district five
OF LEXINGTON & RICHLAND COUNTIES

AGENDA
BOARD OF TRUSTEES
REGULAR MEETING
DUTCH FORK HIGH SCHOOL'S MEDIA CENTER
SEPTEMBER 10, 2018

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

2. Approval of the agenda

3. Enter executive session to consider the following:

   a. "A review and discussion of the development of additional security procedures, personnel or devices necessary to enhance safety at school events." This discussion is being held in Executive Session pursuant to S.C. Code Ann. Section 30-4-70.
   b. Selected employment items (Exhibit A)

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

5. Welcoming remarks

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

7. Pledge of Allegiance – Holly Buxton, Student Body President, Dutch Fork High School

8. School Board Spotlight

9. Approval of the minutes of the August 13, 2018 board meeting

10. Welcome and brief overview of Dutch Fork High School by Dr. Gerald Gary, Principal

11. Superintendent's Report

    a. Capital Budget Report
    b. Update: 10-Day Enrollment
    c. Professional Development School-District (PDS-D)

12. Public participation*

ACTION AGENDA

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

14. Second and final reading of proposed new Board Policy IKADD "Content and Credit Recovery" and Administrative Rule IKADD-R "Content and Credit Recovery" and IKADD-E "Credit Recovery Application" (Exhibit B)

15. Second and final reading of proposed new Board Policy IKFC "Employability Credential" and Administrative Rule IKFC-R "Employability Credential" (Exhibit C)

16. First reading approval of proposed revisions to board policy KBB "Parent Rights and Responsibilities" (Exhibit D)

DISCUSSION AGENDA

17. Proposed Superintendent's 2018-2019 goals (Exhibit E)

18. Adjourn

INFORMATION AGENDA

19. The next board meeting will be September 24, 2018 at Irmo Middle 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 will be handled in accordance with board policy BEDH.

district five
OF LEXINGTON & RICHLAND COUNTIES

Minutes/August 13, 2018

The Board of Trustees of School District Five of Lexington and Richland Counties met at The Center for Advanced Technical Studies with the following members present:

Mr. Robert Gantt, Chairman
Mr. Larry Haltiwanger, Vice Chairman
Mrs. Ellen Baumgardner, Secretary
Mr. Michael Cates
Mrs. Jan Hammond
Ms. Beth Hutchison
Mr. Ed White
Dr. Christina Melton, District Superintendent

The following staff were in attendance:

Ms. Katrina Goggins, Director, Office of Communications
Dr. Michael Guliano, Chief Instructional Officer
Dr. Michael Harris, Chief Planning and Administrative Officer
Dr. Allison Jacques, Chief Human Resources Officer
Mr. Len Richardson, Chief Finance Officer

Chairman Gantt gave welcoming remarks.

The Invocation was given by Ed White, Board of Trustees. The Pledge of Allegiance was led by Ellen Baumgardner, Board of Trustees.

The Board conducted the School Board Spotlight.

A welcome and brief overview of The Center for Advanced Technical Studies was given by Dr. Al Gates, Director.

During the Superintendent's Report, Michael Guliano presented a report on Read to Succeed; and Vann Holden presented an update on Every Student Succeeds Act (ESSA) – New State Accountability Model.

During the public participation, Kim Murphy spoke regarding a forensic audit.

Dr. Michael Harris presented proposed revisions to board policy KBB "Parent Rights and Responsibilities" (Exhibit F).

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of August 13, 2018

	BAUMGARDNER	CATES	GANTT	HALTIWANGER	HAMMOND	HUTCHISON	WHITE
1. M. Hutchison S. Cates Approve the agenda	X	X	X	X	X	X	A
2. M. Haltiwanger S. Cates Enter executive session to consider the following : a) receipt of advice regarding borrowing capacity ; b) contractual matter : regarding design services for new elementary school ; c) request for approval of instruction at a place other than school (Exhibit A) ; and d) selected employment items (Exhibit B)	X	X	X	X	X	X	A
3. M. Hutchison S. Baumgardner Approve the minutes of the July 16, 2018 board meeting and the August 6, 2018 special-called meeting	X	X	X	X	X	X	X
4. M. Cates S. Hutchison I move that the Board authorize the Administration to enter a contract with Quackenbush Associates for Programming Services for a new elementary school not to exceed $118,000. Quackenbush is the highest ranked firm for design for the new elementary school and to meet the timeline for the new elementary school we have determined that moving forward with programming while we complete negotiations on the entire design contract are in the best interests of the District. The parties have agreed that these services and their cost will be excluded from the final design contract.	X	X	X	X	X	X	X
5. M. Haltiwanger S. Baumgardner Approve the request for instruction at a place other than school (Exhibit A)	X	X	X	X	X	X	X
6. M. Baumgardner S. Hutchison Approve the selected employment items (Exhibit B)	X	X	X	X	X	X	X

