination and documentation of the teacher(s) through formal and informal assessments that: 1) the student has demonstrated mastery of 75 percent of the grade-level state curriculum standards in English/language arts and mathematics; or, 2) the student has demonstrated one year of academic growth on the state level curriculum standards in English/language arts and mathematics during the school year.**~~

Criterion ~~3~~ 2: The student has met attendance requirements of School District Five as specified in policy JH.

Read to Succeed State-Mandated Retention

A student will be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the year as indicated by a score at the lowest achievement level on the state summative reading assessment. Parents/Legal guardians of each student not demonstrating third-grade reading proficiency will be notified in writing during the second grading period that the student is being considered for retention, and a conference will be held prior to a determination regarding retention.

Students eligible for retention under this requirement may enroll in a summer reading camp provided by the district in an effort to meet the required reading proficiency level prior to being retained.

Parents/Legal guardians may designate another person as an education advocate to act on their behalf to receive notification and to assume the responsibility of promoting the reading success of the child.

Good cause exemptions

A student may be exempt for good cause from mandatory retention but will continue to receive institutional support and services and reading intervention appropriate for their age and reading level. Students who may qualify for an exemption include, but are not limited to those:

- **with limited English proficiency and less than two years of instruction in an English as a Second language program**
- **with disabilities whose IEP indicates the use of alternative assessments or alternative reading interventions, and students with disabilities whose IEP or Section 504 plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency**
- **who demonstrate third-grade reading proficiency on an alternative assessment approved by the State Board of Education and which teachers may administer following the administration of the state assessment of reading**
- **who have received two years of reading intervention and were previously retained**
- **who demonstrate mastery of the state standards in reading equal to at least a level above the lowest achievement level on the state reading assessment through a reading portfolio**
- **who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or an alternate assessment that the student's mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment**

Grade ~~3~~ 4 through 5

~~To be promoted from one grade to the next, a student must meet specific criteria in both reading and mathematics. The decision will be based on three criteria as follows.~~ **To be promoted from one grade to the next, a student must meet specific criteria as follows:**

Criterion 1: The student has earned passing grades as the final yearly average in English/ language arts and mathematics.

~~**Criterion 2: The student has demonstrated mastery of the grade-level state curriculum standards in English/language arts and mathematics by scoring at or above the state standards on required state tests. This criterion may also be satisfied by the determination and documentation of the teacher(s) through formal and informal assessments that: 1) the student has demonstrated mastery of 75 percent of the grade-level state curriculum standards in English/language arts and mathematics; or, 2) the student has demonstrated one year of academic growth on the state level curriculum standards in English/language arts and mathematics during the school year.**~~

Criterion ~~3~~ 2: The student has met attendance requirements of School District Five as specified in policy JH.

Final determination of promotion or retention rests with the principal.

Grades 6 through 8

To be promoted from one grade to the next, a student must meet specific criteria as follows:

Criterion 1: The student has earned passing grades as the final yearly average in English/ language arts, mathematics, science and social studies.

~~**Criterion 2: The student has demonstrated mastery of the grade-level state curriculum standards in English/language arts and mathematics by scoring at or above the state standard on required state tests. This criterion may also be satisfied by the determination and documentation of the teacher(s) through formal and informal assessments that: 1) the student has demonstrated mastery of 75 percent of the grade-level state curriculum standards in English/ language arts and mathematics; or, 2) the student has demonstrated one year of academic growth on the continuum of K-8 state curriculum standards in English/ language arts and mathematics during the course of the school year.**~~

Criterion ~~3~~ 2: The student has met the attendance requirements of School District Five as specified in policy JH.

~~**The parent/legal guardian should be informed of the possibility of retention by May 1 and a parent conference scheduled.**~~

~~**When a parent/legal guardian wishes to retain his/her child even though he/she is likely to meet satisfactorily the district's promotion requirements, the request must be made in writing to the school's principal prior to May 1. The principal, after consultation with the**~~

~~child's teacher(s), guidance counselor and parent/legal guardian, will approve or disapprove the request by May 15.~~

Final determination of promotion or retention rests with the principal.

Grades 9 through 12

~~Promotion is based on the number of subject course credits (units) acquired in grades 9 through 12. A total of six units is needed for promotion to grade 10 including at least one unit in English I and one unit in mathematics. A total of 12 units, including English I and II, two units of mathematics, one unit in science and one unit in social studies is required for promotion to grade 11. A total of 18 units, including English I, II and III, three units in mathematics, two units in science and one unit in social studies is required for promotion to grade 12. This requirement must be met for a student to be placed in a senior homeroom. All courses used to satisfy promotion requirements must meet South Carolina high school diploma requirements.~~

Students in grades nine through 12 will be awarded units of credit for courses that have been approved by the South Carolina Department of Education. Requirements for promotion to each grade level are as follows:

- **promotion from grade nine to grade 10: a total of five units of credit, including English I and a unit of mathematics**
- **promotion from grade 10 to grade 11: a total of 11 units of credit, including English I and II; two units of mathematics; and one unit of science**
- **promotion from grade 11 to grade 12: a total of 17 units of credit, including English I, II, and III; three credits of mathematics; and two credits of science**
- **high school graduation: a total of 24 total units of credit, including English I, II, III, and IV; four units of mathematics; three units of science, including one in which an end-of-course test is administered; one unit of U.S. History; 1/2 unit of Economics; 1/2 unit of Government; one additional unit of social studies; one unit of physical education; one unit of computer science; and one unit foreign language or occupational specialty**

~~Students may take only one core English course per academic year, except in extenuating circumstances. Requests for taking more than one English course per year and/or graduating early must be made in writing to the school principal and approved by the superintendent or his/her designee by May 1 of the student's 10th grade year.~~

Excessive absences can affect promotion. When a student's absences from class exceed those allowed by state regulation, he/she will not receive credit in that course. The student may appeal to the principal to excuse absences under the conditions specified in policy JH and administrative rule JH-R, Student Absences and Excuses. Final determination regarding awarding of credit based on excessive absences will be made by the principal.

Summer School

Refer to policy IHCA for summer school information, recommendations and procedures.

~~Appeals process~~

~~The district will have an appeals process in place for the parent/legal guardian or student to appeal summer school attendance and retention decisions.~~

Academic Assistance

When a student is not progressing in core subjects, he/she will be provided appropriate interventions to help the student perform on grade level in identified subjects.

Students who are not substantially demonstrating proficiency in reading will be provided intensive in-class and supplemental reading interventions in accordance with state law and the district reading plan. A literacy assessment portfolio will be developed for each student who is not demonstrating grade-level reading proficiency to provide evidence of a student's progress in the area of literacy and to indicate the intensive instruction and interventions the student has been provided.

Information to parents/legal guardians

The district will distribute this promotion/retention policy to every student and parent/legal guardian at the beginning of the academic year. The district will also make every effort to educate and inform parents/legal guardians and students through district/school websites and student handbooks.

Adopted 5/28/84; Revised 1/21/85, 10/20/86, 4/2/90, 4/22/96, 3/3/97, 9/13/99, 8/12/02, 6/17/13

Legal references:

A. S.C. Code, 1976, as amended:
   1. Section 59-155-160 - South Carolina Read to Succeed Act, Mandatory retention.

B. State Board of Education Regulations:
   1. R43-240 - Summer programs.

C. South Carolina Department of Education:
   1. *Intervention Guidance Document, Kindergarten through Grade Five* (2017).
   2. *Read to Succeed Third Grade Retention Guidance Document, Fall 2016* (2016).

Proposed New Administrative Rule
Second Reading 5.8.17

DRAFT IKE-R
Promotion and Retention of Students

Notification of Retention

The parent/legal guardian must be informed of the possibility of retention by May 1 and a parent conference should be scheduled.

When a parent/legal guardian wishes to retain his/her child even though he/she is likely to meet satisfactorily the district's promotion requirements, the request must be made in writing to the school's principal prior to May 1. The principal, after consultation with the child's teacher(s), guidance counselor and parent/legal guardian, will approve or disapprove the request in writing by May 15.

Limit of Retention

A student should not be retained more than twice in kindergarten through grade eight, unless approved by the Chief Instructional Officer or his/her designee.

Read to Succeed State-Mandated Retention

Early in the school year and/or when a third grade student transfers in to a school, parents/legal guardians will be given a general notice regarding the requirements for promotion and retention.

Retention conference

During the second grading period of the third grade, parents/legal guardians of students that are not demonstrating third-grade reading proficiency will be notified in writing that their child is being considered for retention. A parent/teacher conference will be scheduled and held, at which time the conference participants will review the student's intensive instruction and intervention plan. Within two weeks following the parent/teacher conference, copies of the plan will be provided to the principal, parent or legal guardian, teacher, and other school personnel who are working with the child on literacy.

If a parent/legal guardian is unable to attend the conference after two varied attempts at contact, the parent should be mailed a copy of the student's intensive instruction and intervention plan.

An additional parent/teacher conference will be held during the third nine week grading period for students still being considered for retention.

Retention determination

The principal, classroom teacher, and other school personnel who are working with the child on literacy will review the recommendation for retention and provide suggestions for supplemental instruction. Recommendations and observations of the principal, teacher, parent/legal guardian, and other school personnel who are working with the child on literacy will be considered when determining whether to retain the student.

If it is determined that retention is appropriate, the student may be eligible to enroll in a summer reading camp provided by the district. District summer reading camps will be operated in accordance with the guidelines provided by the South Carolina Department of Education. Parents/Legal guardians may elect to opt their child out of participation in summer reading camp, with the understanding that the child will be unable to qualify for a good cause exemption on that ground. Information regarding the summer camp will be provided by the school or requested from the district office.

Good cause exemption determinations

To request an exemption for good cause, the teacher of a student identified as potentially meeting one of the state-approved exemptions will submit documentation to the principal on the proposed exemption and include evidence that promotion of the student is appropriate based on the student's academic record. This evidence will be limited to the student's Individualized Education Program (IEP), alternative assessments, or student reading portfolio.

The principal will review the documentation and determine whether the student should be promoted. If the principal determines the student should be promoted, the principal will submit a written recommendation for promotion to the Chief Instructional Officer or his/her designee for final determination.

The Chief Instructional Officer or his/her designee will determine whether a student may be exempted from the mandatory retention policy. The Chief Instructional Officer's or his/her designee's acceptance or rejection of the principal's recommendation will be in writing and a copy will be provided to the child's parent/legal guardian.

Good cause exemption determinations for students with disabilities

A third grade student with disabilities will be exempt from the mandatory retention policy if the student is eligible to take a South Carolina alternative assessment and receives instruction aligned to the state's alternative achievement standards, or the student has received intensive remediation in reading for more than two years.

To demonstrate intensive remediation in reading, there must be:

- **documentation that the student's present levels of academic achievement and functional performance have resulted in one or more annual goals and specialized instruction and/or related services in the area of reading for two or more years**
- **documentation of intensive general education interventions in the area of reading for two or more years**
- **a combination of special education services and intensive general education intervention in the area of reading for two or more years**

Any evidence submitted to document intensive remediation or evidence-based interventions will be in addition to the student's ninety minutes of daily reading and writing instruction as required by law.

Appeal of a retention determination

A parent/legal guardian may appeal the decision to retain a student to the Chief Instructional Officer or his/her designee if there is a compelling reason why the student should not be retained. To initiate an appeal, the parent/legal guardian must notify the Chief Instructional Officer or his/her designee in writing within two weeks after receiving the notification of the retention decision. The letter must be addressed to the Chief Instructional Officer or his/her designee and must include the reasons why the student should not be retained. The Chief Instructional Officer or his/her designee will render a final, written decision and provide copies to the parent/legal guardian and the principal.

Appointment of an education advocate

Parents/Legal guardians are permitted to designate another person as an education advocate to act on their behalf to receive notification of their child's level of reading proficiency and to assume the responsibility of promoting the reading success of the child. Parents/Legal guardians interested in appointing such an advocate should contact the school principal in writing to make their request.

Issued ^

Exhibit D

EXHIBIT D

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner, Superintendent

From: Dr. Christina S. Melton, Chief Instructional Officer

Date: May 2, 2017

Re: May 8, 2017 Board Meeting
Second Reading:

- Approval of Proposed Revisions
  Board Policy IKEA "Acceleration of Students"
- Approval of Proposed Revisions
  Administrative Rule IKEA-R "Acceleration"

Item: Proposed revisions to Board Policy IKEA "Acceleration of Students" and Administrative Rule IKEA-R "Acceleration" are attached in draft form, along with the current Board Policies IKEA and IKEA-R.

Recommendation: The administration recommends Second Reading approval of the revisions to Board Policy IKEA "Acceleration of Students" and Administrative Rule IKEA-R "Acceleration".

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

Attachments: Current Board Policy IKEA "Acceleration of Students"
Proposed revisions to Board Policy IKEA "Acceleration of Students"
Current Administrative Rule IKEA-R "Acceleration"
Proposed revisions to Administrative Rule IKEA-R "Acceleration"

IKEA
Acceleration of Students

Issued 1/13

Purpose: To establish the basic structure for the acceleration of students.

Any student who, in the opinion of his principal/director and teacher(s), warrants consideration for acceleration and/or adjustment either by grade or subject, will be carefully tested in order to determine an educational program in his/her best interests. The criteria will include the following.

- scholastic ability and achievement level
- mental capacity
- experiential background
- emotional and social development and maturation
- complexity of curricular program

All such criteria will be supported by recommendations from the teacher(s) and principal/director and by authorized standardized tests, when applicable.

Acceleration for the gifted or academically talented student may be accomplished by one or more of the following instructional arrangements.

- subject grouping
- omission of a grade level
- content of a higher order of experiential complexity
- advanced placement programming
- provision for opportunities
- activities extended in both scope and depth

Acceleration into a higher grade level for the gifted or academically talented student will require the expressed consent and approval of the parent/legal guardian.

Adopted 2/24/69; Revised 11/16/81, 1/28/13

Legal references:

S. C. Code, 1976, as amended:

Section 59-39-110 - Accelerated program of study.

DRAFT IKEA
Acceleration of Students

Issued ~~1/13~~

Purpose: To establish the basic structure for the acceleration of students.

Any student who, in the opinion of his/**her** principal/director and teacher(s), warrants consideration for acceleration and/or adjustment either by grade or subject, will be carefully tested in order to determine an educational program in his/her best interests. The criteria will include the following~~.~~**:**

- scholastic ability and achievement level
- mental capacity
- experiential background
- emotional and social development and maturation
- complexity of curricular program

All such criteria will be supported by recommendations from the teacher(s) and principal/director and by authorized standardized tests, when applicable.

Acceleration for the gifted or academically talented student may be accomplished by one or more of the following instructional arrangements~~.~~**:**

- subject grouping
- omission of a grade level
- content of a higher order of experiential complexity
- advanced placement programming
- provision for opportunities
- activities extended in both scope and depth

Acceleration into a higher grade level for the gifted or academically talented student will require the expressed consent and approval of the parent/legal guardian.

Adopted 2/24/69; Revised 11/16/81, 1/28/13

Legal references:

S. C. Code, 1976, as amended:

Section 59-39-110 - Accelerated program of study.

Current Policy

IKEA-R
Acceleration

Issued 1/13

Acceleration of a student into five-year-old kindergarten

The superintendent or his/her designee will follow these guidelines when considering a request to accelerate a student into five-year-old kindergarten (place students into K5 classes who are not five years old by September 1).

- A student must be four years old by September 1 in order to be considered for acceleration.
- The family must be willing to pay tuition to the district in the amount of the state EFA K5 reimbursement amount. The specifics of the payment will be determined by the district administration.
- Each student requesting acceleration must be assessed regarding readiness and school ability to insure that the student is not inappropriately placed in an advanced grade. The district's decision is final.
- The district reserves the right to determine the placement of a student in a particular school.
- The parent/legal guardian must be willing to provide transportation for the student in the event a student is not placed in the student's home school.

Issued 4/14/08; Revised 1/28/13

Suggested Policy Revisions
Second Reading 5.8.17

DRAFT IKEA-R
Whole Grade Acceleration

Issued ~~1/13~~

In whole grade acceleration a student "skips" a grade, receiving instruction at one grade higher across all subjects with older classmates. Whole grade acceleration can ensure an advanced curriculum to a student who is ready for all of the standards of the higher grade. However, it is important to consider not only the child's academic strengths, but also their social and emotional growth as well.

Acceleration of a Student into Five-Year-Old Kindergarten

The ~~**superintendent**~~ **Chief Instructional Officer** or his/her designee will follow these guidelines when considering a request to accelerate a student into five-year-old kindergarten (place students into K5 classes who are not five years old by September 1):

- A student must be four years old by September 1 in order to be considered for acceleration.
- The family must be willing to pay tuition to the district in the amount of the state EFA K5 reimbursement amount. The specifics of the payment will be determined by the district administration.
- Each student requesting acceleration must be assessed **by the school district** regarding readiness and school ability to ~~ie~~nsure that the student is not inappropriately placed in an advanced grade. **A non-refundable assessment fee must be paid by the parent/legal guardian to the school district prior to the administration of the assessments.**
- The district's decision is final.
- The district reserves the right to determine the placement of a student in a particular school.
- The parent/legal guardian must be willing to provide transportation for the student in the event a student is not placed in the student's home school.

A written request from the parent/legal guardian must be submitted to the Chief Instructional Officer before July 31st of the school year in which acceleration is sought.

Acceleration of a Student into Grades 1 through 8

Any student who, in the opinion of his/her principal and teacher(s), warrants consideration for acceleration and/or adjustment, either in subject instructional grade level or in grade placement for all subjects, will be carefully evaluated in order to determine the educational program in the student's best interests. The criteria for decisions may include achievement level, cognitive development, social/emotional behavior development, and reasoning ability.

The decision of the district will be final. Any change in the educational program will require the approval of the parent/legal guardian.

If the parent/legal guardian requests whole grade acceleration for his/her child, the request must be made in writing to the Chief Instructional Officer. The school will then form a Student Assistance Team (SAT) consisting of at a minimum, the school principal, guidance counselor, school psychologist, and classroom teacher(s). The SAT team will use available data and administer assessments that may include achievement level, cognitive ability, social/emotional behavior development, and reasoning ability. The SAT team will make a recommendation to the Chief Instructional Officer or his/her designee. The decision of the district is final.

If whole grade acceleration is approved, the SAT team must convene within the first 4-6 weeks of the school year to determine if the placement is appropriate.

Exhibit E

EXHIBIT E

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner, Superintendent

From: Dr. Christina S. Melton, Chief Instructional Officer

Date: May 2, 2017

Re: May 8, 2017 Board Meeting
Second Reading: Approval of Proposed Revisions
Board Policy IHCA "Summer School"

Item: Proposed revisions to Board Policy IHCA "Summer School" is attached in draft form, along with the current Board Policy IHCA.

Recommendation: The administration recommends Second Reading approval of the proposed revisions to Board Policy IHCA "Summer School".

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

Attachments: Current Board Policy IHCA "Summer School"
Proposed revisions to Board Policy IHCA "Summer School"

Current Board Policy

IHCA
Summer School

Issued 3/13

Purpose: To establish the basic structure for summer instruction of students.

