



AGENDA
BOARD OF TRUSTEES
REGULAR MEETING
LAKE MURRAY ELEMENTARY SCHOOL'S DOCKSIDE THEATRE
JANUARY 14, 2019

1. Call to order at 6:00 p.m.
2. Approval of the agenda
3. Enter executive session to consider the following:
 - a. Selected employment items (Exhibit A)
4. Call to order at 7:00 p.m.
5. Welcoming remarks
6. Invocation – Nikki Gardner, Board of Trustees
7. Pledge of Allegiance – Claire Antley, fourth grade student at Lake Murray Elementary School
8. School Board Spotlight
9. Approval of the minutes of the December 10, 2018 board meeting
10. Welcome and brief overview of Lake Murray Elementary School by Kelly Reese, Principal
11. Superintendent's Report
12. Public participation*

ACTION AGENDA

13. Action as Necessary or Appropriate on Matters Discussed in Executive Session
14. Second and final reading approval of proposed revisions to board policy IC "School Year" (Exhibit B)
15. Second and final reading approval of proposed revisions to board policy IHBA "Special Education/Programs for Disabled Students" and new policy IHBA-E "Delegation of Rights to Make Educational Decisions" (Exhibit C)
16. First reading approval of proposed new board policy JFABF "Students in Foster Care" (Exhibit D)
17. First reading approval of proposed revisions to board policy JH-R "Student Absences and Excuses" (Exhibit E)
18. First reading approval of proposed revisions to board policy JICG "Tobacco Use by Students" (Exhibit F)
19. First reading approval of proposed revisions to board policy ADC "Tobacco-Free Workplace and Schools" (Exhibit G)
20. Approval of proposed calendar 2019-2020 (Exhibit H)
21. Enrollment Freeze (Phase II)

DISCUSSION AGENDA

22. Locally Designed Subject Area Course Application: Band with Physical Education (Exhibit I)
23. 2019-2020 Capital Budget (Exhibit J)
24. 2019-2020 Board Meeting Schedule (Exhibit K)
25. Adjourn

INFORMATION AGENDA

26. The next board meeting will be January 28, 2019 at Dutch Fork 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.



Minutes/ December 10, 2018

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
Ms. Beth Hutchison, Vice Chairman
Mr. Michael Cates, Secretary
Mrs. Nikki Gardner
Mrs. Jan Hammond
Mr. Ken Loveless
Mr. Ed White
Dr. Christina Melton, District Superintendent

The following staff were in attendance:

Mrs. Katrina Goggins, Director, Office of Communications
Mr. 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 called the meeting to order and gave welcoming remarks.

The Invocation was given by Michael Cates, Board of Trustees. The Pledge of Allegiance was led by Jack Bauer, Student Council President, and Julia French, Student Council Vice President, CrossRoads Intermediate School.

The Ceremonial swearing-in of Nikki Gardner took place with administering the Oath of Office by Sydney Asmus, a fifth grade student at Chapin Intermediate School.

The Board conducted the School Board Spotlight.

A welcome and brief overview of CrossRoads Intermediate School was given by Justin Thomas, Principal.

During the Superintendent's Report, Dr. Robin Hardy gave a presentation on Health Science Partnership at Irmo High School; Len Richardson presented the monthly financial reports (Exhibit E); Dawn Strickland presented the Comprehensive Annual Financial Report FY 2018 (Exhibit F); and Vann Holden presented an update on the new State Accountability Model.

During the public participation, Liesha Huffstetler and Kim Murphy spoke regarding the new elementary school.

Katrina Goggins presented the proposed 2019-2020 calendar (Exhibit M).

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

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of December 10, 2018

	C A T E S	G A N T T	G A R D N E R	H A M M O N D	H U T C H I S O N	L O V E L E S S	W H I T E
1. M. Cates S. Hammond Approve the agenda	X	X	X	X	X	X	X
2. M.White S. Hutchison Enter executive session to consider the following : a) selected employment items (Exhibit A) ; b) receipt of legal advice regarding a proposed contract for design services for a new elementary school (Exhibit B) ; c) receipt of legal advice regarding a proposed contract for construction manager at risk services for a new elementary school (Exhibit C) ; d) receipt of legal advice regarding the issuance and sale of general obligation bonds (Exhibit D) ; and e) receipt of legal advice regarding personnel matters and potential litigation	X	X	X	X	X	X	X
3. M. Hutchison S. Hammond Approve the minutes of the November 19, 2018 board meeting	X	X	X	X	X	X	X
4. M. Hutchison S. Cates Return to executive session M. Cates S. Hammond Amend to move Office of Instruction #1. Health Science Partnership at Irmo High School to the top of item #12 and then recess after that	X	X	X	X	X	X	X
8. Vote on original motion	X	X	X	X	X	X	X
5. M. Hutchison S. Hammond In consideration of the time in the late evening and the weather that we do items 12, 13, 14 and 21 tonight and hold the other items on the agenda for our next meeting	X	X	X	X	X	X	X
6. M. Hutchison S. Cates Approve the selected employment items (Exhibit A)	X	X	X	X	X	X	X

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SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of December 10, 2018

	C A T E S	G A N T T	G A R D N E R	H A M M O N D	H U T C H I S O N	L O V E L E S S	W H I T E
<p>7. M. Hammond S. Hutchison</p> <p>I move that we conditionally sustain the suspension and recommendation of termination of a professional employee, subject to the employee's rights to a hearing regarding the suspension and recommendation of termination, consistent with State law</p>	X	X	X	X	X	X	X
<p>8. M. Cates S. Hutchison</p> <p>I hereby move that the Board approve the execution of a contract for Design Services for a new elementary school to be located at Amicks Ferry Road with Quackenbush Architects. Quackenbush was the highest ranked proposer for the solicitation and the Administration has recommended a proposed contract which has been negotiated with that firm for the services needed. This proposed contract has been solicited and negotiated in accordance with the applicable Board policy and the District's procurement code</p> <p>This motion authorizes the Superintendent to confirm the acceptability of all contract terms with the District's counsel and or return the matter to the agenda for a special called meeting for further approval if necessary and move forward with the design of the school</p> <p>M. Hammond S. Loveless</p> <p>Amend to delay vote until we have directed the Superintendent to explore the possibility to build this much needed elementary school on the already purchased site of Derrick's Pond because it is a much safer site and is where the extended growth is located</p> <p>Vote on original motion</p>	No	No	No	X	No	X	No
	X	X	X	No	X	No	X
<p>9. M. White S. Cates</p> <p>I hereby move that the Board approve the execution of a contract for Construction Manager at Risk Services for a new elementary school to be located on Amicks Ferry</p>	X	X	X	No	X	No	X

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C A T E S	G A N T T	G A R D N E R	H A M M O N D	H U T C H I S S O N	L O V E L E S S	W H I T E
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X	X	X	No	X	No	X
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X	X	X	X	X	X	X
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MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Christina S. Melton, Superintendent

From: Michael Guliano *MG*
Chief Instructional Officer

Date: January 8, 2019

Re: January 14, 2019 Board Meeting
Second Reading: Approval of Revised Policy
• Board Policy IC "School Year"

Item: Proposed revised Board Policy IC "School Year".

