



***\*Amended Agenda\****

Board of Trustees

Regular Meeting

Location: Spring Hill High School

Video Livestream: <https://lexrich5.rev.vbrick.com/#/webcasts/boardmeeting>

August 23, 2021

1. Call to order at 5:30 p.m.
2. Approval of the agenda
3. Enter Executive Session to consider the following:
  - a. Selected employment items (*Exhibit A*) (Action)
  - b. Selected employment items (*Exhibit B*) (Information Only)
  - c. Contractual matter regarding construction
  - d. Legal update on possible Cognia lawsuit
  - e. Legal update regarding *C.A. No 2021-CP-40-03694*
  - f. Receipt of legal advice related to a pending contract claim
  - g. Receipt of legal advice regarding the search for a permanent superintendent
4. Call to order at 7:00 p.m.
5. Welcoming remarks – Jan Hammond, Board Chair
6. Invocation – Matt Hogan, Board of Trustees
7. Pledge of Allegiance – Matt Hogan, Board of Trustees
8. Superintendent's Report
  - a. Back to School 2021-2022
  - b. Student Quarantine/Isolation
9. Approval of the minutes of the August 9, 2021 board meeting
10. Public Participation\*

**ACTION AGENDA**

11. Action as Necessary or Appropriate on Matters Discussed in Executive Session
12. Discussion and possible revisions to the District's attorney listing for 2021-2022

13. Approval of the ESSER III Spending Plan (Exhibit C)
14. Second and Final Reading of Proposed Revisions to Policy GCG “Part-Time and Substitute Professional Staff Employment” (Exhibit D)

#### **DISCUSSION AGENDA**

15. Debt Program Structure with Long Term Capital Planning and Financial Advisors
16. Financial and Operational Audit
17. Update on Construction Projects Completed in 2021
18. Adjourn

#### **INFORMATION AGENDA**

19. Revisions to Administrative Rule GCC/GDC-R2 “COVID-19-Related Leave (Professional and Support Staff)” (Exhibit E)
20. Revisions to Administrative Rule AR EBC-R (1) “Remote Work” (Exhibit F)
21. The next regular scheduled board meeting will be September 13, 2021 at Chapin 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.

**COVID-19 NOTICE:** Due to state social distancing guidelines, seating capacity at our school board meeting will be limited. Mask use is encouraged. The district will live stream board meetings to provide virtual viewing options.



Minutes/August 9, 2021

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:

Mrs. Rebecca Blackburn Hines  
Mrs. Nikki Gardner, Secretary, Virtual  
Mrs. Jan Hammond, Chair  
Mr. Matt Hogan  
Mrs. Catherine Huddle  
Mr. Ken Loveless, Vice Chair  
Dr. Akil Ross, Interim Superintendent

The following staff were in attendance:

Mr. Todd Bedenbaugh, Executive Director of Operations  
Dr. Michael Harris, Chief Planning and Administrative Officer  
Mrs. Tina McCaskill, Director of Elementary Education  
Mrs. Marty Rawls, Chief Finance Officer  
Dr. Tamara Turner, Chief Human Resources Officer

A livestream video link was provided to the public as a viewing option for the meeting.

Chair Hammond called the meeting to order and gave welcoming remarks. The Invocation and Pledge of Allegiance were led by Jan Hammond, chair, board of trustees.

During the Superintendent's Report, Dr. Ross gave a presentation on Back to School 2021-2022, COVID-19 Operations Guidance; Follow-up discussion regarding safety concerns across the District; and Community Engagement.

During the public participation, Sarah Wildt, Mallory Greene, Elizabeth Hucks, Roger Nelson, Todd Grosh, Renee Kelly, Pamela Godwin, Alan Wright, Katie Million spoke regarding COVID; Zoe Warren and Ernest Floyd spoke regarding CRT; and Joshua Lazenby spoke regarding communication with the Board and students.

Dr. Turner presented for discussion and first reading proposed revisions to board policy GCG "Part-Time and Substitute Professional Staff Employment" (Exhibit E).

Cassy Paschal gave an update on Piney Woods Elementary School.

Revisions to Administrative Rule GCG-R "Part-Time and Substitute Professional Staff Employment" (Exhibit F) were presented for Information.

SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES

Meeting of August 9, 2021

	B L A C K B U R N  H I N E S	G A R D N E R	H A M M O N D	H O G A N	H U D D L E	L O V E L E S S	V A C A N T
1. M. Blackburn Hines      S. Hogan  Approve the agenda	X	A	X	X	X	X	
2. M. Loveless      S. Huddle  Enter executive session to consider the following : a) selected employment items (Exhibit A) (Action); b) selected employment items (Exhibit B) (Information Only); c) legal advice regarding personnel matter; d) legal update regarding C.A. No 2021-CP-4003694; e) receipt of legal advice related to a potential legal claim; and f) legal advice regarding an accreditation complaint referenced in The State newspaper on August 8, 2021	X	A	X	X	X	X	
3. M. Loveless      S. Huddle  I move that District 5 provides an additional allocation of \$100.00 to each eligible employee who is employed by the District as of November 30th of the current fiscal year to offset expenses incurred for supplies directly related to the education of students. The total allocation for each eligible employee will then be \$375.	X	X	X	X	X	X	
4. M. Huddle      S. Blackburn Hines  Approve the minutes of the July 12, 2021 board meeting	X	X	X	AB	X	X	
5. M. Huddle      S. Blackburn Hines  Approve the selected employment items (Exhibit A)	X	X	X	X	X	X	
6. M. Huddle      S. Blackburn Hines  I move that, effective immediately, the Board consider meetings of its officers to set the agenda for Board meetings to be meetings of a public body for purposes of	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 9, 2021