The district will offer a summer school program whenever there is enough interest by students and parents/legal guardians for such a program. The district will operate the summer program in accordance with state board of education regulations and standards required by the state department of education and the Southern Association of Colleges and Schools.

For students in grades 9-12, a school may award credit only for courses in summer school programs, either district-wide or school-site, that meet all regulatory requirements.

Schools may charge students a fee to cover the expenses of staffing, providing instructional materials and other expenses directly related to the instructional program of the summer school.

Cf. IG, IGCA, IHAK, IHAQ, IHBC, IKF, JLD, KB

Adopted 7/21/75; Revised 1/25/88, 4/22/96, 3/25/13

Legal references:

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

Section 59-18-500 - Academic plans for students.

Section 59-59-10, *et. seq.* - South Carolina Education and Economic Development Act.

State Board of Education Regulations:

R-43-205 - Administrative and professional personnel qualifications, duties and workloads.

R-43-234 - Defined program, grades 9-12.

R-43-240 - Summer programs.

South Carolina State Department of Education:

South Carolina Education and Economic Development Act Guidelines (2006).

Suggested Policy Revisions
Second Reading 5.8.17

DRAFT IHCA
Summer School

Issued ~~3/13~~

Purpose: To establish the basic structure for summer instruction of students.

For the purpose of promotion, the district ~~will~~ **may** offer a summer school program whenever there is enough interest by students and parents/legal guardians for such a program. The district will operate the summer program in accordance with ~~s~~**S**tate ~~b~~**B**oard of **e**~~E~~ducation regulations and standards required by the **South Carolina** ~~s~~**S**tate ~~d~~**D**epartment of **e**~~E~~ducation and the Southern Association of Colleges and Schools **Council on Accreditation and School Improvement (AdvancED/SACS CASI).**

~~**For students in grades 9-12, a school may award credit only for courses in summer school programs, either district-wide or school-site, that meet all regulatory requirements.**~~

For grades one through eight, a school may promote students only for courses in summer school programs, either district-wide or school-site, that meet all regulatory requirements. For students in grades nine through 12, a school may award Carnegie units of credit only for courses in summer school programs, either district-wide or school-site, that meet all regulatory requirements.

Schools ~~may~~ **will** charge students a fee to cover the expenses of staffing, providing instructional materials and other expenses directly related to the instructional program of the summer school.

Summer Reading Camp

Students who are significantly below third-grade reading proficiency at the end of third grade will be subject to mandatory retention under state law. These students will be provided the opportunity to attend a district-wide summer reading camp to receive intensive instructional services and support. The summer reading camp will offer students 96 additional hours of reading instruction, progress monitoring, and ongoing access to a school library/media center. Transportation will be provided at no cost to the student. The district may elect to invite students in other grade levels who are not progressing towards grade-level proficiency in reading to attend summer reading camp. Parents/legal guardians of eligible students will make the final decision on whether their student will participate.

Students who successfully complete summer reading camp as evidenced by a reading portfolio or a norm-referenced, alternative assessment that their mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment may be eligible for a good cause exemption from state-mandated third grade retention.

Cf. IG, IGCA, IHAK, IHAQ, IHBC, **IKE**, IKF, JLD, KB

Adopted 7/21/75; Revised 1/25/88, 4/22/96, 3/25/13

Legal references:

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

1. Section 59-155-110, *et seq.* - South Carolina Read to Succeed Act of 2014.

B. State Board of Education Regulations:

1. R43-231 - Defined program K-5.
2. R43-232 - Defined program 6-8
3. R43-234 - Defined program, grades 9-12.
4. R43-240 - Summer programs.

C. South Carolina Department of Education:

1. *Intervention Guidance Document, Kindergarten through Grade Five* (2017).
2. *Read to Succeed Third Grade Retention Guidance Document, Fall 2016* (2016).

~~Section 59-18-500 - Academic plans for students.~~

~~Section 59-59-10, *et. seq.* - South Carolina Education and Economic Development Act.~~

~~State Board of Education Regulations:~~

~~R-43-205 - Administrative and professional personnel qualifications, duties and workloads.~~

~~R-43-234 - Defined program, grades 9-12.~~

~~R-43-240 - Summer programs.~~

~~South Carolina State Department of Education:~~

~~South Carolina Education and Economic Development Act Guidelines (2006).~~

Exhibit F

EXHIBIT F

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner, Superintendent

From: Dr. Christina S. Melton, Chief Instructional Officer

Date: May 2, 2017

Re: May 8, 2017 Board Meeting
Approval Item
Textbook Adoptions FY 2017-2018 Recommendations

After a careful review of all state adopted textbooks, the textbook adoption committees, composed of parents, teachers, and subject area coordinators are bringing the attached textbook recommendations for School District Five to you for your review.

Recommendation: The administration supports final approval of all textbook recommendations as noted.

CATE Assistant Director, Dr. Al Gates, Science Coordinator, Beth Boland, Math Coordinator, Colleen Boissinot, and ELA Coordinator, Dr. Robin Cox will be present to answer any questions you may have regarding these adoptions.

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Advanced Composition Grade level/Cluster: 9-12

Title: The College Writer: A guide to Thinking, Writing And Researching Author: VanderMey, Meyer, et al.

Publisher: National Geographic/Cengage Copyright Date: 2015

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. The textbook format is organized to facilitate student learning and skill development.

B. The format is logical for teaching advanced composition.

C. The format is consistent with layout, references, and lessons.

D. The textbook is adaptable to the techniques and strategies for teachers & the needs of students.

E.

II. Content

A. The text correlates to writing process and national writing standards as well as state standards.

B. The content is current and accurate and reflects best practices in the field.

C. A logical sequence is evident for both teachers and students.

D. The text provides positive portrayals of students from a variety of backgrounds.

E.

III. Style

A. The reading level is appropriate for the designated students.

B. Activities meet the needs of individual students and addresses students' interests.

C. Directions are concise and understandable.

D. Vocabulary, sentence structure, and text are appropriate.

E. The text is attractive and appealing.

IV. Illustrations

A. Pictorial representations are properly labeled, attractive, and easily interpreted.

B. Charts, diagrams, and other materials are easy to read.

C. Charts, diagrams, and other materials are located in places where the additional info is needed.

D. Representations of ethnic groupings are adequate and appropriate.

E. _____

V. Instructional Supplements

A. Practice exercises and application activities are sufficient.

B. Quality guides, handbooks, and manuals are provided.

C. Effective instructional strategies and techniques are provided for the teacher and students.

D. Student assessment is authentic and an integral part of instruction.

E. All materials are available online.

Committee Chairperson Robin S. Cox, Ph.D. R.D. Date 3/30/17

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Speech (Public Speaking) Grade level/Cluster: 9-12

Title: Projects in Speech Communication Author: Dillman, Owens, et. al.

Publisher: Perfection Learning Copyright Date: 2017

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. The text facilitates correlation with other disciplines.

B. There is a logical progression for teaching public speaking.

C. This text provides real-world applications.

D. The text is adaptable for different student learning styles and needs.

E. The format is consistent, logical, and has appropriate text features.

II. Content

A. The content is accurate and current.

B. This text is suitable for the interests of students.

C. The text has assessments to provide on-going evaluation of student progress.

D. The text facilitates the evaluation of student progress.

E. Every chapter uses a debrief and reinforces vocabulary.

III. Style

A. The information is contemporary and will appeal to students.

B. The text is durable and attractive.

C. The reading level is appropriate for the designated students.

D. Activities meet the student needs and abilities.

E. Student directions are concise and understandable.

IV. Illustrations

A. The illustrations are inclusive of all ethnicities.

B. Charts, diagrams, and other pictorial material is abundant and easy to read.

C. The pictorial representations are properly labeled, attractive, and easily interpreted.

D. The illustrations provide support for readers.

E. _____

V. Instructional Supplements

A. The textbook is technology enhanced.

B. Effective instructional practices are provided and explained.

C. Materials and activities for the subject area are available.

D. Activities for student needs and abilities are appropriate.

E. _____

Committee Chairperson Robin M. Cox, Ph.D. R.D. Date 3/30/17

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Advanced Placement Literature Grade level/Cluster: 12

Title: Literature and Composition: Reading, Writing, Thinking Author: Carol Jago,Renee Shea, et al.

Publisher: Bedford, Freeman and Worth Copyright Date: 2017

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. The organization is solid with sequential skill development.

B. The text is organized by thematic units.

C. It facilitates correlation with other disciplines.

D. It is adaptable to a variety of needs and styles.

E.

II. Content

A. The text provides questions for student discussion of works.

B. The text facilitates the evaluation of student progress.

C. The text correlates to Advanced Placement Literature Standards.

D. The content is both current and accurate.

E. The text follows a logical sequence.

III. Style

A. Student directions are concise and clear.

B. The text is accessible to all students and will appeal to their interests.

C. Activities meet students' needs, interests, and ability levels.

D. The text is attractive and durable.

E.

IV. Illustrations

A. The illustrations, charts, diagrams, etc. extend the content.

B. The text includes culturally diverse materials and representations.

C. All pictorial material is labeled and attractive. The pictures provide support to the readers.

D. The illustrations are inclusive of all ethnicities.

E. _____

V. Instructional Supplements

A. The textbook is available online. Additional technology enhancements are provided.

B. The textbook is supplemented with additional materials, guides, and teacher supports.

C. Activities for student needs and abilities are appropriate.

D. Effective instructional strategies and best practices are provided.

E. Student assessment is authentic and an integral part of instruction.

Committee Chairperson Robin M. Cox, Ph.D. R.D Date 3/30/17

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Advanced Placement Language Grade level/Cluster: 11

Title: The Language of Composition Author: Renee Shea, Lawrence Scanlon, et al

Publisher: Bedford, Freeman and Worth Copyright Date: 2013

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. The organization of the text mimics the way we currently teach rhetoric.

B. The text is organized by thematic units.

C. It facilitates correlation with other disciplines.

D. It is adaptable for different student learning styles and needs.

E.

II. Content

A. There are literary worthy texts included. There is always 1 classic and 1 contemporary piece.

B. The text is organized in a thematic way to provide a study of language across genres.

C. The text facilitates the evaluation of student progress.

D. This text is suitable for the interests of students.

E. This text correlates to Advanced Placement Standards.

III. Style

A. The text is accessible to all students and will appeal to their interests.

B. The text is attractive and durable.

C. The text has an emphasis on appropriate diction.

D. Directions are concise and understandable.

E.

IV. Illustrations

A. The text includes culturally diverse materials and representations.

B. All pictorial material is labeled and attractive.

C. The illustrations, charts, diagrams, etc. extend the content.

D. The illustrations are inclusive of all ethnicities.

E. _____

V. Instructional Supplements

A. The textbook is technology enhanced.

B. Effective instructional practices are provided for the teacher and explained thoroughly.

C. Activities for student needs and abilities are appropriate.

D. Quality materials are available, including online supplements.

E. _____

Committee Chairperson Robin M. Cox, Ph.D. R.D. Date 3/30/17

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Journalism 1, 2 Grade level/Cluster: 9-12

Title: Journalism Matters Author: Schaffer, McCutcheon, et al.

Publisher: McGraw-Hill School Education Copyright Date: 2016

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. This text offers the best organization of the texts reviewed.

B. There is a logical progression for teaching journalism.

C. The text correlates with other disciplines as journalism would address all content areas.

D. The format is consistent, logical, and has appropriate text features.

E. The format facilitates student learning.

II. Content

A. The text aids in teaching journalism as a step-by-step process.

B. The content is accurate and current.

C. The text is suitable for students' needs, interests, and abilities.

D. The text enhances awareness of all forms of media and the role of journalism in our society.

E. The text has assessments to provide on-going evaluation of student progress.

III. Style

A. The reading level is appropriate for the age and subject.

B. The text is durable and attractive.

C. Vocabulary, sentence structure, and paragraphs are appropriate.

D. Student directions are concise and understandable.

E.

IV. Illustrations

A. The illustrations are inclusive of all ethnicities.

B. Suggestions for additional reading are provided.

C. Illustrations are captioned and easy to access.

D. _____

E. _____

V. Instructional Supplements

A. The textbook is technology enhanced.

B. Activities for student needs and abilities are appropriate.

C. Effective instructional practices are provided and explained.

D. Materials and activities for the subject area are available.

E. _____

Committee Chairperson Robin Sh. Cox, Ph.D. R.D. Date 3/30/17

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Physics - Honors Grade level/Cluster: 11th - 12th

Title: Pearson Physics Author: James S. Walker

Publisher: Pearson Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Topics are easy to find because they are listed in sequence that allows skill development.

B. Format is consistent throughout the text.

C. Concepts presented in a way that caters to different learning and teaching styles.

D. Topics are presented deductively where general concepts are presented and then divided into smaller pieces.

E. Small labs/inquiry labs are presented at the beginning of each chapter.

II. Content

A. Each lesson is correlated to standards.

B. Pacing guide is available in the Teacher's Edition. This can help teachers plan their lesson..

C. There are lesson check questions at the end of every lesson. This is a good formative assessment that can help teachers determine the necessity of re-teaching a lesson.

D. Salient words in the text are highlighted.

E. Standardized test prep practice at the end of each chapter.

III. Style

A. The Lexile is appropriate for honors physics students.

B. Topics and subtopics are color coded.

C. Activities are appropriate for students' level.

D. There are lesson check questions every lesson.

E. Activities and examples are based on the real world with clear and concise directions.

IV. Illustrations

A. Illustrations are easy-to-follow and understand.

B. Pictures and illustrations coincide with the topic and create great connections to content.

C. Information is presented in many different ways and the text portrays different ethnic groupings.

D. Additional information about the images used in the text are provided.

E. Illustrations facilitate understanding of the concepts.

V. Instructional Supplements

A. Online physics and online labs are available to students.

B. Students have access to interactive online edition of this book.

C. Effective strategies are included for honors students.

D. Student assessments provided throughout.

E. Ancillary materials effective in connecting ideas.

Committee Chairperson Glynda L. Belcher PhD Date 3-28-17

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: AP Physics 1 & 2 Grade level/Cluster: 11th - 12th

Title: College Physics: A Strategic Approach, AP Edition, 3rd Edition Author: Knight, Jones, and Field

Publisher: Pearson Copyright Date: 2015

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. There are interdisciplinary connections in every chapter.

B. The topics logically arranged in such a way that skills learned can be utilized in succeeding topics.

C. Great connections to biology content.

D. The table of contents, indexes, and appendices are well organized.

E. Concepts are presented first before inclusion of mathematical applications.

II. Content

A. The inclusion of observational experiments with video caters to visual learners.

B. Helpful tips are included to further enhance understanding of content.

C. Formative questions are present in each section of the book.

D. Topics are presented conceptually with lots of illustrations.

E. Problems at the end of each chapter are similar to the AP 1 and 2 format. There are multiple choice questions and problem sets.

III. Style

A. Abundant illustrations of the concepts presented.

B. Salient points are highlighted.

C. The Lexile is appropriate to the group intended.

D. Instructions are easy to follow.

E. Lab activities enhance understanding of concepts.

IV. Illustrations

A. Diagrams are easy to understand.

B. Illustrations relate to the material.

C. Uses consistent nomenclature in the diagrams.

D. Diagrams including people have a variety of genders and ethnicities represented.

E. Good use of charts, graphs, and "focus pointers" which highlight important aspects of the reading or guide students through a process that is being discussed.

V. Instructional Supplements

A. Online resources are easy to customize.

B. Enhanced *Web Assign* has targeted feedback so that if a student answers incorrectly, that are redirected to find the correct answer.

C. Tutorials are available on *Master It* for students who may struggle with a particular concept.

D. Pre-lecture explorations are available online.

E. Large volume of ancillary materials.

Committee Chairperson Elizabeth L. Bolen RNC Date 3-28-17

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: AP Physics C Grade level/Cluster: 12th

Title: Physics for Scientists and Engineers, AP Edition Author: Serway/Jewett

Publisher: National Geographic Learning, Inc (Cengage Learning Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Text is laid out for a traditional course, but can be adapted to different instructional methods.

B. Preface page xxviii has a list of sections that can be eliminated to shorten the course.

C. Format is clear, with important concepts highlighted.

D. Table of contents is easily readable.

E. Appendices are helpful, especially the mathematics review.

II. Content

A. Meets current AP guidelines (textbook less than ten years old).

B. Easy to use only portions of the textbook rather than having to go in sequence.

C. Clear, easy-to-understand worked examples.

D. Good problem-solving strategy laid out in text (conceptualize, categorize, analyze).

E. End-of-section assessments are very useful. Practice problems at end of chapter are appropriate.

III. Style

A. The prose is appropriate for this level and the directions for problems are very clear.

B. Terms are clearly defined and there is no jargon.

C. The sequence of instruction is logical and can be followed without intervention from a teacher if necessary.

D. There are a wide variety of problems available both inside and at the end of each chapter.

E. End-of-chapter problems have clearly defined difficulty levels.

IV. Illustrations

A. Illustrations are easy to follow and understand.

B. Pictures and illustrations coincide with topics.

C. Information is presented in many different ways.

D. Additional information about the images used are provided.

E. Illustrations facilitate understanding of the concepts.

V. Instructional Supplements

A. Students have access to online eBook.

B. Quality guides and materials are provided.

C. Activities for student needs are appropriate.

D. Materials correlation is available.

E. Effective learning strategies are provided.

Committee Chairperson Elizabeth L Rau AWR Date 3-28-17

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: IB Physics Standard Level Grade level/Cluster: 11th – 12th

Title: Pearson Baccaulaureate for the IB Diploma, 2nd Edition, Standard Level Author: Chris Hamper

Publisher: Pearson Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Text correlates with nature of science, international-mindedness, and theory of knowledge.

B. Text caters to different learning and teaching styles.

C. Skill development is sequential.

D. Topics are easy to find.

E. The format is consistent throughout.

II. Content

A. The content correlates to IB standards.

B. Tests prepare students for the IB exam.

C. Skills that can be acquired from performing labs are highlighted.

D. The whole book is intended for students to be successful learners of science.

E. Essential ideas are presented at the beginning of every chapter.

III. Style

A. Topics are color coded.

B. The Lexile is appropriate for the age group.

C. Activities are appropriate for students.

D. There are lesson check questions for every lesson.

E. Activities and examples are based on the real world.

IV. Illustrations

A. Illustrations are easy to follow and understand.

B. Pictures and illustrations coincide with topics.

C. Information is presented in many different ways.

D. Additional information about the images used are provided.

E. Illustrations facilitate understanding of the concepts.

V. Instructional Supplements

A. Reading support is incorporated in the book.

B. Provides alignment with student literacy initiatives.

C. The *Mastery Physics* software supports the flipped classroom.

D. Ancillary materials contain lectures, notes, pictures, and assignments.

E. Online tutorials are available to students.

Committee Chairperson Elizabeth L. Rolsma Date 3-28-17

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: IB Physics Higher Level Grade level/Cluster: 11th – 12th

Title: Pearson Baccaulaureate for the IB Diploma, 2nd Edition, Higher Level Author: Chris Hamper

Publisher: Pearson Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Text correlates with nature of science, international-mindedness, and theory of knowledge.