Recommendation: The administration recommends the proposed revised Board Policy (IC "School Year") passes Second Reading for approval.

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

Attachments: Revised Board Policy IC "School Year"

SCHOOL YEAR

**IC
DRAFT**

Purpose: To establish the basic structure for the length of the school year.

The school year will consist of 190 days. The district will use 180 days for student instruction.

The district will use no more than two of the ten remaining days for preparation for opening of school. The district must use three days for professional development based on the state academic achievement standards. The remaining five days may be used for teacher preparation and planning, academic plans and parent conferences.

The district will not begin classes for students prior to the third Monday in August. This does not apply to schools operating on a year-round modified school calendar. The district may request a waiver from this requirement under certain conditions outlined in law.

School calendar

The superintendent, or his/her designee in consultation with the staff, will prepare the school calendar. The calendar will set forth starting dates, ending dates, days of attendance for students, days of in-service and organizational meetings for teachers, holidays and vacation periods, days of reports to parents/legal guardians and other schedules of importance to the staff and public. The superintendent will present the proposed calendar to the board for approval in the spring of each year.

Make-up days

The district ~~may will~~ make up all days lost due to snow, extreme weather conditions or other disruptions. The board will designate at least three days within the school calendar as make-up days on the superintendent's recommendation. If those days have been used or are no longer available, the board may lengthen the school day by no longer than one hour per day for the total number of hours missed with the prior approval of the ~~South Carolina state~~ Department of Education or operate schools on Saturday. However, if the board authorizes make-up days on Saturday, tutorial instruction normally offered on Saturday for students in grades seven through twelve must be scheduled at an alternative time.

After the district has made up three days or the appropriate number of missed hours using one of the options listed above, the board may waive up to three additional days by a majority vote of the board. If, after the waiver by the board, the district has additional days to make up, the board may request that days be forgiven by the state department. The state department can waive an additional three days upon the request of the board after a majority vote by the board agreeing to submit the request.

The district must submit a report at the end of the school year to the state department detailing the number of days missed, the reason why the days were missed, the number of days made up and the number of days waived.

Adopted 8/1/73; Revised 11/16/81, 1/21/85, 5/3/93, 11/14/11

Legal references:

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

1. Section 59-1-370 - Closing of educational institutions on general election day.
2. Section 59-1-425 - School terms, school days, make-up days.
3. Section 59-19-90(12) - General powers and duties of board; establish an annual calendar.

B. State Board of Education Regulations:

1. R43-234 - Defined program, grades 9-12.



MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Christina S. Melton, Superintendent

From: Michael Guliano
Chief Instructional Officer

Date: January 8, 2019

Re: January 14, 2019 Board Meeting
Second Reading: Approval of Revised Policy and New Exhibit

- Board Policy IHBA "Special Education/Program for Disabled Students"
- Exhibit IHBA-E "Delegation of Rights to Make Educational Decisions"

Item: Proposed revised Board Policy IHBA "Special Education/Program for Disabled Students" and new Exhibit IHBA-E "Delegation of Rights to Make Educational Decisions".

Recommendation: The administration recommends the proposed revised Board Policy (IHBA "Special Education/Program for Disabled Students") passes Second Reading for approval.

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

Attachments: Revised Board Policy IHBA "Special Education/Program for Disabled Students"
New Exhibit IHBA-E "Delegation of Rights to Make Educational Decisions"

SPECIAL EDUCATION/PROGRAMS FOR DISABLED STUDENTS

**IHBA
DRAFT**

Purpose: To establish the board's vision for educating children with exceptional educational needs.

In keeping with its responsibilities to educate all ~~school-age children~~ students in the district, the board will provide special education programs for those children with disabilities under the Individuals with Disabilities Education Improvement Act (IDEA '04).

The board believes that students with **exceptional** educational needs should be served in regular classrooms whenever possible. To this extent, the board views special education as an integral part of the general education program offered to all students. Placement will be made in the least restrictive environment in which the student can ~~function appropriately~~ receive a free, appropriate, public education.

Every ~~child~~ student has a right to an appropriate educational program in which he/she can experience success. If a child has a disabling condition, this success may be contingent upon an adjustment of the techniques and materials of instruction to meet his/her individual needs.

The board ensures that all students with disabilities between the ages of 3 and 21, inclusive, have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs. Students who turn 21 after September 1 of the school year, and have not received a high school diploma, will be permitted to enroll and complete the school year.

The district will provide special education and related services in accordance with the provisions of the state and federal laws and regulations.

Educational Rights of Adult Students

When a student who receives special education services reaches the age of 18, he/she will be entitled to make his/her own educational decisions. However, depending on the nature of the student's disability and the student's wishes and needs, the student's rights will be impacted in one of the following ways:

- The student may elect to make his/her educational decisions with the support and assistance of an adult of his/her choice.
- The student may elect to delegate his/her educational rights to an agent using a delegation form approved by the South Carolina Department of Education (SCDE) or by a duly executed power of attorney.
- A representative may be appointed to represent the educational interests of the student while he/she is enrolled in school using a certification process that involves the attestation of a medical professional that the student is incapable of communicating, with or without reasonable accommodations, his/her wishes, interests, or preferences regarding his/her educational program.
- A guardian may be appointed and assigned the student's educational and other rights by a South Carolina Probate Court.

A principal is required to notify a student in writing if a certification letter is received by the school in which a medical professional has certified that the student is incapable of communicating or otherwise exercising his/her educational rights, and the principal must designate an individual to represent the student's educational interests. The notice must inform the student that he/she may challenge the designation of this educational representative. If the student challenges the medical certification and the designation of an educational representative, then the district may not rely upon the educational representative for any decision-making purpose.

Adopted 10/30/78; Revised 11/16/81, 4/28/86, 1/25/88, 4/2/90, 6/20/94, 2/11/13

Legal references:

A. Federal Law:

1. Individuals with Disabilities Education Improvement Act (IDEIA), 20 U.S.C.A. Section 1400, *et seq.*
2. McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C.A. Section 11431 *et seq.*

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

1. Sections 59-21-510, *et seq.* and 59-33-10, *et seq.* - Mandates that the state board education establish a program for all students with disabilities including rules, regulations and policies for implementation.
2. Section 59-21-580 - The state board will establish rules and regulations for identification and assignment of disabled students and for determining certification requirements.

C. State Board of Education Regulations.

1. R43-80 - Transportation.
2. R43-243 - Special education; education of students with disabilities.
3. R43-243.1 - Criteria for entry into programs of special education for students with disabilities.