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

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of August 13, 2018

	BAUMGARDNER	CATES	GANTT	HALTIWANGER	HAMMOND	HUTCHISON	WHITE
7. M. Baumgardner S. Hammond Approve first reading of proposed new Board Policy IKADD "Content and Credit Recovery" and Administrative Rule IKADD-R "Content and Credit Recovery" and IKADD-E "Credit Recovery Application" (Exhibit C)	X	X	X	X	X	X	X
8. M. Hutchison S. Hammond Approve first reading of proposed new Board Policy IKFC "Employability Credential" and Administrative Rule IKFC-R "Employability Credential" (Exhibit D)	X	X	X	X	X	X	X
9. M. Cates S. Baumgardner Approve the appointment of Robert A. Milam III to the Richland County Board of Assessment (Exhibit E).	X	X	X	X	X	X	X
10. M. Baumgardner S. Hutchison Adjourn at 8:08 p.m.	X	X	X	X	X	X	X

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

Exhibit A

Exhibit B

EXHIBIT B

district five

MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Christina S. Melton, Superintendent

From: Michael Guliano MG
Chief Instructional Officer

Date: August 27, 2018

Re: September 10, 2018 Board Meeting
Second Reading: Approval of New Policies

- Board Policy IKADD "Content and Credit Recovery"
- Administrative Rule IKADD-R "Content and Credit Recovery"
- Exhibit IKADD-E "Credit Recovery Application"

Item: Proposed new Board Policy IKADD "Content and Credit Recovery", new Administrative Rule IKADD-R "Content and Credit Recovery", and new Exhibit IKADD-E "Credit Recovery Application" are attached for your review.

Recommendation: The administration recommends the proposed new Board Policy (IKADD "Content and Credit Recovery"), new Administrative Rule (IKADD-R "Content and Credit Recovery"), and new Exhibit (IKADD-E "Credit Recovery Application") passes Second Reading for approval.

I will be present to answer any questions you may have regarding the addition of these new items.

Attachments: New Board Policy IKADD "Content and Credit Recovery"
New Administrative Rule IKADD-R "Content and Credit Recovery"
New Exhibit IKADD-E "Credit Recovery Application"

Recommended New Policy
Second Reading 9/10/18

CONTENT AND CREDIT RECOVERY

IKADD
DRAFT

Students who have been unsuccessful in mastering content or skills required to receive course credit may be offered the opportunity to participate in the district's content or credit recovery programs.

Content Recovery

The district's content recovery program consists of a course-specific, skill-based learning opportunity for students who are still enrolled in a course with the original teacher of record assigned by the school who have not achieved mastery of course content that has already been addressed. Content recovery allows a student to retake a subset of a course, including a single unit, more than one unit, or other supplemental assignments/activities assigned and approved by a certified teacher as needed for the student to achieve mastery of the course content.

Credit Recovery

The district's credit recovery program consists of a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit in a given course. The program is designed for students who are no longer enrolled in a course but who have achieved sufficient mastery to benefit from a block of instruction, less than the entirety of the course, which targets specific components or a subset of standards to address the student's deficiencies.

There will be no increase in the GPA of a student who achieves credit for a credit recovery course. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

Student Athletes

Student athletes and their parents/legal guardians should be aware that current National Collegiate Athletic Association (NCAA) rules place strict limitations on credits earned through credit recovery programs. Participation in these programs **are likely to affect a student's eligibility for NCAA play** (i.e., VirtualSC credit recovery courses are not approved by the NCAA). ~~Consult the district athletic director for more information.~~ Consult the school's athletic director and the school counselor for more information.