B. Text caters to different learning and teaching styles.

C. Skill development is sequential.

D. Topics are easy to find.

E. The format is consistent throughout.

II. Content

A. The content correlates to IB standards.

B. Tests prepare students for the IB exam.

C. Skills that can be acquired from performing labs are highlighted.

D. The whole book is intended for students to be successful learners of science.

E. Essential ideas are presented at the beginning of every chapter.

III. Style

A. Topics are color coded.

B. The Lexile is appropriate for the age group.

C. Activities are appropriate for students.

D. There are lesson check questions for every lesson.

E. Activities and examples are based on the real world.

IV. Illustrations

A. Illustrations are easy to follow and understand.

B. Pictures and illustrations coincide with topics.

C. Information is presented in many different ways.

D. Additional information about the images used are provided.

E. Illustrations facilitate understanding of the concepts.

V. Instructional Supplements

A. Reading support is incorporated in the book.

B. Provides alignment with student literacy initiatives.

C. The *Mastery Physics* software supports the flipped classroom.

D. Ancillary materials contain lectures, notes, pictures, and assignments.

E. Online tutorials are available to students.

Committee Chairperson Elizabeth L. Baker pmv Date 3-28-17

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: IB Chemistry HL Grade level/Cluster: 11th – 12th Grade

Title: Pearson Baccalaureate for IB Diploma, 2nd Edition, Chemistry Higher Level Author: Cartin Brown, Mike Ford

Publisher: Pearson Copyright Date: 2008

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Well suited to IB curriculum..

B. Follows IB topical progression.

C. Every topic is covered in the HL text through the higher level.

D.

E.

II. Content

A. Very thorough.

B. Covers all little details of IB requirements.

C. Very clear.

D. Explains all topics more than sufficiently for IB preparation.

E.

III. Style

A. Nicely combines Theory of Knowledge topics.

B. Nature of Science ideas are also well-represented.

C.

D.

E.

IV. Illustrations

A. Pictorial representations are plentiful.

B. Illustrations are high quality.

C. Diagrams, charts, and graphs are properly labelled.

D. _____

E. _____

V. Instructional Supplements

A. There are great and plentiful ancillary documents.

B. Online notes.

C. Questions for every topic.

D. _____

E. _____

Committee Chairperson Glynnett L. Bell MNC Date 3/28/17

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

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School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: IB Chemistry SL Grade level/Cluster: 11th – 12th Grade

Title: Pearson Baccalaureate for IB Diploma, 2nd Edition, Chemistry Standard Level Author: Cartin Brown, Mike Ford

Publisher: Pearson Copyright Date: 2008

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Well suited to IB curriculum..

B. Follows IB topical progression.

C. Every topic is covered in the HL text through the higher level.

D.

E.

II. Content

A. Very thorough.

B. Covers all little details of IB requirements.

C. Very clear.

D. Explains all topics more than sufficiently for IB preparation.

E.

III. Style

A. Nicely combines Theory of Knowledge topics.

B. Nature of Science ideas are also well-represented.

C.

D.

E.

IV. Illustrations

A. Pictorial representations are plentiful.

B. Illustrations are high quality.

C. Diagrams, charts, and graphs are properly labelled.

D. _____

E. _____

V. Instructional Supplements

A. There are great and plentiful ancillary documents.

B. Online notes.

C. Questions for every topic.

D. _____

E. _____

Committee Chairperson Stephanie L. Bunn Date 3/28/13

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

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School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Physics CP Grade level/Cluster: 11th – 12th Grade

Title: Glencoe Physics: Principles and Problems Author: Zitzewitz, et al.

Publisher: McGraw-Hill School Education, LLE (MHE) Copyright Date: 2017

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Topics are easy to find because they are listed in a sequence that allows skill development.

B. The format is consistent.

C. Concepts are presented in a way that caters to different learning and teaching styles.

D. Topics are presented deductively where general concepts are presented and then divided into smaller pieces.

E.

II. Content

A. Text correlates to State standards.

B. There is a short article that explains why the concept students are about to study is important. This is the "Why it Matters" section.

C. The big idea is presented at the beginning of every chapter.

D. Objectives are defined in every section.

E. There are mini labs throughout the book.

III. Style

A. The text is easy to read and understand.

B. Activities for students are easy to follow.

C. The Lexile of this book is appropriate for the intended age group.

D. There is additional information about concepts and people through the book.

E. STEM is also integrated through the "Think Science" section.

IV. Illustrations

A. Full of vibrant color and people from different backgrounds.

B. The descriptions under all illustrations are clear and concise.

C. The formulas are colorfully highlighted and large (ex: p. 197).

D. Simplicity to the illustrations that are inviting and understandable.

E. Beautiful diagrams and illustrations.

V. Instructional Supplements

A. Ancillary materials and suggestions help teach different levels of understanding.

B. Lab investigations are easy to read and understand while also asking students to use critical thinking skills.

C. Lab investigations include actual pictures, data tables, and science investigation methods.

D. Teacher guide models ways to introduce, motivate learning, creative teaching ideas, and re-teaching.

E. Guide is very detailed for teachers and provides strong support.

Committee Chairperson Elizabeth L Bass Date 2/28/17

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

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School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Forensic Science CP Grade level/Cluster: 11th – 12th Grade

Title: Forensic Science: Fundamentals and Investigations, 2nd Edition Author: Anthony J. Pertino; Patricia Bertino

Publisher: National Geographic Learning, Inc. (Cengage Learning) Copyright Date: 2016

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Correlates with other disciplines very well.

B. Text allows for differentiation at this level.

C. Skill development is clearly defined and scaffolded well.

D. Logical organization and formatting guides students.

E. Students can easily use contents, indexes, and appendices for finding information.

II. Content

A. Text correlates to SC 2014 Science and Engineering Practices.

B. Material is most-up-to date.

C. Evaluation of student progress is facilitated by materials.

D. Interests of student groups is maintained.

E. Text provides positive gender & multicultural portrayals.

III. Style

A. Appropriate reading level for student group.

B. Very attractive in appearance.

C. Activities are engaging for student group.

D. Appropriate vocabulary, sentence structure, and paragraphs.

E. Concise directions for students.

IV. Illustrations

A. Pictorial representation are properly labeled and very attractive. Most useful for interpretation of models.

B. Representations extend and enrich content.

C. Charts, diagrams, maps are in abundance and support conceptual understanding.

D. Suggestions for additional reading are provided.

E. Adequate and appropriate representations of diverse ethnic groups.

V. Instructional Supplements

A. Practice exercises and applications are sufficient.

B. Activities for student needs are appropriate.

C. Quality guides and materials are provided.

D. Materials correlations are available.

E. Effective strategies are provided.

Committee Chairperson Glenda L. Below per RW Date 2/22/13

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

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School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: AP Chemistry Grade level/Cluster: 11th – 12th Grade

Title: Chemistry, 10th Edition Author: Zumdahl, Zumdahl, DeCoste

Publisher: National Geographic Learning, Inc. Cengage Learning Copyright Date: 2018

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. The text is adaptable to various teaching strategies.

B. Skill development is sequential and clearly defined.

C. Formatting is great with logical titles, subheadings, and appropriate cross referencing.

D. The table of contents is appropriate and facilitates learning.

E. Development is aligned with AP sequence.

II. Content

A. Content is current, accurate, and easily relates to objectives/standards.

B. There are many opportunities for the students to practice skills throughout the text.

C. Problems have a lot of variety.

D. Many particulate level drawings.

E. Many step-by-step examples.

III. Style

A. The book is written using language that the students are familiar with while not sacrificing content.

B. Visually appealing inside and out.

C. Appropriate Lexile level.

D. Presents learner with many practice problems.

E. Problem sets are appropriately challenging.

IV. Illustrations

A. There are a large number of illustrations that enrich and extend the content of the book.

B. There are few pictures of people, but the ones present are of various ethnic backgrounds and gender.

C. The illustrations aid in further learning of the content.

D.

E.

V. Instructional Supplements

A. There is a large volume of ancillary materials.

B. Ancillary materials are current and student-friendly.

C. Provide a wide variety of ways to help the students as well as further learning.

D. Online component.

E. Effective instructional strategies are provided.

Committee Chairperson [signature] Date 3/28/2017

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

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School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Chemistry 2 CP Grade level/Cluster: 11th – 12th Grade

Title: Glencoe Chemistry: Matter and Change Author: Dingrando, Gregg, Hainen, & Wistrom

Publisher: McGraw-Hill School Education, LLC (MHE) Copyright Date: 2017

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Correlates with other disciplines very well.

B. Text allows for differentiation at this level.

C. Skill development is clearly defined and scaffolded well.

D. Logical organization and formatting guides students.

E. Students can easily use contents, indexes, and appendices for finding information.

II. Content

A. Text correlates to SC objectives and standards.

B. Material is most up-to-date.

C. Evaluation of student progress is facilitated by materials.

D. Interests of student groups is maintained.

E. Text provides positive gender & multi-cultural portrayals.

III. Style

A. Appropriate reading level for student group.

B. Very attractive in appearance.

C. Activities are engaging for student group.

D. Appropriate vocabulary, sentence structure, and paragraphs.

E. Concise directions for students.

IV. Illustrations

A. Pictorial representation are properly labeled and very attractive. Most useful for interpretation of models.

B. Representations extend and enrich the content.

C. Charts, diagrams, maps are in abundance.

D. Suggestions for additional reading are provided.

E. Adequate and appropriate representations

V. Instructional Supplements

A. Practice exercises and applications are sufficient.

B. Activities for student needs are appropriate.

C. Quality guides and materials are provided.

D. Materials correlation are available.

E. Effective instructional strategies are provided.

Committee Chairperson Elizabeth L. Ross per Date 3/28/2017

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Chemistry 1 - Honors Grade level/Cluster: 10th – 12th

Title: Chemistry – A Molecular Approach Author: Nivaldo J. Tro

Publisher: Pearson Copyright Date: 2017

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Reference tables are sufficient for honors material.

B. Organization and break down of materials facilitates student work through topical arrangement.

C. Text has sufficient connects to other subjects.

D. Easy to navigate topics.

E. Overall organization ties concepts together and extends material for next level study.

II. Content

A. Provides sufficient extensions for honors material.

B. Topic to topic connects work well (similar to current progression).

C. Good problem base to choose from along with self-assessment quizzes, review questions, cumulative problems, challenge, conceptual problems, data interpretation analysis, and group work.

D. Examples are worked and explained and followed with practices.

E. "Chemistry in Your Day" and "Chemistry in the Environment and Medicine" sections provide for real world application of material.

III. Style

A. Text is attractive and page layout is easy to follow.

B. Text offers variety and is not dry in presentation.

C. Illustrations are comprehensive in detail and clear, particularly in visualizing covalent bonding and VSEPR theory.

D. Reading segments are broken up into easily manageable sections.

E. Introduces and reviews terminology throughout.

IV. Illustrations

A. Easy to follow and appealing.

B. Beautifully colored, attractive page layouts.

C. Illustrations are worked in well throughout the text.

D. Highly detailed diagrams at the molecular level serve to extend topics and visualized abstract concepts.

E. Relevant/applicable for each unit.

V. Instructional Supplements

A. Online virtual labs are included with the textbook.

B. Problem solving techniques are well documented, comprehensive and easy to follow.

C. Self-assessment quizzes provided at the end of each chapter.

D. Online text available as well as online practice tests.

E. Extremely comprehensive review sections at the end of each unit: key concepts, key terms, key equations and learning outcomes and review questions.

Committee Chairperson Elizabeth L. Bass Date 2/28/17

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Chemistry 1 CP Grade level/Cluster: 11th Grade

Title: Chemistry Author: Wilbraham, Staley, Matta

Publisher: Pearson Copyright Date: 2012

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. The text is adaptable to various teaching strategies.

B. Skill development is sequential and clearly defined.

C. Formatting is great with logical titles, subheadings, and appropriate cross referencing.

D. The table of contents is appropriate and facilitates learning.

E. At the beginning of each section there are "key questions" similar to the "essential questions" used in our district.

II. Content

A. The content is current, accurate, and easily relates to objectives/standards.

B. There are many opportunities for the students to practice skills throughout the text as well as step-by-step examples with explanations.

C. Problems have a lot of variety.

D. Many particulate level drawings are represented with explanations.

E.

III. Style

A. Each chapter contains a good visualization of concepts at the beginning of the chapter.

B. The book is written using language that the students are familiar with while not sacrificing content.

C. The book is by far the most visually appealing textbook, both inside and out.

D. Lexile level is appropriate for CP Chemistry students.

E.

IV. Illustrations

A. There were a large number of illustrations that enriched and extended the content of the book.

B. There is a very wide variety of ethnic backgrounds and genders represented in text.

C. Pearson definitely did the best out of all books representing the different types of students we teach in District 5.

D. Easy to read charts and diagrams throughout text.

E. _____

V. Instructional Supplements

A. There is a large volume of ancillary materials.

B. These materials are current, useful, and provide a wide variety of ways to help students as well as further their learning.

C. Online textbook, online practice problems, and virtual labs.

D. Standardized test prep questions at the end of the chapter.

E. Project ideas for each chapter that have good real world connections.

Committee Chairperson Elizabeth L. Boen Date 3-28-2017

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

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School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Physical Science Honors Grade level/Cluster: 9th Grade

Title: Glencoe Physical Science Author: McGraw-Hill Education

Publisher: McGraw-Hill Copyright Date: 2017

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Sequencing of units is sequential and allows skills to progress in natural order, good chapter progression.

B. The book groups like topics into larger units.

C. Includes lists of labs and activities in the table of contents.

D. Good connections to biology and social studies, not just the history of science.

E. Titles and subtitles are throughout.

II. Content

A. More practice problems than the other option.

B. Material is most-up-to date. 2017 publication date makes it the most current book available.

C. End-of-section and end-of-chapter review questions are topical.

D. End-of-chapter review provides a good outline of the chapter.

E. Includes worked example problems.

III. Style

A. Reading level is appropriate for freshmen according to Lexile range.

B. Activities are appropriate for honors students.

C. Includes subheadings inside chapters and sections to help organize knowledge.

D. Text is not too "busy" or distracting.

E. Problems are solved in a clear, easily followed manner.

IV. Illustrations

A. Clearly labeled pictures and diagrams.

B. Charts and graphs have thorough explanations and are easy to read.

C. Equations include both variables and variable names with units attached (p. 110-111).

D. Most pages have pictures or diagrams on them.

E. Includes both pictures and diagrams of same system (p. 185).

V. Instructional Supplements

A. Teacher guide gives essential questions for each section.

B. Science Notebook is uncomplicated and helps students to engage in close reading.

C. Reading Essentials workbook is good for re-teaching, homebound, and/or special education students.

D. Student assessments are authentic.

E. Effective instructional strategies are provided.

Committee Chairperson Elizabeth L. Bass per e Date 3/28/2013

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

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School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Chemistry 1 Grade level/Cluster: 11th Grade

Title: Living By Chemistry Author: Angelica M. Stacey

Publisher: Bedford, Freeman and Worth (Macmillan Holdings) Copyright Date: 2015

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Textbook is organized first by 6 major units: Alchemy, Smells, Weather, Toxins, Fire, and Showtime.

B. There is a table of contents for each chapter under each major unit.

C. Throughout each chapter there are lists of different lessons.

D. Each chapter has a chapter summary and related project.

E. The book is organized in a logical manner.

II. Content

A. Chapters include featured demos, activities, and labs.

B. Content is appropriate for our State standards for Chemistry.

C. Appendices have math spotlights which will be beneficial for this group of students.

D. Appendices have connections to chemical concepts.

E. Appendices also have answers to selected exercises, reference tables, glossaries, and an index.

III. Style

A. Visually appealing organization throughout each chapter.

B. Good reference tables in the back of the book, and also in some chapters.

C. Connections to other subjects such as biology and astronomy provided in the margins.

D. There are teacher tips in each section in the margins.

E. At the beginning of each section there are different topics that you will explore to answer the overarching essential question.

IV. Illustrations

A. Appealing pictures are associated with each major unit.

B. Illustrated lab safety section at the beginning of the textbook.

C. Color-coded problem solving in each section.

D. Color schemes for each unit match throughout chapters and sections.

E. Representations extend and enrich content.

V. Instructional Supplements

A. Featured labs, demos, and activities throughout the text.

B. Instruction on how to use the book at the beginning of the text.

C. Practice exercises in each chapter.

D. Standardized test prep questions at the end of the chapter.

E. Project ideas for each chapter that have good real world connections.

Committee Chairperson Elizabeth L. Bass per W Date 3/28/2013

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

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School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Chemistry 2 Honors Grade level/Cluster: 11-12

Title: HMH Modern Chemistry, South Carolina Author: Sarquis, Sarquis

Publisher: Houghton Mifflin Harcourt Copyright Date: 2017

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Correlates with other disciplines such as biology. This is important for this group of students continuing chemistry.

B. Text allows for differentiation. Permits students coming from different Chem 1 levels to reach the same goals.

C. Skills are scaffolded allowing students to build upon basic knowledge and understand more complicated concepts.

D. The text is well organized.

E. Students can easily use table of contents, indexes, and appendices to find information.

II. Content

A. Text correlates to 2014 Science and Engineering Practices.

B. Material is up-to-date.

C. Materials support student evaluation and progress throughout the units.

D. Interests of student groups is maintained.

E. Gender and multi-cultural portrayals are throughout the book.

III. Style

A. The reading level is appropriate for honors level students.

B. The appearance keeps students engaged.

C. Activities keep students engaged and allow them to relate concepts.

D. Appropriate vocabulary, sentence structure and paragraphs.

E. The directions for activities are clear.

IV. Illustrations

A. Models and pictorial representations are accurate and easy to understand.

B. Representations extend and enrich the content.

C. Continuous practice for reading charts, diagrams, and maps.

D. Suggestions for additional reading are provided that relate to different professions.

E. Adequate and appropriate representations of concepts to enhance science literacy.

V. Instructional Supplements

A. Practice exercises and applications are sufficient with guided practice problems throughout the text.

B. Activities meet student needs.

C. Quality guides and materials are provided to aid in scaffolding materials for students.

D. Materials are available to support the teacher.

E. Strategies are in place to support the teacher.

Committee Chairperson Elizabeth L. Bass Date 3/28/2017

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Physical Science CP Grade level/Cluster: 9th Grade

Title: Foundations in Physical Science, 3rd Edition Author: Tom Hsu

Publisher: CPO Science Copyright Date: 2014

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. Strong correlation between math and science with emphasis on vocabulary. Each chapter has a section related to technology.

B. Has a large amount of ancillary material for teachers. (Quizzes, videos, Test, and PowerPoint) Each unit is introduced by a "try this at home" section. That works as a type of hook to draw the students in.

C. The book introduces basic measurement and lab skills to start the year off.

D. Sub-headings help students locate information quickly.

E. Use of colors and people helps text to be more approachable in addition to large font and spacing.

II. Content

A. Text correlates to SC 2014 Science and Engineering Practices.

B. Material is most-up-to date.

C. Student and teachers can use the ancillary material as well as section review to determine a level of understanding.

D. Color, font size, and pictures as well as minimal text to describe graphs and charts (p. 274).

E. High variety of students from different genders and multicultural backgrounds.

III. Style

A. Paragraphs are chunked into small, concise sections.

B. Color and font size are appealing to students. For example, the periodic table in the back cover of the book, each section is color coded.