D. State Department of Education:

1. Criteria for Program Entry into Programs of Special Education for Students with Disabilities.

Delegation of Rights to Make Educational Decisions

I, _____, am 18 years of age or older, and I understand that I have the right to make educational decisions for myself under the federal and state law. As of the date that I am signing this form, I have not been declared legally incompetent to make my own decisions, I do not have a guardian appointed by the court system, and I am able to effectively communicate my wishes, interests, and preferences regarding my education program. As provided in S.C. Code Ann. §59-33-330, I am delegating my right to give consent and make decisions concerning my education to the person named below, who will be considered my "parent" for purposes of the Individuals with Disabilities Education Act (IDEA), other federal education laws, and state education laws. This person will exercise all of the rights and responsibilities concerning my education that are given to a parent/legal guardian of a student who has not yet reached the age of 18.

I understand that my delegate will have full authority in matters relating to participation in the identification, evaluation, Individualized Education Program (IEP) development, placement, disciplinary, and other education processes. I also understand that although I am delegating the person named below to make decisions on my behalf, I still have the right to be invited and attend all IEP meetings and raise any issues or concerns that I have about my education.

This delegation of rights is voluntary and effective until either I withdraw my consent, I am determined to no longer meet the requirements under state law to legally delegate my educational rights to another person, or my delegate is no longer willing or able to carry out his/her responsibilities. I understand that I have the right to terminate the delegation of rights at any time and assume the right to make my own decisions regarding my education. I understand that if I decide to revoke this delegation of rights and make my own decisions or name a different person to act on my behalf, I must notify the school district immediately in writing.

I hereby delegate my right to give consent and make decisions concerning my education to:

Name (print) _____

Address _____

City/State/Zip _____

Telephone _____ Email _____

I hereby agree to serve as the student's delegate:

Signature of delegate

Date

Student's date of birth _____ Date of age of majority _____

Signature of student

Date



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: January 4, 2019

RE: January 14, 2019 Board Meeting, First Reading.
New Board Policy JFABF "Students in Foster Care"

Recommendation:

The administration recommends that Policy JFABF "Students in Foster Care" proceed to Second Reading approval.

Attachments: New Policy JFABF "Students in Foster Care"

STUDENTS IN FOSTER CARE

Code **JFABF** Issued

The board believes that students in foster care are best served through a collaborative relationship between the district and the South Carolina Department of Social Services (DSS). Every effort will be made to ensure that these students experience limited educational disruption during their placement in foster care and that they remain in their school of origin whenever possible.

Students in foster care will have equal access to the same free, appropriate public education as provided to other students in the district. They will also be provided the services and have access to the programs and activities that are offered to other students attending district schools, including educational services for which the students meet eligibility criteria (e.g., special education, Title I programming, programs and services for English Learners, gifted and talented programming, etc.), career and technical education programs, and school nutrition programs.

Definitions

Foster care - 24-hour substitute care for students placed away from their parents/legal guardians and for whom DSS has placement and care responsibility. This includes, but is not limited to, licensed placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, student care institutions, and preadoptive homes. To the extent required under applicable law, this also includes students who an appropriate student welfare agency indicates are awaiting a foster care placement.

School of origin - the school in which a student is enrolled at the time of placement in foster care.

Additional costs - the difference between what the district would otherwise spend to transport a student to his/her assigned school and the cost of transporting a student in foster care to his/her school of origin.

District Point of Contact

The superintendent will designate a district foster care point of contact who will be the primary liaison between the district and DSS and will be responsible for the following:

- coordinating with DSS to develop a process for implementing federal and state laws and regulations related to students in foster care
- leading the development of the best interest determination process
- facilitating the transfer of records and immediate enrollment and data sharing with DSS
- developing and coordinating local transportation procedures

Placement Process

DSS will notify the district when a student is being moved to a new residence for purposes of entering foster care. Within three school days of this notification, DSS and the district point of contact will jointly determine the student's best interest for school placement, in consultation with the student, if appropriate, and other key stakeholders who can provide meaningful input as to the student's academic, social, and emotional well-being (e.g., teachers, coaches, counselors). If the student is served by an Individualized Educational Program (IEP) or 504 Plan or receives services as an English learner, the associated staff members must be included in this determination process. The student will stay in his/her current school of enrollment until this determination is made.

PAGE 2 - JFABF - STUDENTS IN FOSTER CARE

Factors that will be considered when making the best interest determination include:

- preferences of the student
- student's attachment at the school, including meaningful relationships with staff and peers
- placement of the student's siblings
- influence of the school climate on the student, including safety
- availability and quality of services in the school to meet the student's education and socioemotional needs
- history of school transfers and how they have impacted the student
- how the length of the commute would impact the student, based on the student's developmental stage
- whether the student has a disability and is served under the Individuals with Disabilities in Education Act or Section 504 and availability of all associated services
- whether the student is an English learner and will have continued access to language services

If it is determined that the best interest of the student is for him/her to transfer to the school of residence, the student will immediately (i.e., the next school day) be enrolled therein. The receiving school must enroll the student, and the school of origin should expedite the transfer of school records, which should be completed within three school days.

At the end of the student's foster care placement, he/she will be permitted to remain enrolled in the receiving school until the end of the academic year, if appropriate.

Placement dispute resolution

If the district foster care point of contact and the DSS representative do not agree on the student's best interest for school placement, the student will remain enrolled at the school in which he/she was enrolled at the time he/she entered foster care. Within five school days of the best interest determination meeting, the district foster care point of contact and the DSS representative will meet together to review the best interest determination documentation and resolve any dispute. If these two individuals are unable to agree on placement, they will obtain guidance and consultation from their respective state-level agencies (SCDE and DSS).

To initiate this consultation at the state agency level, an email will be sent to the designated foster care point of contact at each agency via email within 10 days following the local representative meeting and will include the Best Interest Determination for Foster Care Placement Form [JFABF-E(1)]. SCDE and DSS will then work together to provide guidance and assistance to both the district and the DSS representative.

If no decision regarding placement can be agreed upon, federal guidance indicates that DSS will be the final decision maker.

Transportation

Transportation costs will not be considered when determining the student's best interest.

The district foster care point of contact and DSS representative will collaborate to develop transportation requirements that detail the handling of disputes over which entity or entities will pay any additional costs incurred in providing transportation to students in foster care and which agency or agencies will pay the costs until any dispute is settled. As appropriate, input from other federal programs staff, including special education and McKinney-Vento staff, and the transportation director will be obtained in developing this plan. Input may also be obtained from the superintendent and the board, if needed.

PAGE 3 - JFABF - STUDENTS IN FOSTER CARE

When a transportation dispute arises between the district and DSS over paying the costs of transportation, every effort will be made to reach a resolution at the local level prior to initiating the state-level dispute resolution process.

Recordkeeping

Evidence of compliance with this policy will be maintained by the district. Such evidence includes, but is not limited to, the best interest determination, the student's immediate enrollment, and the collaboration between entities regarding transportation.

Adopted ^

Legal References:

A. Federal Law:

1. Every Student Succeeds Act, Pub. L. No. 114-95, 129 Stat. 1802.
2. Fostering Connections to Success and Increasing Adoptions Act of 2008, Pub. L. 110-351, 122 Stat. 3949.
3. Social Security Act, 42 U.S.C.A. § 671(a)(10) and § 675(1)(G).