Issued ^

Recommended New Administrative Rule
Second Reading 9/10/18

CONTENT AND CREDIT RECOVERY

IKADD-R
DRAFT

School administrators will coordinate with staff members to identify students appropriate for participation in content and credit recovery programs.

Content Recovery

Students must be currently enrolled in a course to participate in content recovery.

Eligibility

Students are eligible for participation in content recovery through the recommendation of their classroom teacher based upon a variety of factors including, but not limited to, documented student performance on formative and summative classroom assessments, student attendance patterns, and course content and curriculum pacing.

Students are generally not limited in the amount of courses for which they may participate in content recovery; however, school administrators may elect to limit participation based upon parent/legal guardian and/or teacher recommendation. Students are limited to one attempt for each credit recovery assignment.

Grading

Content recovery assignments must be completed no later than ten school days after the date they are assigned. Seniors must complete any content recovery assignments no later than the last day of senior exams. Upon satisfactory completion of all assigned work within the time allowed, the teacher will factor the content recovery grade in with the currently recorded grade for that subset of the course by averaging the student's initial grade for the nine weeks with the content recovery grade for that nine weeks.

Credit Recovery

Students must have previously failed a course to be eligible for credit recovery. Participation in credit recovery will not affect a student's GPA. Should a student wish to modify his/her GPA, he/she should repeat the full course for credit and not seek participation in the credit recovery program.

Eligibility

Students are eligible for a credit recovery course if they have previously taken and failed an initial credit (first attempt) course. Students must have obtained a grade of 50 or higher in the initial credit course, or the student is not eligible for credit recovery and must retake the full course to

receive credit. Students must have met District Five of Lexington and Richland Counties' High School Attendance Guidelines in the initial credit course to be eligible for Credit Recovery in that same course. Students who have already received credit for a course are ineligible to participate in credit recovery to improve their final grade. Students are eligible for a credit recovery course immediately following the academic year/semester they failed an initial credit course. Credit recovery courses may be completed in a summer session or in the next academic school year for the same failed course.

Students will be required to complete an application to request placement in a credit recovery course. Consent of the student's parent/legal guardian must be obtained prior to enrollment.

Only students in grades 9-12 may participate in Credit Recovery.

Instruction and curriculum

The method of instruction for credit recovery courses may vary based upon the district resources available, and includes, but is not limited to, use of an online or computer-based program, VirtualSC, direct instruction by a certified teacher either in person or via distance learning, or blended learning. Individuals charged with facilitating credit recovery courses will receive training in online instruction management and related technology, when applicable.

Each credit recovery course will be based upon state curriculum standards and objectives for the corresponding subject and will be aligned across courses within the district.

Credit recovery course offerings may be limited by the availability of space, facilitators, and appropriate computer-based content and/or due to district budgetary constraints.

Grading

Students are not permitted to remain in a credit recovery course for more than one academic year.

Credit recovery courses taken during the final semester of the school year must be completed by the last day of the academic year. Graduating seniors must complete credit recovery courses no later than the last day of senior exams. Students taking Credit Recovery courses in a summer session must complete the coursework and receive a final grade by August 15. Those seniors who take a Credit Recovery course after the school's graduation date for the spring term will be considered summer graduates and must also complete coursework by August 15.

When a student has shown mastery of the credit recovery material, the student will receive credit for the course. Because end-of-course examinations focus on assessing a student's mastery of an entire course, and credit recovery only focuses on a portion of the course's content, students will not be permitted to retake the exam.

Student grades in credit recovery courses are designed to be GPA-neutral, meaning that the student's GPA will not be affected by the student's grade in the course. The failing grade in the initial credit course will remain on the student's transcript. If the student passes the credit recovery course with a 60 or higher, the passing grade will be entered as "P." If the student does not pass, the failing grade will be entered as "NP." Neither the "P" or "NP" grade designation will impact the student's GPA.

Cost

The district may elect to charge a fee for Credit Recovery courses.
Issued ^

Recommended New Exhibit
Second Reading 9/10/18

FILE: IKADD-E
DRAFT

CREDIT RECOVERY APPLICATION

Student name: _____ Grade level: _____

Name of course(s) to be recovered: _____

_____

To be completed by the student

I understand that School District Five of Lexington Richland Counties' credit recovery program is designed to allow me the opportunity to earn credits towards graduation for courses I have previously taken and failed.