C.

D.

E.

IV. Illustrations

A. Illustrations are colorful and properly labeled. Useful for the interpretation of models.

B. Each topic is followed by review questions.

C. Problems are coupled with easy-to-follow illustrations.

D. _____

E. _____

V. Instructional Supplements

A. AP level questions are available throughout the book.

B. Videos of mini experiments are present.

C. This book comes with instructor resource DVD. The instructor resource contains PowerPoint presentations and test bank.

D. _____

E. _____

Committee Chairperson Elyse L. Bennett per VC Date 3-28-2017

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

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: A.P. World History

Grade level/Cluster: 10th- 12th Grade

Title: Traditions and Encounters

Author: Bentley, Ziegler, and Streets-Salter

Publisher: McGraw Hill

Copyright Date: 2017

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. The text includes illustrations that would pair well with an art or literature class.

B. The timelines and key concepts help facilitate various teaching styles.

C. Each chapter begins with the historical thinking skills and clearly aligns with the key concepts.

D. There is a consistent layout between chapters, and the time periods help facilitate learning.

E. The periodization in the text follows the new A.P. World History redesign.

II. Content

A. The text correlates directly to the key concepts and matches the revised A.P. course curriculum.

B. The content is current, accurate and does not include bias.

C. Important vocabulary terms are bolded throughout, and there is a pronunciation provided.

D. The text is suitable for the needs of A.P. World History students.

E. The text includes practice multiple choice questions, short essay questions, long essay questions, and end of the chapter assessments.

III. Style

A. The text has a high Lexile level that is suitable for A.P. students.

B. There is color coding in the text which helps students to distinguish vocabulary and key concepts.

C. The questions meet the A.P. ability levels.

D. The font is attractive and easy to read.

E. The text has a strong writing style with easy to follow topic sentences.

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IV. Illustrations

A. All pictures are clearly labeled, and many are explained with detailed captions.

B. The questions under the images help extend the classroom discussion with students.

C. There is a good text to picture ratio.

D. There are extensive maps, paintings, photographs, and artifacts included in the text.

E. The text includes interactive, colorful timelines to help students organize the information.

V. Instructional Supplements

A. There are color coded themes included in the online text.

B. Four A.P. World History practice exams are included in the online resources.

C. There is an online platform for teachers that includes additional teacher resources and assessments.

D. The AP advantage program provides three additional programs to support teachers and students.

E. The online resources include the Onboard program for student readiness, Connect for course support, and Scoreboard for exam practice.

Committee Chairperson Melony Dafoe pmw R.D. Date 3.1.17

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

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School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Intermediate Algebra Grade level/Cluster: 9-12

Title: Intermediate Algebra, 7th Edition Author: Elayn Martin-Gay

Publisher: Pearson Education, Inc., p.a. Prentice Hall Copyright Date: 2016

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. The text correlates with other disciplines through the contextual, real-world problems presented in the text. Problem solving contexts are real-world and relevant to math, student interests, and multiple disciplines.

B. The text allows for differentiated instruction. There are multiple examples and extra problems for student practice. The text is adaptable to a variety of teaching techniques and allows for individual needs because it offers a student notebook with pages included for note-taking and examples provided by the teacher. It provides a guided note-taker that accompanies the videos, and a technology component by which teachers can create, adapt and assign problems for homework, quizzes and tests. The video tutorials align with the lessons for extra support for students.

C. Skill development is sequential and makes sense. The text reviews prerequisite skills and ensures understanding of vocabulary and then progresses through new concepts and skills.

D. The format is consistent and logical. The pages are labeled clearly with page numbers, section numbers as well as section title. The book is easy to read and follow. The margins contain helpful information for teachers and students. The instructions are clear and concise.

E. The Table of Contents is simple, clear and easy to navigate. There is a brief description of each unit and lesson so that teachers or students can make sure they are locating the appropriate material and resources. The appendices have complete answers.

II. Content

A. The lessons are aligned to the SC College and Career Ready Standards for Mathematics. A correlation to the state standards is provided by the publisher. The appropriate standards labeling is used.

B. The content is current as evidenced by the copyright and the references to current dates within the text. The content is current because it aligns with the 2015 SC state standards (current).

C. The text facilitates the evaluation of student progress through its computer component of the blended curriculum. This program facilitates mastery of objectives by the support it provides students as they practice problems and it also ensures that students can answer a problem correctly before moving on. The teacher can also create "work shown" section to evaluate student work to ensure understanding of the concepts and skills. Teachers are able to generate formative assessments, quizzes and tests that align with the content and help to evaluate student progress.

D. The text is suitable for the interests and needs of the students because it provides the student notebook and video organizers as well as student tools and supports during the learning progression.

E. A logical sequence is evident. The progression begins with the real number system and moves through a logical algebra sequence.

III. Style

A. The reading level is appropriate for the students using this text.

B. The text has a durable binding because it is hard-bound. The student workbook is a consumable with perforated pages and sections that will help students with organization.

C. Activities incorporated in the student notebook and video organizer meet the needs of students because they are organized to guide students through the learning and they include space for student notes and work.

D. The vocabulary and sentence structure are clear and concise and appropriate for students and the content.

E. Student directions are easily understandable and supportive for students in the learning process. Consistent examples of student directions throughout are, "work with me", "pause and work", and "play and check."

IV. Illustrations

A. The pictorial representations, diagrams, graphs and tables are easy to read. They are clearly and correctly labeled without distraction. Each section has shaded boxes and highlighted helpful hints which are clear and easy to read without being distracting.

B. Pictures are included as part of the context for real-world problems.

C. The text has many charts, diagrams, tables, graphs, etc. that enhance the content without overpowering the page. All are age appropriate and accessible by this student audience.

D. "Helpful hints" and study tips are consistent throughout the text to support students' study skills and success.

E. Gender and ethnic groups are included in the limited pictures in the text. Most are related to contextual, real-world problems.

V. Instructional Supplements

A. MathXLfor school, 6-year access

B. Student notebook and video organizer

C. Teacher edition has in-text answers and a correlation to the state standards is provided.

D. Abundant practice is provided within the textbook as well as with the technology component.

E. Effective instructional practices and activities as well as formative assessments are provided within the text and computer program.

Committee Chairperson Colleen Bourassa Date 3-22-2017

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

per R.D.

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: Foundations in Algebra Grade level/Cluster: 9-12

Title: Algebra Foundations, 1 Edition Custom Author: Elayn Martin-Gay

Publisher: Pearson Education, Inc, p.a. Prentice Hall Copyright Date: 2017

Comments should reflect the criteria indicated on the appraisal form.

I. Organization

A. The text correlates with other disciplines through the contextual, real-world problems presented in the text. Problem solving contexts are real-world and relevant to math, student interests, and multiple disciplines.

B. The text allows for differentiated instruction. There are multiple examples and extra problems for students. The text is adaptable to a variety of teaching techniques and allows for individual needs because it offers a student notebook with pages included for note-taking and examples provided by the teacher, it provides a guided note-taker that accompanies the videos, and incorporates a technology component by which teachers can create, adapt and assign problems for homework, quizzes and tests. The video tutorials align with the lessons for extra support for students.

C. Skill development is sequential and makes sense. The text reviews prerequisite skills and ensures understanding of vocabulary and concepts. The learning progression in the lessons activates prior knowledge and builds to support problem-solving in the lessons with the new concepts and skills.

D. The format is consistent and logical. The pages are labeled clearly with page numbers, section numbers as well as section title. Objectives and helpful hints in the margins and the connections to the MyMathLab software provide student support and connect all of the technology and textbook lessons and examples. The book is easy to read and follow. Instructions are clear and concise.

E. The Table of Contents is simple, clear and easy to navigate. There is a brief description of each unit and lesson so that teachers or students can make sure they are locating the appropriate material and resources.

II. Content

A. The lessons are aligned to the SC College and Career Ready Standards for Mathematics. A correlation to the state standards is provided by the publisher. The appropriate standards labeling is used.

B. The content is current as evidenced by the copyright and the references to current dates within the text. The content is current because it aligns with the 2015 SC state standards (current).

C. The text facilitates the evaluation of student progress through its MYMathLab computer component of the blended curriculum. This program facilitates mastery of objectives by the support it provides students as they practice problems and it also ensures that students can answer a problem correctly before moving on. The teacher can also create "work shown" section to evaluate student work to ensure understanding of the concepts and skills. Teachers are able to generate formative assessments, quizzes and tests that align with the content and help to evaluate student progress.

D. The text is suitable for the interests and needs of the students because it provides the student notebook, video organizers, student tools and supports during the learning progression. The ease of access and use invites and encourages students to be active participants in the learning. The text provides diverse and positive gender and multi-cultural portrayals.

E. A logical sequence is evident. The real number system is presented prior to solving equations and graphing.

III. Style

A. The reading level is appropriate for the students using this text.

B. The text has a durable binding because it is hard-bound. The student workbook is a consumable with perforated pages and sections that will help students with organization.

C. Activities incorporated in the student notebook and video organizer meet the needs of students because they are organized to guide students through the learning and include space for student notes and work.

D. The vocabulary and sentence structure are clear and concise and appropriate for students and the content.

E. Student directions are easily understandable and supportive for students in the learning process. Consistent examples of student directions throughout are, "work with me", "pause and work", and "play and check."

IV. Illustrations

A. The pictorial representations, diagrams, graphs, and tables are easy to read and are clearly and correctly labeled without distraction. Each section has shaded boxes and highlighted helpful hints which are clear and easy to read.

B. There is not an overabundance of pictures. Each chapter does present a picture and an associated real world context to engage students in the new content. Pictures directly relate to and enhance the context for meaningful and real-world math connections.

C. The text has many charts, diagrams, tables, graphs, etc. that enhance the content without overpowering the page. All are age appropriate and accessible by this student audience.

D. There are "helpful hints," which are study tips for students, to support young high school students in learning how to learn.

E. Representations of ethnic and gender groups are displayed in pictures and connected to contextual problems involving real-world contexts and connections.

V. Instructional Supplements

A. Student package with MyMathLab and MyMathLab School Access

B. Student notebook and video organizer

C. Teacher edition has in-text answers and a correlation to the state standards.

D. Abundant practice is provided within the textbook as well as with the MyMathLab technology component.

E. Effective instructional practices and activities as well as formative assessments are provided within the text and computer program.

Committee Chairperson Colleen Boissinot RWN R.D. Date 3-22-2017

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

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

Subject: **Accounting 1**
Grade level/Cluster: **9-12**
Title: Century 21 Accounting: Multicolumn Journal, 10th Edition
Author: Gilbertson, C.B.; Lehman, M. W.; Gentene, D. H. Publisher: Cengage Learning
Copyright Date: **2017**

I. **Organization** – The organization ensures clear student understanding. Students start with a service business organized as a proprietorship and merchandising businesses organized as corporations before concluding with special topics, partnerships, and the recording of international sales and electronic transactions.

II. **Content** – The step-by-step instructional approach clearly reinforces text concepts, while the consistent use of T accounts increases student comprehension of journalizing transactions. The lesson structure consists of three or four lessons per chapter and corresponding assessment activities. Each end-of-lesson section includes a Work Together problem and an On Your Own assignment. The Work Together problem allows you to demonstrate the new accounting concept to your class. Students can then check their understanding by completing the Own Your Own assignment. The end-of-chapter material includes short application problems to ensure students' understanding before they tackle the longer mastery and challenge problems. Learning Objectives connect the chapter coverage from beginning to end. Learning objectives are identified at point of introduction and in the end of chapter problems, making it easier for students to stay on track. By paying attention to the Learning Objectives, students can focus on what is important. 21st Century Skills, included in the end of chapter material, provides activities that cultivate mastery of essential skills such as problem solving, communication, and technology use as defined by the Partnership for 21st Century Skills. Acquisition of the knowledge and skills taught in this feature will prepare students to compete in a workplace that demands creativity and innovation. Critical-thinking activities are infused throughout the text to provide more opportunities for higher-level thinking and analysis, preparing students for college and career readiness

III. **Style** – Lexile 1100L; Mean Sentence Length 14.45; Mean Log Word Frequency 3.13. Text is easy to understand and presented in a manner that high school students will find interesting and engaging. Text is presented with numerous opportunities for students to work together and to use technology.

IV. **Illustrations** – Very colorful text with various types of illustrations, graphics, diagrams, charts, that enrich the content. Depictions include students and adults from both genders and multiple ethnicities.

V. **Instructional Supplements** – Commercial Technology integrated into the end of each chapter equips students to work with Microsoft Excel®, Peachtree®, QuickBooks®, and Automated Accounting Online with step-by-step instructions and the flexibility to use multiple versions of software. Icons in the textbook denote chapter problems that can be worked with the various software problems. Data files for each are located on the Century 21 Accounting Companion Website. Careers in Accounting, designed to encourage students to think about their future in accounting, features a broad range of careers in the accounting field and promotes accounting as a profession through one-on-one interviews with various accounting professionals. Educational requirements, career paths, and projected trends for future employment are discussed. Analysis of Nike's Financial Statements throughout this edition allows students to closely examine business performance in all aspects of operations using financial statements from a familiar business.

Sub-Committee Chairperson Date 3/20/2017
Carolyn Diaz (IHS); Sherry Stone (SHHS); Gail Gallman (DFHS); Jeannette Conti (CHS); Carrie Waring (CATS – parent and SPED) Dr. Al Gates (Assistant Director)

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

RD.

FAA-E2

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

Subject: **Introduction to Engineering Design**
Grade level/Cluster: **10-11**
Title: Engineering Fundamentals: Design, Principles and Careers
Author: Brown, Brown & Berkeihiser Publisher: Goodheart-Wilcox
Copyright Date: **2014**

I. **Organization** – Each chapter is divided into sections and begins with objectives and key terms and a web address for the interactive textbook and resources. Each section ends with review questions and the chapter ends with review questions. The text provides correlations with other content areas.

II. **Content** – Lexile level is 1190 with mean sentence length of 18.83. The text is correlated with the SC Standards for Introduction to Engineering Design. Problem solving is presented from the perspective of an engineer. Some students may have difficulty with the mathematical concepts presented in the text.

III. **Style** – Text is written to help students understand how engineering is important in everyday life and how the engineering design process works. The text presents problems from an engineering perspective and describes how engineers use the design process to develop solutions. The text includes illustrations, charts, diagrams, tables, and formulas to assist students.

IV. **Illustrations** – illustrations in the text include depictions of youth and adults in engineering situations. Depictions reflect both genders and multiple ethnicities. The text includes many graphs, tables, charts and formulas.

V. **Instructional Supplements** – Powerpoint presentations, Exam View Assessment suite, Instructor's Resource CD, Online Instructor's resources, Companion website, lab workbook.

Sub-Committee Chairperson Date 3/20/2017
Dr. Martin Cwiakala (CATS)
Carrie Waring (CATS – parent and SPED)
Dr. Al Gates (Assistant Director)
Adopted 4/28/86; Revised 1/28/2013

Cheryl Gates
pmw
RD

File: IFAA-E2

54

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

Subject: **Media Technology 1,2**
Grade level/Cluster: 9-11
Title: Television Production and Broadcast Journalism, 2nd Edition
Author: Phillip L. Harris & Gil Garcia Publisher: Goodheart-Wilcox
Copyright Date: 2018

I. **Organization** – Each chapter is divided into sections and begins with objectives and key terms and a web address for the interactive textbook and resources. Each section ends with review questions and the chapter ends with review questions. The text provides correlations with other content areas.

II. **Content** – provides students with basic technical skills necessary to enter the television production industry as a production assistant, and introduces broadcast journalism theory. The text provides an overview of the equipment, job responsibilities, and techniques involved in both traditional studio production and remote location work. The activities and processes involved in each phase of production are presented and reinforced with realistic examples, numerous photos showing students in actual production situations, and engaging student activities. Broadcast journalism coverage includes ethics and news judgment, types of stories, news writing, preparing news packages, and conducting interviews. The broadcast journalism topics address skills and qualities required in the industry, but also incorporate classroom-appropriate standards and practices. Introduces the basic skills needed to enter the television production industry. The text includes an overview of the equipment, job responsibilities, and techniques involved in both traditional studio production and remote location work. Addresses the digital technology used to create television programming. Text introduces significant technical vocabulary.

III. **Style** – This text strongly emphasizes the importance of vocabulary and the correct use of industry terms. When a term is presented, it is set in bold italic type, immediately defined, and is used consistently throughout the chapters that follow. Talk the Talk features explain the difference between common consumer terms and professional terms and provide examples of the industry's use of terms. Principles involved in camera operation, picture composition, script writing, lighting, remote shooting, directing, and many other areas are discussed with illustrated examples and explanations. Production Note features are found within each chapter and provide additional information or tips that expand on or reinforce a particular topic. Visualize This features also reinforce concepts by providing examples intended to help students create a mental picture of a concept or scenario. These features provide relatable examples, which helps ensure students gain the knowledge and skills necessary to be successful.

IV. **Illustrations** – illustrations in the text include depictions of youth and adults and reflect both genders and multiple ethnicities. The text includes numerous illustrations of correct imaging versus incorrect imaging.

V. **Instructional Supplements** – Powerpoint presentations, Exam View Assessment suite, Instructor's Resource CD, Online Instructor's resources, Companion website, lab workbook.

Sub-Committee Chairperson Date 3/20/2017
Ashlon Langley, Amy Medlock-Greene, Carrie Waring
Dr. Al Gates (Assistant Director)
Adopted 4/28/86; Revised 1/28/2013

R.D

File: IFAA-E2

55

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

Subject: **Principles of Engineering**
Grade level/Cluster: 9-11
Title: **Principles of Applied Engineering**
Author: Reid, K; Reeping, D; Stephan, E.; Hacker, M.; Burghardt, D.; Lueptow, R.; Bowman, D.; Park, W.; Sill, B.; Ohland, M.
Publisher: Pearson Education, Inc.
Copyright Date: 2017

I. **Organization** – Text is divided into 12 chapters and each chapter is divided into sections. Each section is divided by headings and sub-headings for important concepts. Vocabulary terms are presented in the margins of the text and defined within the text. Each chapter ends with a review of the important concepts from that chapter. The text presents real-world scenarios that require students to apply engineering knowledge and problem solving skills. Skill development is emphasized with each new skill building on previous learning. Cooperative learning (team work) is emphasized as an essential component of engineering. This is a college level text.

II. **Content** – This is a comprehensive college level text with many diagrams, charts, tables, and formulas. The text is suitable for students interested in engineering. The text includes many problem solving situations that require students to apply mathematics, computer programming skills, and critical thinking skills.

III. **Style** – Reading level may be difficult for some students (Lexile = 1210). The text includes illustrations, but most illustrations are engineering drawings. The text is designed for engineering students and will meet the needs of students interested in pursuing a career in engineering.

IV. **Illustrations** – illustrations in the text include depictions of youth and adults and reflect both genders and multiple ethnicities. Most of the illustrations in this text are engineering drawings and diagrams, charts and tables depicting data, formulas, or computer programming codes. Pictures of engineering facilities and processes are included.