B. Other:

1. South Carolina Department of Education & South Carolina Department of Social Services Joint Guidance, *Fostering Connections: Joint Guidance for Ensuring School Stability of Students in Foster Care*, December 2016.

Best Interest Determination for Foster Care School Placement Form



Student's Name: _____

School of Current Attendance: _____

Student's Current Grade: _____

Date of Best Interest Determination Meeting: _____

Determination:

- ☐ The student shall remain in the school in which the child was enrolled at the time of placement.

Name of School: _____

- ☐ Based on the best interest determination, a change in school placement is needed. The student will be enrolled in the school of current residence.

Name of School: _____

Note: If a change in educational placement is needed, enrollment should take place immediately at the new school with all educational records provided to the new school.

Was the child or youth informed of the benefits in inviting a significant person to attend the meeting?

☐ Yes ☐ No

A copy of this document should be retained at the school of origin for auditing purposes. If the student does not remain at the school of origin, a copy should be given to the school of residence immediately upon enrollment.

Best Interest Determination for

Foster Care School Placement Form

If a person was identified, who did the child invite? _____

What school does the child prefer? _____

Why? _____

Signature Page

The following individuals participated in determining the school placement that is in the student's best interest:

Participants	Printed name, Title, and/or relationship with child	Signature	Agree with determination? (circle)
Child or youth in care			Yes No
DSS service worker or supervisor			Yes No
Foster Parent or Placement Provider			Yes No
School representative from child's school at time of placement			Yes No
IEP team for special education purposes, if applicable			Yes No

A copy of this document should be retained at the school of origin for auditing purposes. If the student does not remain at the school of origin, a copy should be given to the school of residence immediately upon enrollment.

Best Interest Determination for

Foster Care School Placement Form

Birth parent(s) or prior custodian(s)			Yes No
The child's guardian ad litem			Yes No
Other significant person(s) the child or youth wishes to attend (if attending)			Yes No
Other _____			Yes No
Other _____			Yes No

The student remains in the school at time of placement unless the answers to the following questions suggest a change of placement is in the child's best interest.

1. What is the child's permanency goal and plan?
2. What is the expected date for achieving the permanency goal?
3. How many schools has the child attended? How many schools has the child attended this year? How have the school transfers affected the child emotionally, socially, academically, and physically?

A copy of this document should be retained at the school of origin for auditing purposes. If the student does not remain at the school of origin, a copy should be given to the school of residence immediately upon enrollment.

Best Interest Determination for

Foster Care School Placement Form

4. What are the safety considerations related to school placement?
5. Which school does the student prefer? Why? How was this information obtained?
6. How does the child feel about any upcoming moves?
7. Which school do the birth parents or prior custodians as appropriate, and the child's current placement provider prefer? Why?
8. What school(s) do the child's siblings attend?
9. How is the child performing academically?

Best Interest Determination for

Foster Care School Placement Form

10. Does the child have a current IEP or a 504 Plan?
11. If the student has a current IEP, is specialized transportation identified as a related service?
12. Does the child participate in other specialized instruction? (e.g., gifted program, career and technical program)
13. What are the child's academic/career goals? Does one school have programs and activities that address the unique needs or interests of the student that the other school does not have?
14. Describe the child's ties to his or her current school, including significant relationships and involvement in extracurricular activities?
15. Would changing schools affect the student's ability to earn full academic credit, participate in sports or other extra-curricular activities, proceed to the next grade, or graduate on time? If so, how?
16. Would the timing of the school transfer coincide with a logical juncture, such as after testing, after an event that is significant to the child or at the end of the school year?

A copy of this document should be retained at the school of origin for auditing purposes. If the student does not remain at the school of origin, a copy should be given to the school of residence immediately upon enrollment.

Best Interest Determination for

Foster Care School Placement Form

17. How would the length of the commute to school impact the child?

Attach any supporting documentation used in making this determination of best interest.

(The following is checklist of sample documents that may be considered. The list is not intended to be exhaustive.)

- ☐ Report cards
- ☐ Progress reports
- ☐ Achievement data (test scores)
- ☐ Attendance data
- ☐ IEP or 504 Plan
- ☐ E-mails or correspondence from individuals consulted
- ☐ Disciplinary referrals ☐ Health reports/records



Immediate Enrollment of Child in Foster Care Form



JFABF (E-2)

Student Information		
Date of Joint DSS/School Best Interest Determination for School Placement:	Date Student Presented for Enrollment:	Date Placed with Agency:
Name & Phone # for School of Origin LEA POC:	Receiving School/District:	
Student Name:		
Age:	DOB:	Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female
Foster Parent/Placement Name:	Phone:	
Foster Parent/Placement Address:		
DSS/Child-Placing Agency Name:		
Agency Contact Name/Case Worker:	Phone:	
Last School Attended/School District:	Current Grade:	
Information on status of parental rights:		
Does student have IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	Does student have 504 Plan? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	

The local department of social services (DSS) shall coordinate with the school district representative to ensure that the child in foster care is immediately and appropriately enrolled with all educational records provided to the new school (Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351); Social Security Act, Title IV, § 475 (1) (G) [42 USC 675]). The agency placing a child in any situation that requires changing school districts, must work with the schools to assure that all required school records, including confidential records, are transferred from the sending to the receiving school within three working days (Proviso 1.8).

This document provides all information required for the DSS to notify the school principal and school district superintendent and for the school to immediately enroll the child in compliance with ESSA (P.L. 114-95, Sec.1111(c)).

"Immediate" means no later than the beginning of the next school day after the presentment for enrollment.

"Presentment" means the person enrolling the child has appeared at the school and presented best interest determination documentation and certifications (see next page). "Enrollment" means the child is attending classes and participating fully in school activities.

Immediate Enrollment of Child in Foster Care Form

Enrollment Certifications

I am a representative of the agency to whom the court has committed or the parent has entrusted the child's care through a voluntary entrustment or noncustodial agreement of the above-named child. This child meets the definition of a child placed in foster care in South Carolina; therefore, I am certifying the child is eligible for *immediate* enrollment.

To the best of my knowledge, _____ has/has not (circle one) been expelled from school attendance at a private school or public school district in South Carolina, or in another state, for an offense in violation of school board policies relating to weapons, alcohol or drugs, or for the willful infliction of injury to another person.

To the best of my knowledge, _____ is in good health and is free from communicable or contagious disease. If documentation of a physical exam, birth certificate, social security number, and/or immunization record is unavailable at time of enrollment, they must be provided to the school within 30 days of enrollment.

DSS or Licensed Child Placing Agency Signature

Date

Release of Information

I, _____, as legal custodian/guardian of _____, hereby authorize schools, their agents and employees in possession of this student's educational records to release such information as necessary for the purposes of his/her educational enrollment at _____ (school of enrollment).

Legal Custodian/Guardian Signature

Date



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: January 4, 2019

RE: January 14, 2019 Board Meeting, First Reading.
Proposed Revisions to Board Policy JH-R "Student Absences and Excuses"

Recommendation:

The administration recommends that proposed revisions to Policy JH-R "Student Absences and Excuses" proceed to Second Reading approval.