I understand that "Credit Recovery" refers to a block of instruction that is less than the entirety of the course and targets specific components or standards necessary for proficiency in the overall course. I understand that upon passing the credit recovery course with a grade of 60 or higher, I will receive a grade of "P" (pass) and credit for the course. This grade will be recorded on my transcript and denoted that it was completed in the form of credit recovery. My grade in the initial course will remain on my transcript as well. There will be no increase in my GPA for achieving credit for a credit recovery course.

I understand participation in the credit recovery program is likely to affect my eligibility for National Collegiate Athletic Association (NCAA) play.

I have read and understand district policy IKADD, and I, the undersigned, agree to the terms and conditions of the program contained therein.

_____ _____
Student's signature Date of application

_____

To be completed by the parent/legal guardian

I, the parent/legal guardian of the above named student, do hereby give my consent for my child to participate in School District Five of Lexington Richland Counties' credit recovery program.

I have read and understand district policy IKADD, and I, the undersigned, agree to the terms and conditions of the program contained therein.

_____ _____
Parent/Legal guardian's name (please print) Parent/Legal guardian's signature

_____

To be completed by the school upon receipt of completed form

_____ _____ _____
Received on (date) School School designee's signature

Exhibit C

EXHIBIT C

district five

MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Christina S. Melton, Superintendent

From: Michael Guliano MG
Chief Instructional Officer

Date: August 27, 2018

Re: September 10, 2018 Board Meeting
Second Reading: Approval of New Policies
- Board Policy IKFC "Employability Credential"
- Administrative Rule IKFC-R "Employability Credential"

Item: Proposed new Board Policy IKFC "Employability Credential" and new Administrative Rule IKFC-R "Employability Credential" are attached for your review.

Recommendation: The administration recommends the proposed new Board Policy (IKFC "Employability Credential") and the new Administrative Rule (IKFC-R "Employability Credential") passes Second Reading for approval.

I will be present to answer any questions you may have regarding the addition of these new items.

Attachments: New Board Policy IKFC "Employability Credential"
New Administrative Rule IKFC-R "Employability Credential"

Recommended New Policy
Second Reading 9/10/18

EMPLOYABILITY CREDENTIAL

IKFC
DRAFT

Purpose: To establish the program components and criteria for a state-recognized employability credential.

The South Carolina High School Credential course of study is a career-based educational program providing opportunities for students with disabilities to acquire employability skills thereby increasing a student's ability to obtain paid work after high school. Upon completion of the course of study, students will receive a uniform, state-recognized employability credential.

The South Carolina High School Credential program of study is appropriate for students with disabilities whose individualized education program (IEP) team determines, and agrees in writing, that a traditional high school diploma would not provide a free appropriate public education (FAPE). Instead, the IEP team believes mastery of a career-based educational program that includes academics, independent work experience, daily living skills, and self-determination skill competencies is the most appropriate way for the student to demonstrate his or her skills and for the district to provide FAPE.

An IEP team's decision to identify the employability credential as the student's expected high school outcome will be based on data which may include, but is not limited to, longitudinal information of grades, standardized achievement assessments, informal and formal transition assessments, adaptive behavior assessments, and work readiness assessments resulting in evidence of skills necessary for independent, competitive employment. The IEP team's decision will be made only after the team considers a variety of program options that may allow the student to pursue a state high school diploma.

Students may earn the state-recognized employability credential by meeting the requirements outlined in administrative rule IKFC-R.

Annual Notification

The district will provide an annual notification to the parent/legal guardian of each student in the program, or directly to each adult student, that the employability credential is not a state high school diploma. While a student working towards the employability credential will receive units on his/her high school transcript for general education academic and/or elective courses and occupational English, math, science, social studies, and career preparation courses, the employability credential can not be utilized to enter a four-year college/university or most two-year colleges/technical schools.

Adopted ^

Legal References:

A. Federal Law:
   1. Individuals with Disabilities Education Act of 1975 (IDEA), 20 U.S.C.A. Section 1400.

B. S.C. Code, 1976, as amended:
   1. Section 59-39-100 - Issuance of uniform diplomas by accredited high school; units required.