V. **Instructional Supplements** – Presentation materials, examination materials, interactive website.

Sub-Committee Chairperson Date 3/20/2017
Dr. Martin Cwiakala - CATS
Carrie Waring, SPED and Parent Representative
Dr. Al Gates (Assistant Director)
Adopted 4/28/86; Revised 1/28/2013

Sheryl Gates
R.D.

File: IFAA-E2

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

Subject: **Accounting 2**
Grade level/Cluster: **10-12**
Title: Century 21 Accounting: Advanced, 10th edition
Author: Gilbertson, C.B.; Lehman, M. W.; Passalacqua, D. Publisher: Cengage Learning
Copyright Date: **2015**

THIS TEXT IS A CONTINUATION OF THE TEXT ADOPTED FOR ACCOUNTING 1

I. **Organization** – The organization ensures clear student understanding. Students start with a service business organized as a proprietorship and merchandising businesses organized as corporations before concluding with special topics, partnerships, and the recording of international sales and electronic transactions.

II. **Content** – The step-by-step instructional approach clearly reinforces text concepts, while the consistent use of T accounts increases student comprehension of journalizing transactions. The lesson structure consists of three or four lessons per chapter and corresponding assessment activities. Each end-of-lesson section includes a Work Together problem and an On Your Own assignment. The Work Together problem allows you to demonstrate the new accounting concept to your class. Students can then check their understanding by completing the Own Your Own assignment. The end-of-chapter material includes short application problems to ensure students' understanding before they tackle the longer mastery and challenge problems. Learning Objectives connect the chapter coverage from beginning to end. Learning objectives are identified at point of introduction and in the end of chapter problems, making it easier for students to stay on track. By paying attention to the Learning Objectives, students can focus on what is important. 21st Century Skills, included in the end of chapter material, provides activities that cultivate mastery of essential skills such as problem solving, communication, and technology use as defined by the Partnership for 21st Century Skills. Acquisition of the knowledge and skills taught in this feature will prepare students to compete in a workplace that demands creativity and innovation. Critical-thinking activities are infused throughout the text to provide more opportunities for higher-level thinking and analysis, preparing students for college and career readiness

III. **Style** – Lexile 1100L; Mean Sentence Length 14.45; Mean Log Word Frequency 3.13. Text is easy to understand and presented in a manner that high school students will find interesting and engaging. Text is presented with numerous opportunities for students to work together and to use technology.

IV. **Illustrations** – Very colorful text with various types of illustrations, graphics, diagrams, charts, that enrich the content. Depictions include students and adults from both genders and multiple ethnicities.

V. **Instructional Supplements** – Commercial Technology integrated into the end of each chapter equips students to work with Microsoft Excel®, Peachtree®, QuickBooks®, and Automated Accounting Online with step-by-step instructions and the flexibility to use multiple versions of software. Icons in the textbook denote chapter problems that can be worked with the various software problems. Data files for each are located on the Century 21 Accounting Companion Website. Careers in Accounting, designed to encourage students to think about their future in accounting, features a broad range of careers in the accounting field and promotes accounting as a profession through one-on-one interviews with various accounting professionals. Educational requirements, career paths, and projected trends for future employment are discussed. Analysis of Nike's Financial Statements throughout this edition allows students to closely examine business performance in all aspects of operations using financial statements from a familiar business.

Sub-Committee Chairperson Date 3/20/2017
Carolyn Diaz (IHS); Sherry Stone (SHHS); Gail Gallman (DFHS); Jeannette Conti (CHS); Carrie Waring (CATS – parent and SPED) Dr. Al Gates (Assistant Director)

Harry Al Gates
R-D

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

File: IFAA-E2

57

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

Subject: **Personal Finance**
Grade level/Cluster: 9-11
Title: Managing Your Personal Finances, 7th Ed.
Author: Ryan, J & Ryan, C.
Publisher: National Geographic (Cengage Learning)
Copyright Date: 2015

I. **Organization** – Text is divided into 6 units and 26 chapters. Each chapter is sub-divided into sections. Each section begins with an Essential Question, learning objectives, and key terms. Check points provide questions to help students self-assess their understanding of each objective. Each section ends with a review of the key terms and learning objectives. Each chapter ends with a summary, review questions and connections to other content areas. Suggestions for projects and extensions are included. **Net Links** direct students to the companion website for additional activities related to chapter content. **Consider This** provides real-world scenarios that connect students to chapter content.

II. **Content** – Students discover new ways to maximize earning potential, develop strategies for managing resources, explore skills for credit use, and gain insight into the different ways of investing money. Special features in each chapter focus on current trends and issues that consumers face in the market place and helps students learn to secure their financial future. Provides coverage of topics including social media, health care, and identity theft. This content is aligned with Jump$tart national standards for personal financial literacy and meets the standards for personal financial literacy established by the National Business Education Association.

III. **Style** – text is presented in a manner that will appeal to high school students. Reading level is appropriate, pictures and diagrams are presented in a manner that will engage students.

IV. **Illustrations** – illustrations in the text include depictions of youth and adults and reflect both genders and multiple ethnicities. The text includes numerous illustrations and examples of situations involving personal financial management.

V. **Instructional Supplements** – Annotated Teachers Edition, Student Activity Guide, Cognero IAC, Instructor's Resource CD (lesson plans, lesson outlines, instructor's resource manual, PowerPoint presentations, English and Spanish glossaries), MindTap – a personalized fully on-line digital learning platform..

Sub-Committee Chairperson Date 3/20/2017
Carolyn Searles, Irmo High School
Lisa Maylath, Chapin High School
Carolyn Diaz, Irmo High School;
Carrie Waring, SPED and Parent Representative
Dr. Al Gates (Assistant Director)
Adopted 4/28/86; Revised 1/28/2013

Sherry Gates RWC
R.D.

File: IFAA-E2

58

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

Subject: **Law Enforcement Services 1**
Grade level/Cluster: **9-12**
Title: **An Introduction to Policing, 8th edition**
Author: Dempsey, John S., Forst, Linda S.
Copyright Date: **2016**

Publisher: **Cengage Learning**
ISBN-10: 1-285-86273-2
ISBN-13: 978-1-285-86273-6

I. **Organization** – The text is correlated with the SC OCTE standards for this course. The text is divided into four parts: Part I: POLICE HISTORY AND ORGANIZATION. 1. Police History. 2. Organizing Public Security in the United States. 3. Organizing the Police Department. Part II: THE PERSONAL SIDE OF POLICING. 4. Becoming a Police Officer. 5. The Police Role and Police Discretion. 6. Police Culture, Personality, and Police Stress. 7. Minorities in Policing. 8. Police Ethics and Police Deviance. Part III: POLICE OPERATIONS. 9. Patrol Operations. 10. Investigations. 11. Police and Their Clients. 12. Community Policing. 13. Police and the Law. Part IV: CRITICAL ISSUES IN POLICING. 14. Computers, Technology, and Criminalistics in Policing. 15. Homeland Security. Table of Contents, indices, and appendices are designed to facilitate learning. Each chapter begins with learning objectives and ends with review questions designed to assist student understanding. Vocabulary terms are identified in the text (bolded) and defined in off-set boxes within the text. The text is presented in a logical, sequential manner with headings and subheadings identified in color.

II. **Content** –Written by law enforcement veterans with extensive first-hand experience in all areas of policing, this engaging, comprehensive book blends practical information with pertinent theory. The authors examine today's most current issues and topics, including homeland security, recent terrorism incidents, the controversial Secure Communities Program by DHS, Specialized Policing Responses to individuals with mental illness, advances in policing technology, and more. Readers find the latest in academic and practitioner research as well as the most current applications, statistics, court cases, and information on law enforcement careers, all introduced through memorable learning features. The book also discusses small and rural departments while maintaining critical foundational coverage students need to fully understand who police are, what they do, and how they do it. Extensive examples from police departments throughout the nation and world as well as essays from respected law enforcement veterans offer insights into crucial law enforcement issues and challenges.

III. **Style** – This text is designed for use in high school, technical, and university level courses. Some students may find the reading level difficult. Essential terms are bolded in the text and defined in a box set inside the text as well as in the glossary. Directions for completing exercises are concise and easily understood. Vocabulary, sentence structure, and paragraphs are appropriate for the content and learner. Lexile is 1290; mean sentence length is 20.04; mean log word frequency is 3.26.

IV. **Illustrations** – all illustrations include a description that is easily understood. Illustrations include historical pictures (black and white) as well as modern depictions of policing activities. Illustrations include depictions of both genders and multiple ethnicities.

V. **Instructional Supplements** – Instructor's companion website; Cengage Learning Testing (Cognero) and PowerPoint presentations, images, instructor's manual, Creative Cloud Apps.

Sub-Committee Chairperson Date 3/20/2017
Marie Waldop (CATS)
Robert Guirau (CATS)
Carrie Waring (CATS – parent and SPED)
Dr. Al Gates (Assistant Director)

Harry Al Gates per R.D

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

A-E2

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

Subject: **Law Enforcement Services 2**
Grade level/Cluster: **9-12**
Title: **TPS Law Enforcement, South Carolina Edition**
Author: Dempsey, John S., Forst, Linda S. Publisher: **TPS Publishing**
Copyright Date: **2016**

I. **Organization** – It is inquiry based and will develop student critical thinking skills. For the majority of TEKs there is an activity involving individual, paired and group methods. The text is structured to be user friendly for all teachers, irrespective of their background, and is simpler for students than many alternative texts. Throughout the course, vocabulary is a key focus, and a word wall with terms and definitions is built and those terms are applied. This will assist all students, but in particular will help students who struggle with English language. The activities involve role play, essay writing, creation of information posters, and practice tests. The course has been written by educators who care passionately about providing the opportunity to all students for post-secondary education enabling quality applicants for all careers. The program has provided interesting scenarios for student study, and requires a high level of research, documentation and use of mathematics, English language, science, technology and arts. It is an innovative program, covering all TEKS and students will achieve high success in their course work and examinations. Materials are available in color print or black and white, as digital only or a mixture of formats. (copied from TPS website.)

II. Content – is appropriate for high school students studying law enforcement services

III. Style – is very simple. Activities are designed to encourage inquiry by students.

IV. **Illustrations** – Illustrations are black and white with few color images.

V. **Instructional Supplements** – Teacher edition

Sub-Committee Chairperson Date 3/20/2017
Marie Waldop (CATS)
Robert Guirau (CATS)
Carrie Waring (CATS – parent and SPED)
Dr. AJ Gates (Assistant Director)

Harryl Gates per R.D.

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

Note: This is the only textbook submitted by the State Department of Education for adoption.

File: IFAA-E2

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

Subject: **Google Basics**
Grade level/Cluster: 7-8
Title: **Learn-by-Doing: Google Docs**
Author: Brumbach, Clade
Publisher: Cengage
Copyright Date: 2014

I. **Organization** – Text is divided into five units based on five Google Apps. Each unit is divided into sections that present real life tasks for students to complete by using the Google App. Each unit ends with an assessment. New skills are highlighted in each section and require student to apply previously learned skills.

II. **Content** – **Learn-by-Doing: Google Docs** is designed to be used by students enrolled in a computer applications course that includes using five of the most popular Google productivity apps in its curriculum. The lessons in this book build upon one another, and skills and features are presented in an order ranging from basic to intermediate. Using school and workplace-themed lessons, this textbook introduces students to the powerful tools and features of Google Docs. The following Google Apps are covered: Google Drive, Docs (Word Processing), Sheets (Spreadsheets), Slides (Presentations), Forms (Online Survey Forms), Drawings (Illustration/Drawing)

III. **Style** – Reading level is appropriate for middle school students. The text includes step by step instructions with screen shots so that students can see what will appear on the screen as they work through each app.

IV. **Illustrations** – the text includes colorful screen shots illustrating what students will see on their screen as they work through the step-by-step instructions to complete the tasks for each app.

V. **Instructional Supplements** – Lesson Solutions; Unit Assessments and Solutions.

Sub-Committee Chairperson Date 3/25/2017
Donna Bowman, CMS
Carrie Waring, SPED and Parent Representative
Dr. Al Gates (Assistant Director)
Adopted 4/28/86; Revised 1/28/2013

Al Gates for R.O

File: IFAA-E2

61

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

Subject: **Mechatronics 1, 2, 3**
Grade level/Cluster: **10-12**
Title: **Core Curriculum, Introductory Craft Skills**
Author: NCCER
Publisher: Pearson Education (Prentice Hall)
Copyright Date: 2009

I. **Organization –This is a continuation of the Welding Level 3 text by NCCER.** The text is divided into 6 modules designed to provide a beginner's perspective on welding. Each chapter begins with learning objectives, performance tasks, and technical terms. Each module is divided into sections. Each section ends with a short review and each chapter ends with a more extensive review. This is a trade school/technical school/college level text.

II. **Content** – The NCCER Core Curriculum is a prerequisite to all other Level 1 craft curriculum. Its modules cover topics such as Basic Safety, Communication Skills and Introduction to Construction Drawings. Completing this curriculum gives the trainee the basic skills needed to continue education in any craft area he or she chooses. Contents include Basic Safety, Construction Math, Introduction to Hand Tools, Introduction to Power Tools, Introduction to Construction Drawings, Introduction to Basic Rigging, Basic Communication Skills, Basic Employability Skills, and Introduction to Material Handling.

III. **Style** – Reading level is appropriate for high school students. The text includes illustrations, including drawings. The text is designed for students interested in pursuing an industrial career. The text is designed to prepare students for NCCER Level 1 Safety Card.

IV. **Illustrations** – illustrations in the text include depictions of youth and adults and reflect both genders and multiple ethnicities. Illustrations include various.

V. **Instructional Supplements** – Presentation materials, examination materials, interactive website.

Sub-Committee Chairperson Date 3/25/2017
Stephen Wilson, Mechatronics Instructor - CATS
Carrie Waring, SPED and Parent Representative
Dr. Al Gates (Assistant Director)
Adopted 4/28/86; Revised 1/28/2013

Sheryl Gates
R.D.

File: IFAA-E2

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

Subject: **Mechatronics 1, 2**
Grade level/Cluster: **10-12**
Title: **Industrial Maintenance, 2nd Edition**
Author: Brumbach, Clade
Publisher: Cengage
Copyright Date: 2014

I. **Organization** – Text is divided into 30 chapters, each divided into sections. Each chapter begins with learning objectives. Technical terms are bolded and defined within the text. Each chapter ends with review questions.

II. **Content** – INDUSTRIAL MAINTENANCE, 2ND EDITION, provides a strong foundation in all five major areas of industrial maintenance, including general, mechanical, electrical, welding, and preventive maintenance. In addition to essential information on safety, tools, industrial print reading, and electrical theory, this comprehensive approach explores modern machinery and equipment to help students understand, diagnose, troubleshoot, and maintain a wide variety of industrial machines. Vivid photos and illustrations reflect recent developments in this dynamic, rapidly evolving field, including current piping and fluid power symbols, rigging and mechanical installations, magnetism, transformers, motors and sensors, and industrial communications.

III. **Style** – Reading level is appropriate for high school students. The text includes illustrations, including drawings, pictures of tools, electrical diagrams, blue prints that students must learn to interpret.

IV. **Illustrations** – illustrations in the text include depictions of youth and adults and reflect both genders and multiple ethnicities. Illustrations include graphs, charts, diagrams, blue prints, electrical drawings.

V. **Instructional Supplements** – Presentation materials, examination materials, interactive website.

Sub-Committee Chairperson Date 3/25/2017
Stephen Wilson, Mechatronics Instructor - CATS
Carrie Waring, SPED and Parent Representative
Dr. Al Gates (Assistant Director)
Adopted 4/28/86; Revised 1/28/2013

Terry Gates
R.D.

File: IFAA-E2

63

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

Subject: **Welding 1**
Grade level/Cluster: **10-11**
Title: **Welding, Level 1**
Author: NCCER
Publisher: Pearson Education (Prentice Hall)
Copyright Date: 2009

ISBN	0134298551
ISBN 13	9780134298559

I. **Organization** –The text is divided into 12 modules designed to provide a beginner's perspective on welding. Each chapter begins with learning objectives, performance tasks, and technical terms. Each module is divided into sections. Each section ends with a short review and each chapter ends with a more extensive review. This is a trade school/technical school/college level text.

II. **Content** – This trainee guide features a highly illustrated design, technical hints and tips from industry experts, review questions and a whole lot more! Key content includes Welding Safety, Oxyfuel Cutting, Plasma Arc Cutting, Air Carbon Arc Cutting and Gouging, Base Metal Preparation, Weld Quality, SMAW – Equipment and Safety, Shielded Metal Arc Electrodes, SMAW – Beads and Fillet Welds, Joint Fit-Up and Alignment, SMAW – Groove Welds and Backing, and SMAW

III. **Style** – Reading level is appropriate for high school students. The text includes illustrations, including blue prints, welding diagrams and engineering drawings. The text is designed for students interested in pursuing a career in welding. The text is designed to prepare students for American Welding Society certification tests.

IV. **Illustrations** – illustrations in the text include depictions of youth and adults and reflect both genders and multiple ethnicities. Illustrations include welding diagrams, charts and tables, blue prints, and formulas. Pictures of welding facilities and welding job sites and processes are included.

V. **Instructional Supplements** – Presentation materials, examination materials, interactive website.

Sub-Committee Chairperson Date 3/25/2017
Tristan Price, welding instructor - CATS
Carrie Waring, SPED and Parent Representative
Dr. Al Gates (Assistant Director)
Adopted 4/28/86; Revised 1/28/2013

Harry Al Gates Rec'd R.D.

File: IFAA-E2

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Title Number	1680441
Program Title	Welding, Level 1
Component	Student Edition-9780136106517 with NCCER Connect Access Card-9780132859264, Hardcover
Publisher	Pearson/Prentice Hall College Div.
ISBN	0134298551
ISBN 13	9780134298559
Grade	09-12
Copyright	09
Subject Area	Welding Technology 1, 2, 3, 4
Allocation Category	Maintenance
Adoption Date	6/1/2016
Price	$94.00
Unit	EA
SASI Code	6340, 6341, 6342, 6343
Lexile Score	
Bar Code	No
Lost book charge	$75.20
Additional	

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

Subject: **Welding 2** (taught during Welding 1)
Grade level/Cluster: **11-12**
Title: **Welding, Level 2**
Author: NCCER
Publisher: Pearson Education (Prentice Hall)
Copyright Date: 2009

ISBN	0134279115
ISBN 13	9780134279114

I. **Organization –This is a continuation of the Welding Level 1 text by NCCER.** The text is divided into 9 modules designed to provide a beginner's perspective on welding. Each chapter begins with learning objectives, performance tasks, and technical terms. Each module is divided into sections. Each section ends with a short review and each chapter ends with a more extensive review. This is a trade school/technical school/college level text.

II. **Content** – This trainee guide features a highly illustrated design, technical hints and tips from industry experts, review questions. Key content includes Welding Symbols, Reading Welding Detail Drawings, Physical Characteristics and Mechanical Properties of Metals, Preheating and Postheating of Metals, GMAW & FCAW - Equipment and Filler Metals, GMAW & FCAW – Plate, GTAW - Equipment and Filler Metal, and GTAW

III. **Style** – Reading level is appropriate for high school students. The text includes illustrations, including blue prints, welding diagrams and engineering drawings. The text is designed for students interested in pursuing a career in welding. The text is designed to prepare students for American Welding Society certification tests.