Attachments: Revised Policy JH-R "Student Absences and Excuses"
Current Policy JH-R "Student Absences and Excuses"

STUDENT ABSENCES AND EXCUSES

Code **JH-R** Issued

The board designates the principal of the school to promptly approve or disapprove any student's absence of more than 10 days in a school year.

Unlawful Absences

A student ages six to 17 years who has three consecutive unlawful absences or a total of five unlawful absences is considered truant as defined by State Board of Education regulation.

A student ages 12 to 17 years who fails to comply with the school's intervention plan and accumulates two or more additional unlawful absences is considered a habitual truant.

When a student ages 12 to 17 years who has been through the school intervention process, has reached the level of a habitual truant, has been referred to family court, and has been placed on an order to attend school, and continues to accumulate unlawful absences, that student is considered a chronic truant.

Intervention

In order to encourage and assist students in attending school regularly, the administration will administer the appropriate intervention procedures.

Once a student is determined to be truant, school officials will make every reasonable effort to meet with the parent/legal guardian to identify the reasons for the student's continued absence, including telephone calls, home visits, written messages, and emails.

A written intervention plan will be developed by school administrators in conjunction with the student and the parent/legal guardian. The intervention plan must include, but is not limited to, the following:

- a designated person to lead the intervention team (may be someone from another agency)
- reasons for the unlawful absences
- actions the parent/legal guardian and student will take to resolve the causes of the unlawful absences
- documentation of referrals to appropriate service providers and, if available, alternative school and community-based programs
- actions to be taken by intervention team members
- actions to be taken in the event unlawful absences continue
- signature of parent/legal guardian or evidence that attempts were made to include them
- documentation of involvement of team members
- guidelines for making revisions to the plan

School officials may utilize a team intervention approach to include representatives from social services, community mental health, substance abuse and prevention, and other persons deemed appropriate in formulating the intervention plans.

Referrals and judicial intervention

The district will not refer a child ages six to 17 years to the family court to be placed on an order to attend school prior to the written intervention plan being completed by the school with the

PAGE 2 - JH-R - STUDENT ABSENCES AND EXCUSES

parent/legal guardian. The district will not use a consent order from any local school or district as an intervention plan.

Refusal by the parent/legal guardian to cooperate with school intervention plans can result in a referral of the student to family court and the filing of a report against the parent/legal guardian with social services in accordance with law.

The district will inform the parent/legal guardian and/or the student of their right to have legal representation and their right to a trial.

If the situation continues to where the student is classified as a habitual truant, school officials may file a petition for a school attendance order. Once a school attendance order has been issued by the family court and the student continues to accumulate absences to the point of becoming a chronic truant, school officials may refer the case back to family court. The school and district will exhaust all reasonable alternatives prior to petitioning the family court to hold the student and/or parent/legal guardian in contempt of court.

Transfer to another school

If a student transfers to another public school in the state, the district will forward the student's intervention plan to the receiving school.

Approval of Absences in Excess of 10 Days

After 10 lawful or unlawful absences, or a combination thereof, the principal of the school will approve or disapprove each succeeding absence.

Furthermore, in order to more fully clarify unusual or unexpected mitigating circumstances, each school principal should evaluate individually and approve the following lawful absence situations:

- family educational trips
- community and church related performing groups
- organized competitive events or related activities

Excuses

Students will be expected to present a written excuse, signed by a parent/legal guardian or certified medical practitioner, in all cases of absence. If a student fails to bring a valid excuse to school for an absence, the student will receive an unlawful absence. A valid excuse must list the date of the absence, the date of the excuse, the reason for absence and the telephone number and signature of the parent/legal guardian or certified medical practitioner. The school will keep the content of an excuse confidential to the extent appropriate.

Any student who fails to bring a valid excuse (within three days) to school will automatically receive an unexcused and unlawful absence. Principals will have discretion to accept medical excuses beyond three days, as they determine appropriate under the circumstances.

False excuses will be referred to the school administration for appropriate disciplinary action and the absence may be considered unlawful.

PAGE 3 - JH-R - STUDENT ABSENCES AND EXCUSES

Make-Up Work

Students whose absences are approved should be allowed to make up any work missed in order to satisfy the 120-hour attendance requirement. Examples of make-up work that address both time and academic requirements of a course may include after-school and/or weekend make-up programs and extended-year programs.

A student will be allowed to make up work missed during the absence as long as the student or his/her parent/legal guardian makes appropriate arrangements with the teacher(s) within five school days of the student's return to school. The student should complete the make-up work within 10 days after his/her return to school, although the teacher may provide additional time in which to complete the work to the extent additional time is appropriate and reasonable.

All make-up time and work must be completed within 30 days from the last day of the course. The board or its designee may extend the time for a student's completion of the requirements due to extenuating circumstances that include, but are not limited to, the student's medical condition, family emergencies, and other student academic requirements that are considered to be a maximum load. Make-up requirements that extend beyond 30 days due to extenuating circumstances must be completed prior to the beginning of the subsequent new school year.

School principals will exert every realistic effort to provide assurance that this administrative rule is adhered to in a fair and consistent manner. Principals will place special emphasis on coordinating implementation affecting students within the same family.

Related School District Five Policies:

- (IC) – School Year
- (IHBF) – Homebound Instruction
- (IKADD) (IKADD-R) – Content and Credit Recovery
- (IKE) - Promotion and Retention of Students
- (IKG) - Secondary Education
- (JE) - Student Attendance
- (JFAA/JFAB) – Admission of Resident/No-Resident Students
- (JFBA) – Intra District Transfer and Withdrawal
- (JLCEF) – Concussions and Student Athletes
- (JLIB) – Student Dismissal Precautions
- (JI) - Student Rights and Responsibilities
- (KBB) – Parent Rights and Responsibilities

Current Policy

AR JH-R Student Absences and Excuses

Issued 10/09

The board of trustees designates the principal of the school to promptly approve or disapprove any student's absence of more than 10 days.

Unlawful absences

A student ages 6 to 17 years who has three consecutive unlawful absences or a total of five unlawful absences is considered truant as defined by state board of education regulation.

A student ages 12 to 17 years who fails to comply with the school's attendance improvement plan (AIP) and accumulates two or more additional unlawful absences is considered a habitual truant.

A student ages 12 to 17 years who has been through the school AIP process, has reached the level of a habitual truant, has been referred to family court and placed on an order to attend school and continues to accumulate unlawful absences is considered a chronic truant.

Intervention

In order to encourage and assist students in attending school regularly, the administration will administer the following intervention procedures.

Once a student is determined to be truant, school officials will make every reasonable effort to meet with the parent/legal guardian to identify the reasons for the student's continued absence and/or excessive tardiness, including telephone calls, home visits, written messages and e-mails.

A written AIP will be developed by school administrators in conjunction with the student and the parent/legal guardian. The AIP must include, but is not limited to, the following.