C. State Board of Education Regulations:
   1. R43-235 - South Carolina Employability Credential for Students with Disabilities (pending approval by the SC General Assembly, projected effective date 5/25/2018)

EMPLOYABILITY CREDENTIAL

IKFC-R
DRAFT

The South Carolina High School Credential is not intended for students obtaining a state high school diploma, but participation in the program does not preclude a student from obtaining both if appropriate during the lifetime of the student's school career. Additionally, participation in the program does not result in a wavier of a student's entitlement to a free appropriate education as defined in federal law.

Students may earn the state-recognized employability credential by meeting the requirements outlined in administrative rule IKFC-R beginning with 2018-19 grade 9 students.

Students enrolled in grades 10, 11, or 12 in the 2018-19 school year may earn a District-recognized employability credential based upon criteria aligned to the state-recognized employability credential.

Program Participation Determination

Beginning no earlier than the end of a student's eighth grade academic school year, or later if determined by the student's individualized education program (IEP) team, and updated annually thereafter, the IEP team will determine if the student's expected high school outcome will be to attain a state high school diploma, a state-recognized South Carolina High School Credential, or district attendance certificate. The course of study identified in the IEP will match this determination and support the student's postsecondary goals.

Employability Credential Requirements

The South Carolina High School Credential program consists of 24 units of coursework aligned with the Profile of the South Carolina Graduate and the SC College and Career-Ready Standards. These courses may be personalized by content area and may include both credit-bearing (Carnegie) and non-credit bearing (Credential) courses.

Units	Courses
4	ELA
4	Math
2	Science
2	Social Studies
4	Employability Education
1	PE/Health
1	Technology
6	Electives

Additionally, students must:

- develop a career portfolio that includes a multimedia presentation project;

- attain work readiness assessment results that demonstrate the student is ready for competitive employment; and
- complete work-based learning/training that totals at least 360 hours.

Work-based learning/training requirements

Work-based learning and training completed during the program:

- may be school-based, community-based, and/or paid or unpaid employment;
- must be aligned with the student's interests, preferences, and postsecondary goals and individual graduation plan; and
- for paid employment, must pay a minimum wage or above and in compliance with the requirements of the Federal Fair Labor Standards Act.

OPTION: Include additional district guidelines and/or information regarding the South Carolina High School Credential.

Issued ^

Exhibit D

EXHIBIT D

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

TO: Members of the Board of Trustees
Christina S. Melton, Ed.D., Superintendent

FROM: Dr. Michael R. Harris
Chief Planning and Administrative Officer

DATE: August 23, 2018

RE: September 10, 2018 Board Meeting, First Reading.
Proposed Revisions to Board Policy KBB "Parent Rights and Responsibilities"

Recommendation:

The administration recommends that the proposed revisions to Policy KBB "Parent Rights and Responsibilities" proceed to Second Reading approval.

Attachments: Revised Policy KBB "Parent Rights and Responsibilities"
Current Policy KBB "Parent Involvement in Education"

PARENT RIGHTS AND RESPONSIBILITIES

Code **KBB** *Issued*

The board has adopted the following statement on the rights and responsibilities of parents/legal guardians to describe the role of the parent/legal guardian and the role of the school in supporting a successful school experience for each child as well as establishing and maintaining a parent-friendly school setting.

For purposes of this policy, the term "parent" refers to custodial and noncustodial parents.

Generally, it is the intent of the board to recognize all the rights, duties, powers, responsibilities, and authority that, by law, a parent/legal guardian has in relation to his/her child. For example, every parent/legal guardian has the following **rights**:

- to be treated with courtesy by all members of the school staff
- to be respected as an individual regardless of race, color, immigration status, national origin, disability, religion, sex, or age
- to secure as much help as is available from the school district to further the progress and improvement of his/her child
- to receive reasonable protection for his/her child from physical harm while under school authority
- to organize and participate in organizations for parents
- to participate in his/her child's school activities (unless prohibited by court order)

Receiving information

- to be informed of academic requirements of any school program
- to be informed of school policies and administrative decisions
- to be informed of procedures for seeking changes in school policies and for appealing administrative decisions
- to expect that school personnel will make reasonable attempts to ensure that parents/legal guardians receive important school news and messages
- to be informed of education and cultural programs available to public school children