IV. **Illustrations** – illustrations in the text include depictions of youth and adults and reflect both genders and multiple ethnicities. Illustrations include welding diagrams, charts and tables, blue prints, and formulas. Pictures of welding facilities and welding job sites and processes are included.

V. **Instructional Supplements** – Presentation materials, examination materials, interactive website.

Sub-Committee Chairperson Date 3/25/2017
Tristan Price, welding instructor - CATS
Carrie Waring, SPED and Parent Representative
Dr. Al Gates (Assistant Director)
Adopted 4/28/86; Revised 1/28/2013

Harry Al Gates Jr. R.D.

File: IFAA-E2

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Title Number	1680446
Program Title	Welding, Level 2
Component	Student Edition-9780136099703 with NCCER Connect Access Card-9780132859240
Publisher	Pearson/Prentice Hall College Div.
ISBN	0134279115
ISBN 13	9780134279114
Grade	09-12
Copyright	09
Subject Area	Welding Technology 1, 2, 3, 4
Allocation Category	Maintenance
Adoption Date	6/1/2016
Price	$119.00
Unit	EA
SASI Code	6340, 6341, 6342, 6343
Lexile Score	
Bar Code	No
Lost book charge	$95.20
Additional	

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

Subject: **Welding 3** (*taught during Welding 2)*
Grade level/Cluster: **11-12**
Title: **Welding, Level 3**
Author: NCCER
Publisher: Pearson Education (Prentice Hall)
Copyright Date: 2009

ISBN	0134278119
ISBN 13	9780134278117

I. **Organization –This is a continuation of the Welding Level 2 text by NCCER.** The text is divided into 6 modules designed to provide a beginner's perspective on welding. Each chapter begins with learning objectives, performance tasks, and technical terms. Each module is divided into sections. Each section ends with a short review and each chapter ends with a more extensive review. This is a trade school/technical school/college level text.

II. Content – This trainee guide features a highly illustrated design, technical hints and tips from industry experts, review questions. **covers topics such as Oxyfuel Cutting, Welding Symbols, and Stainless Steel Groove Welds. This course correlates to the AWS SENSE (Schools Excelling through national Skills Education) standards and guidelines for Entry Welder.**

III. **Style** – Reading level is appropriate for high school students. The text includes illustrations, including blue prints, welding diagrams and engineering drawings. The text is designed for students interested in pursuing a career in welding. The text is designed to prepare students for American Welding Society certification tests.

IV. **Illustrations** – illustrations in the text include depictions of youth and adults and reflect both genders and multiple ethnicities. Illustrations include welding diagrams, charts and tables, blue prints, and formulas. Pictures of welding facilities and welding job sites and processes are included.

V. **Instructional Supplements** – Presentation materials, examination materials, interactive website.

Sub-Committee Chairperson Date 3/25/2017
Tristan Price, welding instructor - CATS
Carrie Waring, SPED and Parent Representative
Dr. Al Gates (Assistant Director)
Adopted 4/28/86; Revised 1/28/2013

Sherry Gates
RVC
R.D

File: IFAA-E2

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Table of Contents

(Total Level Hours: 370 required; 100 Elective/Optional)

29301-10 SMAW – Open-Root Pipe Welds *(100 Hours)*

Explains how to set up SMAW equipment for open-root V-groove welds. Explains how to prepare for and make openroot V-groove welds on carbon steel pipe. Provides procedures for making open-root V-groove welds, with SMAW equipment, on pipe in the 1G-ROTATED, 2G, 5G, and 6G positions.

29302-10 GMAW – Pipe *(60 Hours)*

Explains how to set up GMAW equipment for open-root V-groove welds. Explains how to prepare for and make openroot V-groove welds on carbon steel pipe. Provides procedures for making open-root V-groove welds, with GMAW equipment, on pipe in the 1G-ROTATED, 2G, 5G, and 6G positions.

29303-10 FCAW – Pipe *(60 Hours)*

Explains how to set up FCAW equipment for open-root V-groove welds. Explains how to prepare for and make open-root V-groove welds on carbon steel pipe. Provides procedures for making open-root V-groove welds, with FCAW equipment, on pipe in the 1G-ROTATED, 2G, 5G, and 6G positions.

29304-10 GTAW – Carbon Steel Pipe *(80 Hours)*

Explains how to set up GTAW equipment for open-root V-groove welds. Explains how to prepare for and make open-root V-groove welds on carbon steel pipe. Provides procedures for making open-root V-groove welds, with GTAW equipment, on pipe in the 2G, 5G, and 6G positions.

29305-10 GTAW — Low Alloy and Stainless

Steel Pipe *(70 Hours)*

Explains how to set up GTAW equipment for open-root V-groove welds on low-alloy and stainless steel pipe. Explains how to prepare for and make open-root V-groove welds on low-alloy and stainless steel pipe. Provides procedures for making openroot V-groove welds, with GTAW equipment, on low-alloy and stainless steel pipe in the 2G, 5G, and 6G positions.

29306-10 SMAW: Stainless Steel Groove

Welds *(100 Elective Hours)*

Explains stainless steel metallurgy; how to select SMAW electrodes for stainless steel welds; and how to weld different types of stainless steels. Covers safety issues associated with welding on stainless steels; how to prepare weld coupons; and how to set up SMAW equipment for welding stainless steel. Provides procedures for making open-root V-groove welds, with GTAW equipment, on stainless steel plate in the 1G, 2G, 3G, and 4G positions. It also includes procedures for making openroot V-groove welds, with GTAW equipment, on stainless steel pipe in the 1G-ROTATED, 2G, 5G, and 6G positions.

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

Subject: **Welding 4** (*taught during Welding 2) Pipe Welding*
Grade level/Cluster: **11-12**
Title: **Welding, Level 4**
Author: NCCER
Publisher: Pearson Education (Prentice Hall)
Copyright Date: 2009

I. **Organization –This is a continuation of the Welding Level 3 text by NCCER.** The text is divided into 6 modules designed to provide a beginner's perspective on welding. Each chapter begins with learning objectives, performance tasks, and technical terms. Each module is divided into sections. Each section ends with a short review and each chapter ends with a more extensive review. This is a trade school/technical school/college level text.

II. Content – This trainee guide features a highly illustrated design, technical hints and tips from industry experts, review questions. Key content includes GMAW – Aluminum Plate, GTAW – Aluminum Plate, GTAW – Aluminum Pipe, and GMAW – Aluminum Pipe.

III. **Style** – Reading level is appropriate for high school students. The text includes illustrations, including blue prints, welding diagrams and engineering drawings. The text is designed for students interested in pursuing a career in welding. The text is designed to prepare students for American Welding Society certification tests.

IV. **Illustrations** – illustrations in the text include depictions of youth and adults and reflect both genders and multiple ethnicities. Illustrations include welding diagrams, charts and tables, blue prints, and formulas. Pictures of welding facilities and welding job sites and processes are included.

V. **Instructional Supplements** – Presentation materials, examination materials, interactive website.

Sub-Committee Chairperson Date 3/25/2017
Tristan Price, welding instructor - CATS
Carrie Waring, SPED and Parent Representative
Dr. Al Gates (Assistant Director)
Adopted 4/28/86; Revised 1/28/2013

Harry Al Gates RW
R.D.

File: IFAA-E2

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

Subject: **Welding 1, 2, 3, 4**
Grade level/Cluster: **10-12**
Title: **Core Curriculum, Introductory Craft Skills**
Author: NCCER
Publisher: Pearson Education (Prentice Hall)
Copyright Date: 2009

I. **Organization –This is a continuation of the Welding Level 3 text by NCCER.** The text is divided into 6 modules designed to provide a beginner's perspective on welding. Each chapter begins with learning objectives, performance tasks, and technical terms. Each module is divided into sections. Each section ends with a short review and each chapter ends with a more extensive review. This is a trade school/technical school/college level text.

II. **Content** – The NCCER Core Curriculum is a prerequisite to all other Level 1 craft curriculum. Its modules cover topics such as Basic Safety, Communication Skills and Introduction to Construction Drawings. Completing this curriculum gives the trainee the basic skills needed to continue education in any craft area he or she chooses. Contents include Basic Safety, Construction Math, Introduction to Hand Tools, Introduction to Power Tools, Introduction to Construction Drawings, Introduction to Basic Rigging, Basic Communication Skills, Basic Employability Skills, and Introduction to Material Handling.

III. **Style** – Reading level is appropriate for high school students. The text includes illustrations, including drawings. The text is designed for students interested in pursuing an industrial career. The text is designed to prepare students for NCCER Level 1 Safety Card.

IV. **Illustrations** – illustrations in the text include depictions of youth and adults and reflect both genders and multiple ethnicities. Illustrations include various.

V. **Instructional Supplements** – Presentation materials, examination materials, interactive website.

Sub-Committee Chairperson Date 3/25/2017
Tristan Price, welding instructor - CATS
Carrie Waring, SPED and Parent Representative
Dr. Al Gates (Assistant Director)
Adopted 4/28/86; Revised 1/28/2013

Harry Gates
R.D.

File: IFAA-E2

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School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: **Advanced Web Page Design and Development** 5033W2CW
Grade level/Cluster: **10-12**
Title: **The Web Collection Revealed Creative Cloud, 1st Edition**
Author: Bishop, Sherry; Shuman, Jim; Vodnik, Sasha Publisher: **Cengage Learning**
Copyright Date: **2016** **ISBN:** 9781305838420

I. **Organization** – The text provides examples of webpages used for various different purposes. The text is designed so that students may progress at individual rates and provides ample opportunities for remediation and acceleration. Skill development is sequential with each skill building upon previous learning. The format is logical with appropriate titles, headings, and subheadings. The Table of Contents, Indices, and Appendices facilitate learning.

II. Content – combining step-by-step, tutorial-driven software and a graphically rich, four-color text provides an appealing, easy to understand format that works well for all types of learners. Extensive online data files engage readers and give them the tools needed to develop a website from start to finish. Dreamweaver "Power User" shortcuts offer students suggestions for quick learning and efficient use of the software. Practice projects at the end of each chapter challenge students to apply their knowledge to actual web pages/sites, helping them build confidence and skills for technology savvy workplaces.

III. **Style** – This text is designed for use in high school, technical, and university level courses. Some students may find the reading level difficult. Essential terms are bolded in the text and defined in the glossary. Directions for completing exercises are concise and easily understood. Vocabulary, sentence structure, and paragraphs are appropriate for the content and learner.

IV. **Illustrations** – all illustrations include a description that is easily understood. Appropriate representation of gender and ethnicities are present. Most illustrations are of screen shots of programming or completed webpages so that students can visually compare the HTML coding with the finished product.

V. **Instructional Supplements** – the instructor resources include PowerPoint presentations for each chapter, a Cognero test bank, an instructor's manual, a sample syllabus, and solution files for the exercises in the text.

Sub-Committee Chairperson Date 3/20/2017
Jeannette Conti (Chapin High School)
Gail Gallman (Dutch Fork High School)
Madison Holloman (Irmo High School)
Tyson Ray (Spring Hill High School)
Carrie Waring (CATS – parent and SPED)
Dr. Al Gates (Assistant Director)

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

Harry Al Gates
R.D.

File: IFAA-E2

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Material Detail	
Title Number	1680071
Program Title	The Web Collection Revealed Creative Cloud, 1st Edition
Component	Student Edition-9781305263628 + CourseMate, 6-Year Instant Access
Publisher	Cengage Learning
ISBN	1305838424
ISBN 13	9781305838420
Grade	09-12
Copyright	16
Subject Area	Advanced Web Page Design
Allocation Category	Maintenance
Adoption Date	6/1/2016
Price	$73.75
Unit	EA
SASI Code	5033
Lexile Score	
Bar Code	No
Lost book charge	$59.00
Additional	

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: **Digital Art and Design 1, 2, 3, 4**
Title: **Communicating Through Graphic Design**
Publisher: **Davis Publications**
ISBN: 978-16152-8019-3

Grade level/Cluster: **9-12**
Author: **Gatta, K. & Golding, C. M.**
Copyright Date: **2010**

I. Organization

Communicating through Graphic Design presents one of the leading art careers to high school students in an accessible, engaging format. Written with Kevin Gatta, a veteran Graphic Design instructor at Pratt and owner of an independent studio, this curriculum was developed to address the needs of contemporary graphic design programs, using both digital and traditional media. Students learn fundamental design thinking, drawing, and problem-solving skills that can be applied with either traditional or digital media. Students then move on to specific areas of design, observe and analyze exemplary works from a variety of designers past and present, and create their own solutions to real-world design problems.

II. Content

An up-to-date look at one of the fastest-growing art career areas. This studio textbook program is a visually dynamic and extensive resource, specifically designed to fit a range of teaching styles, instructional needs, and classroom configurations. This curriculum covers all aspects of design including: History of Graphic Design, the Design Process, Identity Design, Advertising, and Digital Design. Students will have the opportunity to explore their own unique style and interests, through stimulating hands-on studio opportunities, from basic to advanced levels. Some of the features included in this textbook to help make it the most valuable tool in the design classroom are: * Key Terms: Important terms are highlighted and defined the first time they appear. Use these words to build your student's graphic design vocabulary. * Career Profiles of professional artists: dispel the myth of the "poor starving artist" and help answer questions about careers in design.
Table of Contents: What Is Graphic Design?: The Art of Graphic Design: Visualizing and Layout: Identity Design: Publications Design: Advertising Design: Environmental and Information Design: Virtual Design

III. Style

The text is colorful and full of illustrations. The reading level is appropriate for high school students (lexile 1000); however, due to the highly technical nature of the text, students will be required to learn extensive vocabulary specific to the subject. The text includes digital and traditional approaches to each studio experience; design challenges that reflect actual workplace practice; career profiles of contemporary working professionals, art and design historical references, a unique graphic design history timeline which shows parallels between the evolution of mark making to typography and logo design. The text includes an extensive glossary.

IV. Illustrations

Step by Step How-To's: Illustrated diagrams and instructions will help students master fundamental skills and techniques. * Student Artwork: In each chapter, graphic designs by students encourage peer sharing and critique. Sequential photos and illustrations teach techniques and processes in a practical format. Portfolio tips and exhibition tips help students document their work, track their progress, and prepare their images in a professional manner.

V. **Instructional Supplements**
Adoption includes student eBook, teacher edition eBook, teacher resources including downloadable and customizable assessments, ePortfolios for teachers and students, 30 student accounts, 50 digital fine art images, one-year print subscription to *School Arts* magazine and access to the digital edition for the life of the contract.

Sub-Committee Chairperson Date 3/20/2017
Jeanette Mangels (Center for Advanced Technical Studies)
Carrie Waring (CATS – parent and SPED representative)
Dr. Al Gates (Assistant Director)

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

Title Number	1680017
Program Title	Communicating Through Graphic Design
Component	Student Edition Print-9780871929884 and Digital eBook Combo Class Set, 6-Year Access (25 student editions, 30 eStudent accounts, ebook, teacher edition, curriculum builder, resource masters, eportfolio)
Publisher	Davis Publications, Inc.
ISBN	1615280193
ISBN 13	9781615280193
Grade	09-12
Copyright	10
Subject Area	Digital Art/Design 1, 2, 3, 4
Allocation Category	Maintenance
Adoption Date	6/1/2016
Price	$2,123.50
Unit	EA
SASI Code	6120, 6121, 6122, 6123
Lexile Score	1000 Lexile
Bar Code	No
Lost book charge	$1,698.80

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: **Esthetics 1, 2, 3, 4** Grade level/Cluster: **11-12**
Title: **Milady Standard Esthetics: Fundamentals, 11th Edition.**
Author: Gerson, Joel & D'Angelo, Janet M., Deitz, Sallie; Lotz, Shelley Publisher: **Cengage Learning**
Copyright Date: **2013** **ISBN:** 9781305774490

I. **Organization** - Provides the student with the basic social and organizational skills needed to succeed in school and in the professional world. Page designs with large images provide greater detail in illustrations and photos, making sections easier to read, and concepts easier to understand. Infection control and OSHA information has been updated to reflect the most recent changes affecting the beauty and wellness industry. Procedures have been placed at the end of each chapter to avoid interruption of the main content. Professionals and educators share first-hand knowledge of the latest trends and information on student and client safety, bridging the gap between the classroom and the professional setting. Numerous side notes reinforce and explain information presented in the text and aid learning of difficult concepts. Review questions and glossaries in each chapter help students retain knowledge and study efficiently. The text provides correlations between content areas, especially science, health, business and visual arts. The text is adaptable to a variety of teaching techniques and individual needs. Skill development is sequential and clearly defined with each new skill building on previous skills. Skills are taught in a sequential manner so that students may easily follow the process for each skill. The format is consistent and logical with titles, subheadings, and appropriate cross referencing. The table of contents, index, and appendices facilitate learning.

II. **Content** - Focusing on introductory topics, including history and opportunities in skin care, anatomy and physiology, and infection control and disorders, it lays the groundwork for the future professional to build their knowledge. The reader can then explore the practical skills of a skin care professional, introducing them to the treatment environment, basic facial treatments, hair removal, and the technology likely to be performed in the salon or spa setting. Table of Contents: PART I: ORIENTATION. History and Career Opportunities in Esthetics. Life Skills. Your Professional Image. Communicating For Success. PART II: GENERAL SCIENCES. Infection Control: Principles and Practices. General Anatomy and Physiology. Basics of Chemistry. Basics of Electricity. Basics of Nutrition. PART III: SKIN SCIENCES. Physiology and Histology of the Skin. Disorders and Diseases of the Skin. Skin Analysis. Skin Care Products: Chemistry, Ingredients, and Selection. PART IV: ESTHETICS. The Treatment Room. Facial Treatments. Facial Massage Facial Machines.
Hair Removal. Advanced Topics and Treatments. The World of Makeup. PART V: BUSINESS SKILLS. Career Planning. The Skin Care Business. Selling Products and Services. The textbook correlates with the SC OCTE standards for cosmetology. The textbook is current and accurate and reflects the state board standards for cosmetology. The text facilitates the evaluation of student progress through the use of section and chapter reviews and unit assessments. Problem solving situations are realistic and relevant to current esthetics practices. The text is suitable for the interests and needs of the intended group. Each chapter ends with questions designed to test understanding. The text provides fill-in the blank, multiple choice, matching, crossword puzzles, and labeling exercises to reinforce practical applications.

III. **Style** – the reading level is appropriate for students in cosmetology and helps facilitate passage of the licensure exam by the State Board of Cosmetology LLR. The text is attractive with a durable binding. Directions are concise and understandable. The text contains chapter by chapter questions to help prepare for the written portion of the state licensure exam. Interactive resources are included and are

designed to reinforce classroom learning and stimulate the imagination. Video clips demonstrate procedures and theoretical concepts.

IV. **Illustrations -** Hundreds of color photos and illustrations showcase step-by-step esthetics procedures and highlight important topics. Text is full color and is presented in magazine format. Representations of gender and ethnic groupings are appropriate and adequate.