- a designated person to lead the intervention team (may be someone from another agency)
- reasons for the unlawful absences and/or excessive tardiness
- actions the parent/legal guardian and student will take to resolve the causes of the unlawful absences and/or excessive tardiness

- documentation of referrals to appropriate service providers and, if available, alternative school and community-based programs
- actions to be taken by intervention team members
- actions to be taken in the event unlawful absences and/or excessive tardiness continue
- signature of parent/legal guardian and student or evidence that attempts were made to include them
- documentation of involvement of team members
- guidelines for making revisions to the plan

School officials may utilize a team intervention approach to include representatives from social services, community mental health, substance abuse and prevention, and other persons deemed appropriate in formulating the AIPs.

Referrals and judicial intervention

The district will not refer a child age 6 to 17 years to the family court to be placed on an order to attend school prior to the written intervention plan being completed by the school with the parent/legal guardian and student. The district will not use a consent order from any local school or district as an intervention plan.

Refusal by the parent/legal guardian to cooperate with school AIP planning can result in a referral of the student to family court and the filing of educational neglect against the parent/legal guardian with social services in accordance with law.

The district will inform the parent/legal guardian and/or the student of their right to have legal representation and their right to a trial at this time.

If the situation continues to where the student is classified as a habitual truant, school officials may file a petition for a school attendance order. Once a school attendance order has been issued by the family court and the student continues to accumulate absences to the point of becoming a chronic truant, school officials may refer the case back to family court. The school and district will exhaust all reasonable alternatives prior to petitioning the family court to hold the student and/or parent/legal guardian in contempt of court.

Transfer to another school

If a student transfers to another public school in the state, the district will forward the student's intervention plan to the receiving school.

Approval of absences in excess of 10 days

After 10 lawful or unlawful absences or a combination thereof, the principal of the school will approve or disapprove each succeeding absence.

Furthermore, in order to more fully clarify unusual or unexpected mitigating circumstances, each school principal should evaluate individually and may approve the following lawful absence situations.

- family educational trips
- community and church related performing groups
- organized competitive events or related activities

Make-up work

Districts should allow students whose excessive absences are approved to make up work missed. Examples of make-up work opportunities may include after-school and/or weekend make-up programs and extended-year programs.

All make-up time and work must be completed within 10 days from the last day of the course. The board or its designee may extend the time for completion of the requirements due to extenuating circumstances as prescribed by state board of education guidelines.

School principals will exert every realistic effort to provide assurance that this regulation is adhered to in a fair and consistent manner. Principals will place special emphasis on coordinating implementation affecting students within the same family.

Issued 8/4/86; Revised 9/8/97, 10/26/09

School District Five of Lexington and 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: January 4, 2019

RE: January 14, 2019 Board Meeting, First Reading.
Proposed Revisions to Board Policy JICG "Tobacco Use by Students"

Recommendation:

The administration recommends that proposed revisions to Policy JICG "Tobacco Use by Students" proceed to Second Reading approval.

Attachments: Revised Policy JICG "Tobacco-Free Students"
Current Policy JICG "Tobacco Use by Students"

TOBACCO-FREE STUDENTS

Code **JICG** Issued

Purpose: To establish the basic structure for the board's prohibition of tobacco use by students.

The board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board affirms that one of the best methods of instruction is one that is provided within a 100 percent tobacco-free environment.

The district does not allow students to use or to possess tobacco products or tobacco paraphernalia. This restriction applies while students are on school grounds, in the school buildings, on buses, or during any other time they are under the direct administrative jurisdiction of the school, whether on or off the school grounds.

Goal

The goal of this policy is to provide a 100 percent tobacco-free, smoke-free environment for all **students** within all district schools, facilities, vehicles, and grounds. This includes any building, facility, and vehicle owned, leased, rented, or chartered by the district. The goal applies to all school-sponsored or school-related events on or off the school grounds. The district commits to the following:

- exhibiting healthy behavior for all students
- utilizing a proven and effective science-based tobacco use prevention curricula
- providing access to cessation counseling or referral services for all **students**.

Procedures

- Prohibit the use and/or possession of all tobacco products or paraphernalia including, but not limited to, cigarettes, cigars, pipes, smokeless tobacco, snuff, and alternative nicotine products such as e-cigarettes by all **students**.
- Ensure that tobacco use prevention programs as recommended by the South Carolina Department of Health and Environmental Control, the South Carolina Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education are an integral part of district substance abuse prevention efforts.
- Provide and/or refer to cessation services for **students**.

Enforcement

The district will enforce this policy by determining appropriate disciplinary actions for students violating this policy such as the following:

- parent/legal guardian/administrator conferences
- mandatory enrollment in a tobacco prevention education
- community service
- in-school suspension
- out-of-school suspension
- suspension from extracurricular activities

PAGE 2 - JICG – TOBACCO-FREE STUDENTS

School administrators will develop procedures consistent with the discipline code of this district in order to enforce this policy (see JICDA-R, Level I, Possession/use or transfer of tobacco or tobacco products).

Education and Assistance

The district will be responsible for utilizing proven and effective tobacco use prevention curricula to educate all students and providing appropriate counseling and/or referral services for students.

Tobacco Industry Marketing or Sponsorship

The district will not accept any contributions or gifts, money, or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco use or tobacco products will not be allowed on district grounds or in the possession of students at district-sponsored events.

Cf. ADC, GBED

Adopted ^

Legal References:

A. Federal Law:

1. Pro-Children Act of 2001, 20 U.S.C.A. Section 7182, *et seq.*

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

1. Section 16-17-490 - Contributing to the delinquency of a minor.
2. Section 16-17-500 - Youth Access to Tobacco Prevention Act of 2006 (supplying minors with tobacco or alternative nicotine products).
3. Section 44-95-10, *et seq.* - Clean Indoor Air Act of 1990.
4. Section 59-67-150 - Qualifications of bus driver; drinking or smoking on bus.

Current Policy

Policy JICG Tobacco Use By Students

Issued 2/11

Purpose: To establish the basic structure for the board's prohibition of tobacco use by students.

Students are prohibited from using tobacco products in any district building or vehicle or on any district grounds. The superintendent or his/her designee will create the necessary rules and regulations to enforce this policy.

This "tobacco-free" designation applies not only to normal school/office hours but also to any extracurricular, before or after school, or even unscheduled activity or event.

Students are not permitted to use, possess or transfer tobacco products or tobacco paraphernalia while on school grounds; in the school buildings; on buses; or during any other time that students are under the direct administrative/jurisdiction of the school whether on or off the school grounds. Students who violate this policy will be disciplined as provided in administrative rule JICDA-R.

Adopted 8/15/94; Revised 8/21/95, 2/28/11

Legal references:

United States Code:

20 U.S.C. 6081 - Pro-Children Act of 1994.

S.C. Code, 1976, as amended:

Section 16-17-490 - Contributing to the delinquency of a minor (school board rules and regulations may be exempt under certain circumstances).

Section 16-17-500 - Supplying minors with tobacco or cigarettes.

Section 59-67-150 - Qualifications of bus driver; drinking or smoking on bus.