Conferences

- to participate in meaningful parent-teacher conferences to discuss his/her child's school progress and welfare

Records

- to inspect his/her child's education record in conformity with current guidelines established by state and federal law

Additionally, every parent/legal guardian has the following **responsibilities**:

- to make reasonable efforts to provide for the physical needs of the child
- to prepare the child emotionally and socially to make the child receptive to learning and discipline
- to hold high expectations for academic achievement

- to expect and communicate expectations for success
- to recognize that parental involvement in middle, intermediate and high school is equally as critical as in elementary school
- to ensure attendance and punctuality
- to attend, when possible, parent-teacher conferences
- to monitor and check homework
- to communicate with the child's teachers
- to build partnerships with teachers to promote successful school experiences
- to attend, when possible, school events
- to model desirable behaviors
- to use encouraging words
- to stimulate thought and curiosity
- to show support for school expectations and efforts to increase student learning
- to encourage appropriate behavior at school and during school-sponsored events
- to report inappropriate behavior of a student, teacher or any district employee

Cf. KB

Adopted ^

Legal references:

A. Federal Law:
   1. The Family Education Rights and Privacy Act of 1974, 20 U.S.C.A. Section 1232g.

B. S.C. Code, 1976, as amended:
   1. Section 63-5-30 - Parental right to participate in child's school activities unless prohibited by court order.
   2. Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act.
   3. Section 59-59-160 - South Carolina Education and Economic Development Act; parenting counseling conferences.

Policy KBB Parent Involvement In Education

Issued 9/13

Purpose: To establish the board's vision for the rights and responsibilities of the parents/legal guardians of the district's students.

The board has adopted the following statement on the rights and responsibilities of parents/legal guardians to describe the role of the parent/legal guardian and the role of the school in supporting a successful school experience for each child as well as establishing and maintaining a parent-friendly school setting.

For purposes of this policy, the term "parent" refers to custodial and noncustodial parents.

Every parent/legal guardian has the following **rights**.

- to be treated with courtesy by all members of the school staff
- to be respected as an individual regardless of race, creed, national origin, economic status, sex or age
- to secure as much help as is available from the district to further the progress and improvement of his/her child
- to receive reasonable protection for his/her child from physical harm while under school authority
- to organize and participate in organizations for parents/legal guardians
- to participate in his/her child's school activities (unless prohibited by court order)

Special education

- to be informed of all programs in special education
- to appeal and/or deny the placement, in accordance with established guidelines, of his/her child in a special education class

Receiving information

- to be informed of academic requirements of any school program
- to be informed of school policies and administrative decisions
- to be informed of procedures of seeking changes in school policies and for appealing administrative decisions
- to expect that school personnel will make reasonable attempts to ensure that parents/legal guardians receive important school news and messages
- to be informed of education and cultural programs available to public school children

Conferences

- to participate in meaningful parent-teacher conferences to discuss his/her child's school progress and welfare

Records

- to inspect his/her child's education record in conformity with current guidelines established by state and federal governments

Every parent/legal guardian has the following **responsibilities**.

- to make reasonable efforts to provide for the physical needs of the child
- to strive to prepare the child emotionally and socially to make the child receptive to learning and discipline
- to hold high expectations for academic achievement
- to expect and communicate expectations for success
- to recognize that parental involvement in middle and high school is equally as critical as in elementary school
- to ensure attendance and punctuality
- to attend parent-teacher conferences
- to monitor and check homework
- to communicate with the school teachers
- to build partnerships with teachers to promote successful school experiences
- to attend, when possible, school events
- to model desirable behaviors
- to use encouraging words
- to stimulate thought and curiosity
- to show support for school expectations and efforts to increase student learning
- to encourage appropriate behavior at school and during school-sponsored events
- to report inappropriate behavior of a student, teacher or any district employee

Cf. KB

Adopted 9/9/13

Legal references:

United States Code, Annotated:

Section 438 of the General Education Provisions Act, as amended - The Family Education Rights and Privacy Act [20 U.S.C. 1232g].

South Carolina Code of Laws, 1976, as amended:

Section 20-7-100 - Parental right to participate in child's school activities unless prohibited by court order.

Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act.

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

Exhibit E

EXHIBIT E

district five
OF LEXINGTON & RICHLAND COUNTIES

MEMORANDUM

To: Members of the Board of Trustees

From: Christina S. Melton, Ed.D.
Superintendent

Date: September 5, 2018

Re: September 10, 2018 Board Meeting
Discussion Item
Proposed Superintendent's 2018-2019 Goals

Attached for your review are my drafted goals for the 2018-2019 school year. I look forward to receiving your feedback as we work to refine these goals to continue our quest of *"Pursuing Excellence for Tomorrow's Challenges."*

Proposed Superintendent's 2018-2019 Goals

I have identified five (5) overarching areas that will be priorities for the 2018-2019 school year. In order to achieve success and accomplish these objectives, we will:

- Focus our work decisions on/around our strategic plan
- Identify areas of achievement to improve
- Provide "Chick-Fil-A" & "Moes"-like customer service for the internal and external community
- Strengthen the structure and quality of communication both internally and externally
- Promote a work and learning environment where students and staff feel safe physically, emotionally and socially

The goals below for my evaluation as Superintendent are aligned with our five-year strategic plan which has been in effect since the 2016-2017 school year. The purpose in using this template is to align my goals with the overarching vision of the district that was inclusive of stakeholders and approved by our Board of Trustees. Applying goals aligned with these five (5) areas will better prepare our next accreditation review in the spring of 2020 and will show evidence of our response to the Improvement Priority from the AdvancED Review in 2015 (the Improvement Priority can be found below on page two). In addition to including accomplishments or areas of note, this template will also assist me to ensure that we are focused on the mission of the district, aligning all available resources in a strategic manner thus increasing our effectiveness and accountability to the Board and also to the internal and external community.

Goal I

We will provide world-class knowledge via challenging curricula with high expectations for all students as measured by:

- graduation rates meeting or exceeding the state and national rates
- the District's Average scale score on the Ready to Work assessment being 4.6 points above the state average, cumulatively when adding the scores for Applied Mathematics, Locating Information, and Reading for Information
- the VCG Growth for Percentage Typical Growth plus High Growth, will increase to 78.8% in Grades 2-5 Reading, 77.8% in Grades 2-5 Math, 77.9% in Grades 6-8 Reading, and 76.6% in Grades 6-8 Math
- meeting or exceeding the state and national graduation rates

Goal II

We will develop productive citizens who demonstrate world-class skills and life and career characteristics who will contribute to a global society as measured by:

- at least 80% of our K-12 schools scoring an Excellent for Character Development Program on the SCDE School Report Card, and
- the District Summary Report showing at least 90% Agree/Mostly Agree (Parents), 83% Agree/Mostly Agree (Students), and 95% Agree/Mostly Agree (Teachers) on the EOC State Survey under the category of I am Satisfied with the Social and Physical Environment at My School.

Goal III

We will maintain a safe, supportive, nurturing environment that is conducive to working and learning as measured by earning a score of 100% on the Implementation of Emergency Response Protocols.

Goal IV

We will recruit, hire, and retain highly effective, diverse staff who understand what students need to succeed in a competitive, global workplace as measured by:

- 100% of our teachers having certification in their field
- Earning a 16% or higher on the diversity matrix (The diversity matrix represents the percentage of non-white teachers in our district. A goal of 16% on the diversity matrix means that our goal is for at least 16% of our teachers to be non-white.)

Goal V

We will maximize the school district's resources of time, expertise, and finances as measured by:

- Receiving an auditor's report with an Unmodified status.
- Having a utility consumption of 31.035 KBTU/sf or lower.
- Funds allocated to support the implementation of PBIS and RtI
- Title I and Title II Annual Stakeholder Meeting to engage key leaders in offering recommendations for use of federal and local funds
- Redesigning the Accountability Department to include Planning and Accountability responsibilites such as student identification system
- Creation of a Technology Planning Committee that will work to create a three-year technology plan for the District

AdvancED Improvement Priority

Identify goals and objectives critical for continuous improvement, including fiscal and capital resources, effective administrative alignment and communication patterns, instructional and support staffing needs and ensure all district initiatives are periodically and systemically evaluated through the lens of student achievement.