V. **Instructional Supplements** – includes course management guide in print and CD version; Fundamentals DVD series, Instructor support CD, Fundamentals student CD and network version, and Fundamentals Interactive Games CD. Students have online access.

Sub-Committee Chairperson Date 3/20/2017
Vickie Jordan (Irmo High School)
Carrie Waring (CATS – parent and SPED representative)
Dr. Al Gates (Assistant Director)

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

Harry Al Gates
R. Pace
R. D.

Title Number	1680120
Program Title	Milady Standard Esthetics: Fundamentals, 11th Edition
Component	Student Edition-9781111306892 + CourseMate, 6-Year Access Bundle
Publisher	Cengage Learning
ISBN	1305774493
ISBN 13	9781305774490
Grade	09-12
Copyright	13
Subject Area	Esthetics 1, 2, 3, 4
Allocation Category	Maintenance
Adoption Date	6/1/2016
Price	$162.50
Unit	EA
SASI Code	6162, 6163, 6164, 6165
Lexile Score	
Bar Code	No
Lost book charge	$130.00
Additional	

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: **Fundamentals of Web Page Design and Development** 5031WPCW
Grade level/Cluster: **10-12**
Title: **HTML5 and CSS: Comprehensive, 7th edition**
Author: Woods, Denise M., Dorin, William J., Shelly, Gary B. Publisher: **Cengage Learning**
Copyright Date: **2012** **ISBN:** 978-1133526144

I. **Organization** – the text is designed to teach the fundamentals of developing web pages using a comprehensive web development life cycle; to acquaint students with the HTML and CSS languages and creating webpages suitable for course work, professional purposes, and personal use; to expose students to common web page formats and functions; to promote curiosity and independent exploration of WWW resources; to develop an exercise-oriented approach that allows students to learn by example; to encourage independent study and help those who are learning how to create web pages in a distance learning environment; to acquaint students with XHTML guidelines; to illustrate how to create dynamic web pages and add functionality using JavaScript and the Document Object Model; to show the benefits of XML.

II. Content – the textbook is correlated to the SC OCTE standards for Fundamentals of Web Page Design and Development. Each chapter begins with instructional objectives. The text includes copious illustrations and examples to facilitate understanding. Illustrations include screenshots of what students will see on the monitor when designing and programming a webpage. Examples of errors in programming are included to assist students in avoiding common mistakes. The end of each chapter includes review materials to assist students in measuring their understanding of the instructional objectives presented at the beginning of the chapter.

III. **Style** – This text is designed for use in high school, technical, and university level courses. Some students may find the reading level difficult. Essential terms are bolded in the text and defined in the glossary. Directions for completing exercises are concise and easily understood.

IV. **Illustrations** – all illustrations include a description that is easily understood. Appropriate representation of gender and ethnicities are present. Most illustrations are of screen shots of programming or completed webpages so that students can visually compare the HTML coding with the finished product.

V. **Instructional Supplements** – Cengage provides ancillary materials through a companion website. The website includes exercises for students, reinforcement activities, and examination materials.

Sub-Committee Chairperson Date 3/20/2017
Jeannette Conti (Chapin High School)
Gail Gallman (Dutch Fork High School)
Madison Holloman (Irmo High School)
Tyson Ray (Spring Hill High School)
Carrie Waring (CATS – parent and SPED)
Dr. Al Gates (Assistant Director)

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

Harry Gates pwc
R.D.

File: IFAA-E2

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Title Number	1680068
Program Title	HTML5 and CSS: Comprehensive, 7th Edition
Component	Student Edition-9781133526148 + Vital Source Mobile eBook, 6-Year Printed Access Card Bundle
Publisher	Cengage Learning
ISBN	1305838408
ISBN 13	9781305838406
Grade	09-12
Copyright	15
Subject Area	Advanced Web Page Design
Allocation Category	Maintenance
Adoption Date	6/1/2016
Price	$129.25
Unit	EA
SASI Code	5033
Lexile Score	
Bar Code	No
Lost book charge	$103.40
Additional	

School District Five of Lexington & Richland Counties

Recommendation Instructional Materials Adoption

Subject: **Image Editing 1** 534000CW
Grade level/Cluster: **10-12**
Title: **Adobe Photoshop Creative Cloud Comprehensive**
Author: Starks, Joy
Publisher: **Cengage Learning**
Copyright Date: **2015**
ISBN: 9781305838369

I. **Organization** – The text is correlated with the SC OCTE standards for this course. The text starts with basic operations and progresses in a logical sequence to more complex processes. The Table of Contents, Indices, and Appendices are arranged in a manner that facilitates use. Each chapter is appropriately titled and includes headings, and subheadings

II. Content –Covers the newest upgrades to Photoshop which allows students to use the software more efficiently. End of chapter exercises provide a variety of reinforcement opportunities to ensure student retention. Each chapter presents a real-world photo scenario with current topics. Reference materials make it easy for students to quickly look up or find additional information in the text. A step by step, screen by screen approach allows students to successfully learn and retain information to be used in their work. Pedagogical elements enrich materials and create an accessible and user friendly approach allowing easy navigation through the skills of each chapter. Topics include: Editing a Photo; Using Selection Tools and Shortcut Keys; Working with Layers; Drawing and Painting with Color; Enhancing and Repairing Photos; Applying Filters and Patterns; Creating Color Channels and Actions; Working with Vector Graphics and 3D Tools; Web Tools, 3D Modeling and Animations; Project Planning Guidelines; Graphic Design Overview; Using Photoshop Help; Using Adobe Bridge CC; Editing Preferences; For Mac Users.

III. **Style** – This text is designed for use in high school, technical, and university level courses. Some students may find the reading level difficult. Essential terms are bolded in the text and defined in the glossary. Directions for completing exercises are concise and easily understood. Vocabulary, sentence structure, and paragraphs are appropriate for the content and learner.

IV. **Illustrations** – all illustrations include a description that is easily understood. Most illustrations are of screen shots of programming or completed webpages so that students can visually compare the HTML coding with the finished product.

V. **Instructional Supplements** – Instructor's companion website; Cengage Learning Testing (Cognero) and PowerPoint presentations, images, instructor's manual, Creative Cloud Apps.

Sub-Committee Chairperson Date 3/20/2017
Jeannette Conti (Chapin High School)
Gail Gallman (Dutch Fork High School)
Madison Holloman (Irmo High School)
Sherry Stone (Spring Hill High School)
Carrie Waring (CATS – parent and SPED)
Dr. Al Gates (Assistant Director)

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

R.D.

File: IFAA-E2

80

Title Number	1680304
Program Title	Adobe Photoshop Creative Cloud, Comprehensive
Component	Student Edition-9781305267237 + Vital Source Mobile eBook, 6-Year Printed Access Card Bundle
Publisher	Cengage Learning
ISBN	130583836X
ISBN 13	9781305838369
Grade	09-12
Copyright	15
Subject Area	Image Editing 1, 2
Allocation Category	Maintenance
Adoption Date	6/1/2016
Price	$113.75
Unit	EA
SASI Code	5340, 5341
Lexile Score	
Bar Code	No
Lost book charge	$91.00

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

Subject: **Sports Medicine 1**
Grade level/Cluster: **9-12**

Title: **Introduction to Sports Medicine and Athletic Training**

Author: France, Robert C. Publisher: Cengage
Copyright Date: 2011 **ISBN-10:** 1435464362 **ISBN-13:** 978-1435464360

I. **Organization** – text is organized into four units. Each unit contains several chapters organized around the unit theme. Each chapter has appropriate headings and subheadings with vocabulary bolded and defined within the text. Each chapter begins with instructional objectives aligned to the state and national standards for Sports Medicine. Each chapter ends with an appropriate review.

II. **Content** – INTRODUCTION TO SPORTS MEDICINE & ATHLETIC TRAINING 2E is designed for individuals interested in athletics and the medical needs of athletes. It is the first full-concept book around which an entire course can be created. This book covers sports medicine, athletic training and anatomy and physiology in an easy to understand format that allows the reader to grasp functional concepts of the human body and then apply this knowledge to sports medicine and athletic training. Comprehensive chapters on nutrition, sports psychology, kinesiology and therapeutic modalities are included. Instructors will appreciate both the depth of the material covered in this unique book and the ease in which it is presented. Follows the six domains of athletic training: prevention; recognition; evaluation and assessment; immediate care; treatment; rehabilitation and reconditioning; organization and administration; and professional development and responsibility. Contains a more thorough depth and coverage of anatomy and physiology. Offers discussion and insight into a wide range of careers related to Sports Medicine.

III. **Style** – the reading level is appropriate for high school students. The text is attractive in appearance with color used appropriately. The activities are designed to meet student interests and abilities. Sentence structure is appropriate for high school students

IV. **Illustrations** – Illustrations are appropriately labeled. In addition to photographs that depict each gender and multiple ethnicities, the text includes charts and diagrams for students to interpret.

V. **Instructional Supplements** – Instructor Resources CD-ROM with an Instructor's Manual, Instructor Slides created with PowerPoint® that include full-color images and 3-D animations, and an ExamView® Computerized Testbank

Sub-Committee Chairperson Date 3/20/2017
Sean Hoppe, Mack Harvey (Dutch Fork High School)
Tim Kinney, Susan Statler (Irmo High School)
Tasha Bowman, Karen Edwards (Spring Hill High School)
Carrie Waring (CATS – parent and SPED)
Dr. Al Gates (Assistant Director)

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

Harry Al Gates jmw
R.D.

File: IFAA-E2

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

Subject: **Sports Medicine 2**
Grade level/Cluster: **9-12**
Title: **Sports Medicine Essentials: Core Concepts in Athletic Training and Fitness Instruction, 3rd**
Author: Clover, Jim. Publisher: Cengage
Copyright Date: 2015 **ISBN-13**: 978-1133281245 **ISBN-10**: 1133281249

I. **Organization** – the text is organized into 24 chapters, each covering a topic related to athletic and fitness training. Each chapter begins with Learning Objectives and is divided into sections, each with appropriate headings and subheadings. Vocabulary words are bolded within the text. Appropriate sidebars include information relevant to the topic being discussed. The text also includes information on procedures that athletic trainers use, chapter summaries, and enrichment activities
II. **Content** – Sports Medicine Essentials: Core Concepts in Athletic Training, introduces students to potential careers in the Sports Medicine field, from Fitness Instructor to Athletic Trainer. This comprehensive text surveys a broad scope of knowledge related to the Sports Medicine field, encompassing fitness assessment, conditioning, emergency preparedness, injury management, therapeutic modalities, nutrition, ethical and legal considerations and much more. To help introduce students to an array of exciting careers, it features enrichment activities that include researching the cost of sports medicine supplies, demonstrate taping techniques, and the forming of a safety committee to devise a plan to minimize risk to a team, athletes or clients. Heavy emphasis is placed on careers within Athletic Training and Fitness.
III. **Style** – the reading level is appropriate for high school students. The text is attractive in appearance with color used appropriately. The activities are designed to meet student interests and abilities. Sentence structure is appropriate for high school students. Information about professional organizations is included.
IV. **Illustrations** – Illustrations are appropriately labeled. In addition to photographs that depict each gender and multiple ethnicities, the text includes charts and diagrams for students to interpret.
V. **Instructional Supplements** – Instructor Resources CD-ROM with an Instructor's Manual, Instructor Slides created with PowerPoint® that include full-color images and 3-D animations, and an ExamView® Computerized Testbank

Sub-Committee Chairperson Date 3/20/2017
Sean Hoppe, Mack Harvey (Dutch Fork High School)
Tim Kinney, Susan Statler (Irmo High School)
Tasha Bowman, Karen Edwards (Spring Hill High School)
Carrie Waring (CATS – parent and SPED)
Dr. Al Gates (Assistant Director)

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

Harry Al Gates per R.D.

File: IFAA-E2

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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: Dr. Christina S. Melton
Chief Instructional Officer

Date: May 2, 2017

Re: May 8, 2017 Board Meeting
Discussion: Approval of Proposed Revisions
Board Policy IHAM "Health Education"

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

Recommendation: The administration recommends the proposed revisions to Board Policy IHAM "Health Education" move to First Reading.

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

Attachments: Current Board Policy IHAM "Health Education"
Proposed revisions to Board Policy IHAM "Health Education"

IHAM
Health Education

Purpose: To establish the board's vision for health education.

The school district is committed to a sound, comprehensive health education program that is an integral part of each student's general education.

The district will fulfill its responsibility for meeting the health needs of children and youth through a comprehensive program of health education in grades kindergarten through twelve.

Comprehensive health education includes instruction that maintains, reinforces or enhances the health, health-related skills, and health attitudes and practices of children and youth that are conducive to their good health. Instruction will promote skills, practices and attitudes which promote wellness, health maintenance and disease prevention. Instruction also will include reproductive health education, family life education and pregnancy prevention education, stressing abstinence from sexual activity is the only certain means for the prevention of pregnancy, and stressing the importance of abstinence from sexual activity until marriage, in accordance with state law.

The administration will develop a method whereby principals notify parents/legal guardians of students in the relevant grades of the content of the instructional materials concerning reproductive health, family life, sexually transmitted diseases and pregnancy prevention. The notice will inform parents/legal guardians of their option to exempt their child from this instruction.

Teachers who provide instruction in family life and sex education will have professional preparation in the subject area, either at the pre-service or inservice level.

Teaching about drugs, alcohol and tobacco

All schools in the district will teach the nature of alcohol and narcotics and their effects upon the human system. Schools should help students develop an awareness of the consequences of the use and abuse of alcoholic drinks and drugs. Instruction will emphasize problems related to their use, pharmacological aspects, physiological effects and the impact upon the total community. Schools will present drug education as thoroughly, and in the same manner, as all other required subjects.

HIV/AIDS education

The district will teach students about the life-threatening dangers of acquired immunodeficiency syndrome (AIDS) and its prevention. The district will develop an AIDS prevention education program in consultation with teachers, administrators, parents/legal guardians and other community members including, but not limited to, persons from medical, public health and mental health organizations and agencies. The curriculum for AIDS prevention education will be designed to teach students which behaviors place a person dangerously at risk of infection by the human immunodeficiency virus (HIV) and methods to avoid such risk including the following.

- dangers of drug abuse, especially involving the use of hypodermic needles
- dangers of sexual intercourse, with or without condoms

The program of AIDS prevention education will stress the life-threatening dangers of contracting AIDS and will stress that abstinence from sexual activity is the only certain means for the prevention of the spread or contraction of the AIDS virus through sexual contact. . Other agency presentations approved by South Carolina Healthy Schools will be added to assist in teaching the information.

Adopted 8/1/73; Revised 3/27/82, 1/21/85, 2/6/89, 4/9/12

Legal references:

S.C. Code, 1976, as amended:

Sections 59-29-20, 59-29-30, 59-29-40 - Instruction required regarding the effects of alcohol and narcotics.

Section 59-32-10, *et seq.* - Comprehensive Health Education Act.

Section 59-10-10, *et seq.* - Students Health and Fitness Act of 2005.

State Board of Education Regulations:

R-43-231, 43-232, 43-234 - Basic program; defined program.

Suggested Policy Revisions
Discussion 5.8.17

DRAFT IHAM
Health Education

Issued ~~4/12~~

Purpose: To establish the board's vision for health education.

The school district is committed to a sound, comprehensive health education program that is an integral part of each student's general education.

The district will fulfill its responsibility for meeting the health needs of children and youth through a comprehensive program of health education in grades **pre**-kindergarten through 12.

The district will comply with the requirements of the Comprehensive Health Education Act, Section 59-29-100, Code of Laws of South Carolina, 1976; the 2005 Student Health and Fitness Act; and the South Carolina Physical Education Standards regarding physical education and activity.

Comprehensive health education includes instruction that maintains, reinforces or enhances the health, health-related skills, and health attitudes and practices of children and youth that are conducive to their good health. Instruction will promote skills, practices and attitudes which promote wellness, health maintenance and disease prevention.

Instruction ~~also~~ will include **sexual abuse and assault prevention, domestic violence, cardiopulmonary resuscitation (CPR), automated external defibrillator (AED) awareness,** reproductive health education, family life ~~education~~ and pregnancy prevention education~~, stressing abstinence.~~ **Abstinence** from sexual activity is the only certain means for the prevention of pregnancy**. In accordance with State law, ~~and stressing~~** the importance of ~~abstinence~~ **abstaining** from sexual activity until marriage **will be emphasized ~~in accordance with state law~~**.

The administration will develop a method whereby principals notify parents/legal guardians of students in the relevant grades of the content of the instructional materials concerning reproductive health, family life, sexually transmitted diseases, ~~and~~ pregnancy prevention**, hands-only CPR, and AED awareness**. The notice will inform parents/legal guardians of their option to exempt their child from this instruction. **A waiver for CPR and AED awareness instruction is also provided in the event of student absence on the day of instruction, or if a student with a disability whose individualized education program indicates such student is unable to complete all or a portion of the hands-only CPR requirement.**

Teachers who provide instruction in family life and sex education will have professional preparation in the subject area, either at the pre-service or in-service level.

Teaching about drugs, alcohol and tobacco

All schools in the district will teach the nature of alcohol and narcotics and their effects upon the human system. Schools should help students develop an awareness of the consequences of the use and abuse of alcoholic drinks and drugs. Instruction will emphasize problems related to their use, pharmacological aspects, physiological effects and the impact upon the total community. Schools will present drug education as thoroughly, and in the same manner, as all other required subjects.

HIV/AIDS education

The district will teach students about the life-threatening dangers of acquired immunodeficiency syndrome (AIDS) and its prevention. The district will develop an AIDS prevention education program in consultation with teachers, administrators, parents/legal guardians and other community members including, but not limited to, persons from medical, public health and mental health organizations and agencies. The curriculum for AIDS prevention education will be designed to teach students which behaviors place a person dangerously at risk of infection by the human immunodeficiency virus (HIV) and methods to avoid such risk including the following.

- dangers of drug abuse, especially involving the use of hypodermic needles
- dangers of sexual intercourse, with or without condoms

The program of AIDS prevention education will stress the life-threatening dangers of contracting AIDS and will stress that abstinence from sexual activity is the only certain means for the prevention of the spread or contraction of the AIDS virus through sexual contact. Other agency presentations approved by South Carolina Healthy Schools will be added to assist in teaching the information.

Adopted 8/1/73; Revised 3/27/82, 1/21/85, 2/6/89, 4/9/12

Legal references:

S.C. Code, 1976, as amended:

Sections 59-29-20, 59-29-30, 59-29-40 - Instruction required regarding the effects of alcohol and narcotics.

Section **59-29-100,** 59-32-10, *et seq.* - Comprehensive Health Education Act.

Section 59-10-10, *et seq.* - Students Health and Fitness Act of 2005.

State Board of Education Regulations:

R-43-231, 43-232, 43-234 - Basic program; defined program.

Exhibit H

EXHIBIT H

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Stephen W. Hefner, Superintendent

From: Mr. Len Richardson
Chief Financial Officer

Date: May 2, 2017

Re: May 8, 2017 Board Meeting
Discussion: Approval of Proposed Revisions
Board Policy ADF "School Wellness"

Item: Proposed revisions to Board Policy ADF "School Wellness" is attached in draft form, along with the current Board Policy School Wellness.