Sections 16-17-500 and 501 - Youth Access to Tobacco Prevention Act of 2006.

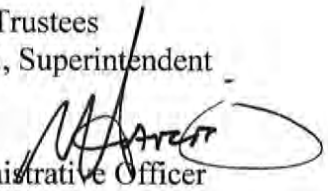
School District Five of Lexington and Richland Counties

4



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: January 4, 2019

RE: January 14, 2019 Board Meeting, First Reading.
Proposed Revisions to Board Policy ADC "Tobacco-Free Workplace and Schools"

Recommendation:

The administration recommends that proposed revisions to Policy ADC "Tobacco-Free School District" proceed to Second Reading approval.

Attachments: Revised Policy ADC "Tobacco-Free School District"
Current Policy ADC "Tobacco-Free Workplace and Schools"

TOBACCO-FREE SCHOOL DISTRICT

Code **ADC** Issued

Purpose: To establish the basic structure for a tobacco-free **school district**.

The board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board affirms that one of the best methods of instruction is one that is provided within a 100 percent tobacco-free environment.

Goal

The goal of this policy is to provide a 100 percent tobacco-free, smoke-free environment for all students, staff, contract or other workers, and visitors within all district facilities, vehicles, and grounds. This includes any building, facility, and vehicle owned, leased, rented, or chartered by the district. The goal applies to all school-sponsored or school-related events on or off the school grounds. The district commits to the following:

- exhibiting healthy behavior for all students, staff, contract or other workers, visitors, and the entire community
- utilizing a proven and effective science-based tobacco use prevention curricula
- providing access to cessation counseling or referral services for all students and staff

Procedures

- Prohibit the use and/or possession of all tobacco products or paraphernalia including, but not limited to, cigarettes, cigars, pipes, smokeless tobacco, snuff, and alternative nicotine products, such as e-cigarettes, by all students, staff, contract or other workers, and visitors.
- Ensure that tobacco use prevention programs, as recommended by the South Carolina Department of Health and Environmental Control, the South Carolina Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education, are an integral part of district substance abuse prevention efforts.
- Provide and/or refer to cessation services for students and staff.

Enforcement

The district will enforce this policy by determining appropriate disciplinary actions for violators (students, faculty, contract and other workers, visitors) such as the following:

Students

- parent/legal guardian/administrator conferences
- mandatory enrollment in a tobacco prevention education program
- community service
- in-school suspension
- out-of-school suspension
- suspension from extracurricular activities

PAGE 2 - ADC - TOBACCO-FREE SCHOOL DISTRICT

Staff

- verbal reprimands
- written notification placed in personnel file
- suspension
- mandatory enrollment in a tobacco education program
- voluntary enrollment in a cessation program

Contract or other workers

- verbal reprimand
- notification to contract employer
- removal from district property

Visitors

- verbal requests to leave school property
- forfeiture of any fee charged for admission
- prosecution for disorderly conduct after repeated offenses

Education and Assistance

The district will be responsible for utilizing proven and effective tobacco use prevention curricula to educate all students and providing assistance and/or making appropriate cessation referrals.

Tobacco Industry Marketing or Sponsorship

The district will not accept any contributions or gifts, money, or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco use or tobacco products will not be allowed on district grounds or in the possession of faculty, staff, contract or other workers, or students at district-sponsored events.

Cf. GBED, JICG

Adopted ^

Legal references:

A. Federal Law:

1. Pro-Children Act of 1994, as reauthorized by the Every Student Succeeds Act of 2015, 20 U.S.C.A. Section 7971.

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

1. Section 16-17-490 - Prohibits contributing to the delinquency of a minor.
2. Section 16-17-500 - Youth Access to Tobacco Prevention Act of 2006; prohibits supplying minors with tobacco or alternative nicotine products.
3. Section 44-95-10, *et seq.* - Clean Indoor Air Act of 1990; prohibits smoking in public schools.
4. Section 59-67-150 - Prohibits use of tobacco products on school buses.

Current Policy

Policy ADC Tobacco-Free Workplace and Schools

Issued 1/06

Purpose: To establish the basic structure for a tobacco-free workplace and schools.

The district does not permit the use of tobacco products in any district building or vehicle or on any district grounds. This "tobacco-free" designation applies not only to normal school/office hours, but also to any extracurricular, before or after school, or even unscheduled activity or event.

The board directs the administration to ensure that signs designating no-smoking areas are conspicuously displayed. The principal of each school is responsible for the display of these signs.

The superintendent or his/her designee will create the necessary rules and regulations to enforce this policy.

Students

The district does not allow students to use or to possess tobacco products or tobacco paraphernalia. This restriction applies while students are on school grounds, in the school buildings, on buses, or during any other time they are under the direct administrative jurisdiction of the school whether on or off the school grounds.

Violation of this policy will lead to disciplinary action in accordance with the district's discipline code.

(Cf. JICG, JICDA)

Adopted 8/15/94; Revised 8/21/95, 1/9/06

Legal references:

United States Code:

20 U.S.C. 6081 - Pro-Children Act of 1994.

S.C. Code, 1976, as amended:

Section 44-95-10, *et seq.* - Clean Indoor Air Act of 1990 and penalties for violations.

Section 16-17-490 - Contributing to the delinquency of a minor (school board rules and regulations may be exempt under certain circumstances).

4

Section 16-17-500 - Supplying minors with tobacco or cigarettes.

Section 59-67-150 - Qualifications of bus driver; drinking or smoking on bus.

School District Five of Lexington and Richland Counties

51

Lexington-Richland Five 2019-2020 Calendar

DRAFT**July 2019**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	29	30	31			

August 2019

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25	26	27	28	29	30	31

September 2019

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29	30					

October 2019

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27	28	29	30	31		

November 2019

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December 2019

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29	30	31				

January 2020

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26	27	28	29	30	31	

*Jan. 2 & Jan 3 are work days for 240-day employees

February 2020

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23	24	25	26	27	28	29

March 2020

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29	30	31				

April 2020

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26	27	28	29	30		

May 2020

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24	25	26	27	28	29	30
31						

June 2020

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28	29	30				

July 4 Independence Day Holiday
 August 13 First Day for Teachers
 August 13-16; August 19-20 Teacher Work Day/Staff Dev.
 August 21 First Day for Students
 September 2 Labor Day Holiday
 October 7 Teacher Work Day/Parent Conf.
 October 25 & 28 Fall Break
 November 27-29 Thanksgiving Holidays
 December 23 - Jan. 3 Winter Break
 *January 2 & January 3 (Work days for 240-day employees)

January 1 New Year's Holiday
 January 6 Students Return to School
 January 20 Dr. M. L. King, Jr. Holiday
 February 17 Teacher Professional Development Day
 March 13 Student & Teacher Holiday
 March 16 Teacher Professional Development Day
 April 10 Student & Teacher Holiday
 April 13-17 Spring Break
 May 25 Memorial Day Holiday
 June 4-5 Half Day for Students
 June 5 Last Day for Students
 June 8 Teacher Work Day/Last Day For Teachers