Recommendation: The administration recommends the proposed revisions to Board Policy ADF "School Wellness" move to First Reading.

Todd A. Bedenbaugh, Director of Student Nutrition will be present to answer any questions you may have regarding these revisions.

Attachments: Current Board Policy ADF "School Wellness"
Proposed revisions to Board Policy ADF "School Wellness"

Policy«»ADF« School Wellness

Issued 9/11

Purpose: To establish the board's vision for nutrition, physical education and physical activity in the schools.

Local wellness

School District Five of Lexington and Richland Counties is committed to providing a school environment that enhances learning and development of lifelong wellness practices.

To accomplish these goals the district will assure the following.

- Child nutrition programs comply with federal, state and local requirements. Child nutrition programs are accessible to all children.
- Sequential and interdisciplinary nutrition education is provided and promoted.
- Patterns of meaningful physical activity should be incorporated into the school day as much as possible.
- All foods provided through School District Five Food Services adhere to food safety and security guidelines.
- The school environment is safe, comfortable and pleasing and allows ample time and space for eating meals. Food and/or physical activity are not used as a reward or punishment.

Nutrition education

- Require that school cafeteria managers meet with student advisory committees in grades 4 through 12 a minimum of twice a year.
- Ensure that school food service meals not only provide the optimal nutrition that students need for growth, development and academic achievement, but also support the development of healthful eating behaviors in students, including their learning to eat a variety of foods.
- Provide information on calories, percentages of fat and serving sizes of school meal items to help children select appropriate portions of food.
- Encourage input regarding the selection of food items to be offered at all grade levels in the school meal programs by promoting and encouraging student and parent/legal guardian participation in taste-testing events and in menu-review panels.
- Schools will not use foods of minimal nutritional value as a reward.
- Nutrition education will be incorporated into classroom instruction when appropriate and in the school dining area.

Nutritional guidelines for foods on school campus

- Ensure that school food service meals are made attractive to students by appealing to their taste preferences and meeting their cultural needs.

- Encourage students to eat school meals by offering a choice of entrées at lunch - a minimum of 2 in elementary schools, 3 in middle and junior high schools (one choice may be an entrée salad) and 4 in high schools (one choice may be an entrée salad).

- Allow students to purchase at a la carté prices additional servings of any food item that is part of a reimbursable school meal (serving sizes should be comparable to those of the meal components).

- Offer a minimum of 3 milk choices (1% fat and nonfat) for all grade levels at breakfast and lunch. Restrict access to whole milk.

- Offer a low-fat meal choice (30% or less of calories from fat) at every meal.

- Offer a minimum of 4 choices of fruits and vegetables daily, including fresh fruits and vegetables in season at all grade levels (salad bars or prepackaged salads may be included).

- Provide low-fat and non-fat salad dressings.

- Offer whole-grain foods in all programs at all grade levels if possible to meet bread and cereal requirements.

- Encourage preschool, kindergarten and elementary students to try a variety of foods by serving the full reimbursable meal.

- Ensure that all foods and beverages sold or otherwise made available at any public school site through District Five Food Services provide the optimal nutrition that students need for growth, development and academic achievement as well as development of healthful eating behaviors.

- Limit single-serving food items sold to students to the following maximum portion sizes: 1.25 ounces for snacks (including baked chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruits, jerky); 2 ounces for cookies or cereal bars; 3 ounces for other bakery items (sweet rolls, muffins, etc.); 4 ounces for frozen desserts, including ice cream; 8 ounces for yogurt (not frozen); and 1/2 cup for fried potatoes or other fried vegetables.

- Ensure that single servings of entrée items and side dishes are no larger than the portions of those foods served by school food services.

- Offer fruits and vegetables for sale at any location on the school site where foods are sold.

- Make the following beverages available to all students: low-fat or nonfat milk, water and 100% juices that do not contain added sugars or sweeteners.

- Sell no beverage - except water or reduced-fat milk - in portions larger than 20 ounces.

- During the instructional day, only allow food that comes from home with the purpose of sharing among the students to be store bought, packaged foods.

Physical education and activity

- The district will comply with the requirements of the Comprehensive Health Education Act, Section 59-29-100, Code of Laws of South Carolina, 1976; the 2005 Student Health and

Fitness Act 102; and the South Carolina Physical Education Standards regarding physical education and activity.

- Students in grades K through 8 will participate annually in physical education designed to facilitate the development of the knowledge, attitudes and skills to live a physically active lifestyle and maintain health-related fitness.

- A physical activity coordinator, who is a certified physical education teacher, will be designated in each elementary school to coordinate physical activity initiatives.

- Middle school students (grades 6 through 8) will participate annually in physical education for at least 9 weeks.

- Students in grades 9 through 12 will successfully complete a minimum of one Carnegie unit in physical education or ROTC prior to graduation, with half of the course addressing personal fitness and wellness, in addition to lifetime fitness.

- Student health-related fitness reports will be shared with parents/legal guardians at the fifth grade, eighth grade and high school level.

- The district will establish a Coordinated School Health Advisory Council to assess, implement and monitor district/school health policies and programs and develop school health improvement plans to be included in the required district strategic plan.

- Administrators and staff will promote a school environment which is supportive of physical activity. Staff is encouraged to model physical activity by participating, as appropriate, in physical activities with children. A staff wellness program, including physical activity, will be offered to all district employees.

- Withholding participation in recess or other physical activity as a disciplinary action is not allowed.

Adopted 8/28/06; Revised 5/9/11, 9/26/11

Legal references:

Federal Legislation:

The Child Nutrition and WIC Reauthorization Act of 2004.

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

Students Health and Fitness Act of 2005 (Chapter 10 of Title 59: Physical Education, School Health Services and Nutritional Standards - Sections 1, 2 and 3).

Section 59-29-80 - Courses in physical education; ROTC programs.

Section 59-29-100 - Supervision of administration of physical education program by state superintendent of education.

Section 59-32-30 (A)(1)-(3) - Local school boards to implement comprehensive health education program; guidelines and restrictions.

State Board of Education Regulations:

R-43-168 - Nutrition standards for elementary (K-5) school food service meals and competitive foods.

R-43-231 - Defined program, grades K-5.

R-43-323 - Defined program, grades 6-8.

R-43-234 - Defined program, grades 9 - 12.

R-43-238 - Health education requirements.

State Board of Education Academic Standards:

2009 SC Health and Safety Education Academic Standards.

2008 SC Physical Education Academic Standards.

Other references:

National Standards for Physical Education, NASPE (National Association for Sport and Physical Education).

National Health Education Standards, Joint Committee on National Health Education Standards.

Dietary Guidelines for Americans.

Policy« »ADF« School Wellness

Issued 9/11

~~Purpose: To establish the board's vision for nutrition, physical education and physical activity in the schools.~~

Local wellness

~~School District Five of Lexington and Richland Counties is committed to providing a school environment that enhances learning and development of lifelong wellness practices.~~

~~To accomplish these goals the district will assure the following~~.

- ~~Child nutrition programs comply with federal, state and local requirements. Child nutrition programs are accessible to all children.~~
- ~~Sequential and interdisciplinary nutrition education is provided and promoted.~~
- ~~Patterns of meaningful physical activity should be incorporated into the school day as much as possible.~~
- ~~All foods provided through School District Five Food Services adhere to food safety and security guidelines.~~
- The school environment is safe, comfortable and pleasing and allows ample time and space for eating meals. Food and/or physical activity are not used as a reward or punishment.

Wellness Promotion and Marketing

- **Local wellness policy goals shall be considered in planning all school-based activities such as school events, field trips, dances and assemblies**
- **Principals shall encourage staff to model healthy behaviors including healthy eating and physical activity. To the extent feasible, staff shall model healthy behaviors for students, including healthy eating/drinking and physical activity.**
- **Schools shall not use foods or beverages as rewards for academic performance or good behavior. Schools shall not withhold food or beverages as punishment. Teachers are provided with a list of alternative ideas. Using physical activity as a reward when feasible is highly recommended.**
- **Schools shall not deny a student participation in recess or other physical activities as a form of discipline or for classroom make up time. School shall not use physical activity e.g. running laps, pushups as a form of punishment.**
- **Schools shall promote healthy food items including fruits, vegetables, whole grains, and low-fat dairy products. Promotions can include taste tests, posters and signage highlighting healthy items on the menu during morning announcements etc. Source: (https://www.fns.usda.gov/farmtoschool/farm-school) & (http://www.smarterlunchrooms.org).**

- **Schools shall encourage participation in after-school sports, intramurals and other non-competitive physical activity programs via in school announcements, school newsletters, posters, etc.**
- **Healthy Nutrition and physical activity shall be incorporated into family events provided throughout the school year.**
- **Only foods and beverages that meet Smart Snacks in school nutrition standards can be marketed and advertised on school property.**
- **It is recommended that schools avoid participation in fundraising or corporate incentive programs that promote a message inconsistent with the goals of the school districts for a healthy school community.**

Nutrition education

- ~~Require that school cafeteria managers meet with student advisory committees in grades 4 through 12 a minimum of twice a year.~~

- ~~Ensure that school food service meals not only provide the optimal nutrition that students need for growth, development and academic achievement, but also support the development of healthful eating behaviors in students, including their learning to eat a variety of foods~~.

- Provide information on calories, percentages of fat and serving sizes of school meal items to help children select appropriate portions of food.

- ~~Encourage input regarding the selection of food items to be offered at all grade levels in the school meal programs by promoting and encouraging student and parent/legal guardian participation in taste-testing events and in menu-review panels.~~

- ~~Schools will not use foods of minimal nutritional value as a reward~~.

- ~~Nutrition education will be incorporated into classroom instruction when appropriate and in the school dining area.~~
  - **Students shall receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors such as acquiring skills for reading food labels and menu planning. Nutrition education shall be offered weekly in grades K-5, annually in grades 6 – 8 and at least one time in the required health education instruction for high school graduation. (Source: http://www.fns.usda.gov/school-meals/regulations: http://www.scstatehouse.gov/code/t59c010.php; http://www.scstatehouse.gov/code/t59c032.php).**
  - **Nutrition education shall be part of a sequential comprehensive standards based health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition education may also be integrated into other areas of the curriculum.**
  - **Nutrition education shall be linked with the school food environment.**

Nutritional guidelines for foods on school campus

- ~~Ensure that school food service meals are made attractive to students by appealing to their taste preferences and meeting their cultural needs.~~
- ~~Encourage students to eat school meals by offering a choice of entrées at lunch – a minimum of 2 in elementary schools, 3 in middle and junior high schools (one choice may be an entrée salad) and 4 in high schools (one choice may be an entrée salad).~~
- ~~Allow students to purchase at a la carté prices additional servings of any food item that is part of a reimbursable school meal (serving sizes should be comparable to those of the meal components).~~
- ~~Offer a minimum of 3 milk choices (1% fat and nonfat) for all grade levels at breakfast and lunch. Restrict access to whole milk.~~
- ~~Offer a low-fat meal choice (30% or less of calories from fat) at every meal.~~
- ~~Offer a minimum of 4 choices of fruits and vegetables daily, including fresh fruits and vegetables in season at all grade levels (salad bars or prepackaged salads may be included).~~
- ~~Provide low-fat and non-fat salad dressings.~~
- ~~Offer whole-grain foods in all programs at all grade levels if possible to meet bread and cereal requirements.~~
- ~~Encourage preschool, kindergarten and elementary students to try a variety of foods by serving the full reimbursable meal.~~
- ~~Ensure that all foods and beverages sold or otherwise made available at any public school site through District Five Food Services provide the optimal nutrition that students need for growth, development and academic achievement as well as development of healthful eating behaviors.~~
- ~~Limit single-serving food items sold to students to the following maximum portion sizes: 1.25 ounces for snacks (including baked chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruits, jerky); 2 ounces for cookies or cereal bars; 3 ounces for other bakery items (sweet rolls, muffins, etc.); 4 ounces for frozen desserts, including ice cream; 8 ounces for yogurt (not frozen); and 1/2 cup for fried potatoes or other fried vegetables.~~
- ~~Ensure that single servings of entrée items and side dishes are no larger than the portions of those foods served by school food services.~~
- ~~Offer fruits and vegetables for sale at any location on the school site where foods are sold.~~
- ~~Make the following beverages available to all students: low-fat or nonfat milk, water and 100% juices that do not contain added sugars or sweeteners.~~
- ~~Sell no beverage – except water or reduced-fat milk – in portions larger than 20 ounces.~~
- During the instructional day, only allow food that comes from home with the purpose of sharing among the students to be store bought, packaged foods.

Nutrition Standards for Competitive and Other Foods and Beverages

- **All foods and beverages sold on campus shall comply with current USDA Smarts Snacks standards including vending machines, a la carte foods, beverage contracts, concession stands, classroom parties, and celebrations. (Source: http://www.fns.usda.gov/sites/default/files/allfoods_flyer.pdf)**
- **Fundraising activities with any food items must be sold thirty minutes after the school day ends.**
- **Students shall be provided access to drinking water throughout the school day.**
- **The district standard is no competitive foods will be sold during the school day on school campuses.**
  - No outside commercial foods are to be brought in during the school day and sold to students (School day ends 30 minutes after the last scheduled bell).
  - Food brought from home for the purpose of distribution must be store-bought and in the original package with nutritional label.

-Schools should limit celebrations that involve food during the school year

Standards for USDA School Meals

- **Child nutrition programs e.g. school lunch, school breakfast, after school snacks and summer food service shall comply with Federal, State, and Local requirements and shall be accessible to all students. (Source: http://www.fns.usda.gov/school-meals/regulations)**
- **The USDA Professional Standards for State and Local Nutrition Programs are followed to ensure professional development in the area of food and nutrition is provided for food service directors, managers and staff.**
- **Qualified child nutrition professionals shall provide all students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students.**
- **The school nutrition environment shall be safe, comfortable, and pleasing. The school nutrition environment shall allow students with ample space and at least 20 minutes to consume their meal after obtaining food.**
- **The nutritional content of meals shall be shared and publicized with students and parents on the district website http://www.lexrich5.org.**
- **Applications for free and/or reduced priced meals are sent home to all families at the beginning of the school year. The application is also available on the district website (http://www.lexrich5.org).**
- **Students shall be made aware of the availability of water during meals and students shall be allowed access to water throughout the meal period.**
- **Students will not be allowed to leave school campus.**

Physical education and activity

• The district will comply with the requirements of the Comprehensive Health Education Act, Section 59-29-100, Code of Laws of South Carolina, 1976; the 2005 Student Health and Fitness Act 102; and the South Carolina Physical Education Standards regarding physical education and activity.

- **The physical education curriculum for grades K-12 shall be aligned with established South Carolina Academic Standards for Physical Education, the 2005 Student's Health and Fitness Act and the Defined Minimum Program. (Source: https://ed.sc.gov/scdoe/assets/File/instruction/standards/PE/2014AcademicStandardsforPhysicalEducation.pdf and (http://www.ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/SHFA2005.pdf)**

~~• Students in grades K through 8 will participate annually in physical education designed to facilitate the development of the knowledge, attitudes and skills to live a physically active lifestyle and maintain health-related fitness.~~

~~• A physical activity coordinator, who is a certified physical education teacher, will be designated in each elementary school to coordinate physical activity initiatives.~~

~~• Middle school students (grades 6 through 8) will participate annually in physical education for at least 9 weeks.~~

~~• Students in grades 9 through 12 will successfully complete a minimum of one Carnegie unit in physical education or ROTC prior to graduation, with half of the course addressing personal fitness and wellness, in addition to lifetime fitness.~~

~~• Student health-related fitness reports will be shared with parents/legal guardians at the fifth grade, eighth grade and high school level.~~

~~• The district will establish a Coordinated School Health Advisory Council to assess, implement and monitor district/school health policies and programs and develop school health improvement plans to be included in the required district strategic plan.~~

~~• Administrators and staff will promote a school environment which is supportive of physical activity. Staff is encouraged to model physical activity by participating, as appropriate, in physical activities with children. A staff wellness program, including physical activity, will be offered to all district employees.~~

~~• Withholding participation in recess or other physical activity as a disciplinary action is not allowed.~~

- **The school district shall provide opportunities for ongoing professional development for all teachers and volunteers on the importance of physical activity**

for students and the relationship of physical activity and good nutrition to academic performance and healthy lifestyles.

- **Students and staff shall be given opportunities for physical activity during the school day, known as Comprehensive School Physical Activity through physical education (PE) classes, daily recess periods lasting at least 20 minutes for elementary school students, physical activity breaks, the integration of physical activity into the academic curriculum, and opportunities before and after school. This shall not include transition times. (https://www.cdc.gov/healthyschools/physicalactivity/cspap.htm).**
- **Schools shall promote walking and biking to school. (Source: http://www.saferoutespartnership.org)**
- **Physical activity opportunities may be provided at the school for families and community members.**
- **The school district shall develop joint use agreement with community partners or adopt the South Carolina model policy Open Community Use of School Recreational Areas (KFA) to provide expanded physical activity opportunities for all students, families and community members. (Source: http://www.scdhec.gov/Health/Nutrition/ResourcesforCommunityPartners).**

Implementation, Evaluation, and Communication

- **The District Health Advisory Council shall meet on a regular basis during the school year. (http://www.fns.usda.gov/school-meals/regulations).**
- **At a minimum, the District Health Advisory Council shall permit participation by the public and the school community including parents, students, and representatives of school food authority, teachers of physical education, community health professionals, the school board, and school administrators. (http://www.fns.usda.gov/school-meals/regulations *& SHFA)***
- **The school district has established a wellness policy leadership official(s) who have the authority and responsibility to ensure each school complies with the policy e.g. superintendent, or designee at the school district and principal or designee at the school. (http://www.fns.usda.gov/school-meals/regulations)**
- **The school district shall conduct an assessment of the wellness policy at least once every three years to determine compliance with the policy, to compare with model wellness policies, and to monitor progress. The triennial assessment including progress toward meeting the goals of the policy shall be shared with the public.**

Adopted 8/28/06; Revised 5/9/11, 9/26/11

Legal references:

Federal Legislation:

The Child Nutrition and WIC Reauthorization Act of 2004.

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

Students Health and Fitness Act of 2005 (Chapter 10 of Title 59: Physical Education, School Health Services and Nutritional Standards - Sections 1, 2 and 3).

Section 59-29-80 - Courses in physical education; ROTC programs.

Section 59-29-100 - Supervision of administration of physical education program by state superintendent of education.

Section 59-32-30 (A)(1)-(3) - Local school boards to implement comprehensive health education program; guidelines and restrictions.

State Board of Education Regulations:

R-43-168 - Nutrition standards for elementary (K-5) school food service meals and competitive foods.

R-43-231 - Defined program, grades K-5.

R-43-323 - Defined program, grades 6-8.

R-43-234 - Defined program, grades 9 - 12.

R-43-238 - Health education requirements.

State Board of Education Academic Standards:

2009 SC Health and Safety Education Academic Standards.

2008 SC Physical Education Academic Standards.

Other references:

National Standards for Physical Education, NASPE (National Association for Sport and Physical Education).

National Health Education Standards, Joint Committee on National Health Education Standards.

Dietary Guidelines for Americans.