Possible severe weather make-up days (Oct. 7, Oct. 25 & 28, Feb. 17, March 13 & 16 and April 10)



School Day

Schools & Offices Open
Teacher/Student HolidayStaff Development/
Teacher Work Day
No School for Students

Schools & Offices Closed



School Day/End of Nine Weeks

**MEMORANDUM**

To: Members of the Board of Trustees

Through: Dr. Christina S. Melton, Superintendent

From: Michael Guliano *MG*
Chief Instructional Officer

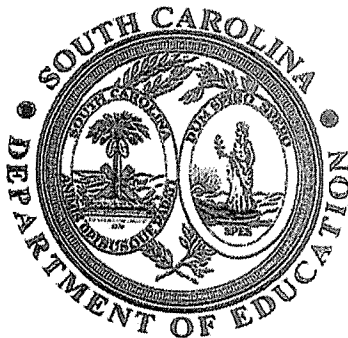
Date: January 8, 2019

Re: January 14, 2019 Board Meeting
Discussion: Locally Designed Subject Area Course Application: Band with Physical Education

On May 18, 2018 Governor McMaster signed Senate Bill 302 into law permitting school districts to allow students to earn the physical education credit required for graduation through marching band. To offer the credit, a school district must submit a plan via the Office of Federal and State Accountability's prescribed innovative course application documenting that all South Carolina Academic Standards for Physical Education are met through the proposed marching band instruction. The plan must first be approved by the local school board before being submitted to the South Carolina State Department of Education for final approval.

Attachments: Locally Designed Subject Area Course Application

Innovative Approaches: Locally Designed Subject Area Course Application



SOUTH CAROLINA

DEPARTMENT OF EDUCATION

2018–19

State Accountability
Office of Federal and State Accountability
South Carolina Department of Education
1429 Senate Street, Room 501
Columbia, South Carolina 29201

SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF FEDERAL AND STATE ACCOUNTABILITY

LOCALLY DESIGNED SUBJECT AREA COURSE APPLICATION
(Core Graduation Credit)

State Board of Education Regulation 43-234 allows schools with grades 9-12 to award credit for a locally designed subject area course if the course is aligned with current state academic standards for the particular subject area and approved by the local board of trustees. The course will then be reviewed for approval by State Superintendent of Education.

South Carolina Department of Education (SCDE) approval is not required for locally designed courses for which students receive elective college preparatory credit as long as the courses are approved by the local board of trustees.

If honors credit is needed for any locally designed elective course, follow the Honors Framework Appendix A.

Email the completed Locally Designed Subject Area Course Application to Nicole Ivery at nivery@ed.sc.gov. Call her at (803) 734-6268 for questions or concerns.

An approved application is valid for three years unless new standards are written in the subject area. In such a case, another application must be completed and submitted to the SCDE.

SCDE Assigned Course Code:

(SCDE use only)

Date Submitted:	
District:	School District Five of Lexington & Richland Counties
APPLICATION PREPARED AND SUBMITTED BY:	
Name:	Michael Guliano
Position:	Chief Instructional Officer
Mailing Address:	1020 Dutch Fork Rd, Irmo, SC 29063
Phone Number, including area code:	(803) 476-8128
E-mail address:	mguliano@lexrich5.org

LOCALLY DESIGNED SUBJECT AREA COURSE FOR CORE CREDIT	
Name of Course:	Band with Physical Education
Subject Area:	Instrumental Music Physical Education
Length of Course:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Year
Grade Level(s):	9-12 – Course to be taken one time only.
Course Beginning Date:	8/21/2019 (Tentative)
Course Ending Date:	6/4/2020 (Tentative)
Course Credit to be Awarded:	<input checked="" type="checkbox"/> one unit <input type="checkbox"/> one-half unit
School(s) Where Course Will Be Implemented:	Chapin High School
TEACHER OF THE LOCALLY DESIGNED COURSE*	
Teacher's Name:	Kevin Hebert
South Carolina Certification Identification (CID) Number:	289717
List all area(s) of certification/endorsement that appear on the certification:	54 – Music Ed. – Instrumental
List any specific experience(s) or training(s) the teacher may have in this area of study:	Band Director – Marching Band

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Course Beginning Date:	8/21/2019 (Tentative)
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Course Credit to be Awarded:	<input checked="" type="checkbox"/> one unit <input type="checkbox"/> one-half unit
School(s) Where Course Will Be Implemented:	Dutch Fork High School
TEACHER OF THE LOCALLY DESIGNED COURSE*	
Teacher's Name:	Jeremy Ley
South Carolina Certification Identification (CID) Number:	275717
List all area(s) of certification/endorsement that appear on the certification:	54 – Music Ed. – Instrumental
List any specific experience(s) or training(s) the teacher may have in this area of study:	Band Director – Marching Band

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Course Credit to be Awarded:	<input checked="" type="checkbox"/> one unit <input type="checkbox"/> one-half unit
School(s) Where Course Will Be Implemented:	Irmo High School
TEACHER OF THE LOCALLY DESIGNED COURSE*	
Teacher's Name:	Roger Simpson
South Carolina Certification Identification (CID) Number:	218578
List all area(s) of certification/endorsement that appear on the certification:	54 – Music Ed. – Instrumental
List any specific experience(s) or training(s) the teacher may have in this area of study:	Band Director – Marching Band



MEMORANDUM

To: Members of the Board of Trustees

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

From: A. Len Richardson 
Chief Finance & Operations Officer

Date: January 7, 2019

Re: Proposed FY2020 Five (5) Year Capital Budget Plan

The proposed Five (5) Year Capital Budget Plan for FY2020 has been developed for consideration. This plan is designed to insure the district maintains the physical plants, while addressing other necessary equipment priorities. The established priorities include necessary roof replacements, Heating, Ventilation, and Air Conditioning (HVAC) system replacements, technology, activity bus replacement, curriculum related renovations, and funds for contingencies.

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

Recommendation: The administration recommends the proposed Five (5) Year Capital Budget Plan and funding for the FY2020 portion of the plan proceed to first reading.

2019-2020 Meeting Schedule
School District Five of Lexington and Richland Counties
Board of Trustees

Date	Location
July 15, 2019	Center for Advanced Technical Studies
August 5, 2019	District Office
August 19, 2019	District Office
September 9 , 2019	H.E. Corley Elementary School
September 23, 2019	Lake Murray Elementary School
October 14, 2019	Seven Oaks Elementary School
November 11, 2019	River Springs Elementary School
December 9, 2019	Chapin Elementary School
January 13, 2020	Irmo High School
January 27, 2020	Dutch Fork Elementary School
February 10, 2020	Chapin Middle School
February 24, 2020	Nursery Road Elementary School
March 9, 2020	Dutch Fork Middle School
April 6, 2020	Chapin Intermediate School
April 27, 2020	Irmo Middle School
May 18, 2020	Oak Pointe Elementary School
June 1, 2020	Center for Advanced Technical Studies
June 15, 2020	Center for Advanced Technical Studies