	B L A C K B U R N  H I N E S	G A R D N E R	H A M M O N D	H O G A N	H U D D L E	L O V E L E S S	V A C A N T
FOIA. While neither FOIA nor applicable case law specifically addresses this issue and the agenda has been set in this manner for over 28 years, I believe that those meetings should be public to the extent appropriate.							
7. M. Huddle S. Loveless  I move that the Board formally accept the resignation of Dr. Christina Melton as Superintendent of School District Five and also formally ratify the Separation Agreement entered into by Dr. Melton and the Board on June 14, 2021. This Agreement was mutually negotiated between the Board and Dr. Melton in Executive Session, as required by Section 11 of Dr. Melton's employment contract and as permitted by Section 30-4-70(a)(1) and (2) of the South Carolina Freedom of Information Act. While our legal counsel has advised us that FOIA does not require a vote to accept a resignation and/or to ratify a Separation Agreement, she also has advised us to take this action in the hope of resolving the lawsuit filed by the Editor of the State paper before we spend monies in defending against litigation that would be much better spent in the classroom.	X	X	X	X	X	X	
8. M. Loveless S. Huddle  Approve the list of attorneys as provided in Exhibit C	X	X	X	X	X	X	
9. M. Blackburn Hines S. Hogan  Reinstate board policy ECB, "Building and Grounds Maintenance" (Exhibit D)	X	X	X	X	X	X	
10. M. Loveless S. Blackburn Hines  First Reading of proposed revisions to board policy GCG "Part-Time and Substitute Professional Staff Employment" (Exhibit E)	X	X	X	X	X	X	

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N = No  
X = Yes  
R = Recuse

SCHOOL DISTRICT FIVE  
OF  
LEXINGTON AND RICHLAND COUNTIES

Meeting of August 9, 2021

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES		B L A C K B U R N  H I N E S	G A R D N E R	H A M M O N D	H O G A N	H U D D L E	L O V E L E S S	V A C A N T
Meeting of August 9, 2021								
11. M.	Hogan	S.	Blackburn Hines	X	X	X	X	X
Adjourn at 9:15 p.m.								

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N = No  
X = Yes  
R = Recuse

As some of you may be aware, an article appeared in The State paper yesterday stating that reporter Bristow Marchant had a letter of complaint signed by two former Trustees and three former Superintendents of School District Five. The complaint was sent by these individuals to Cognia, formerly known as AdvancED, which accredits a majority of school districts in South Carolina, including School District Five.

In their letter, these individuals are attempting to invalidate the District's accreditation status by alleging impropriety on behalf of the Board and Dr. Akil Ross in the formation of the employment agreement between Dr. Ross's for-profit LLC, HeartEd, and the Board. Our attorney has advised us that these accusations have no merit and that the community should not be concerned about the District losing its accreditation. Also, Dr. Ross has advised the Board that he is in the process of retaining legal counsel to represent him in response to the accusations of impropriety made against him by the former Trustees and Superintendents.

Ironically, one of the individuals quoted in the State article as being involved with the complaint, Dr. Herb Berg, served as the District's Interim Superintendent for a period of several years, during which he was employed through his LLC. Also, there are several factual inaccuracies in the letter of complaint that I will ask Dr. Ross to address.

We will continue to keep our stakeholders informed about this matter. In the meantime, I would ask that we focus on what is really important, our students and teachers as we welcome a new school year.

Jan Hammond  
August, 9, 2021


Attachment 1 is included with  
the minutes of the 8-9-21  
meeting, at the request of Board member  
Jan Hammond  
pursuant to South Carolina Code  
Ann. Section 30-4-90(a)(4)  
and Board Policy BEDG. The Board majority  
did not approve, disapprove, or otherwise  
act upon the contents of this attachment.



**MEMORANDUM**

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.  
Interim Superintendent

From: Marty Rawls,  
Chief Finance Officer 

Date: August 20, 2021

Re: August 23, 2021 Board Meeting  
Action Item  
ARP ESSER Plan and ARP ESSER Spending Plan (Exhibit C)

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Attached are the APR ESSER Plan and the ARP ESSER Spending Plan (ESSER III) for approval.

MR

Attachments

# ARP ESSER Plan



<b>LEA Name</b>	School District Five of Lexington and Richland Counties		
<b>Email</b>	reentry@lexrich5.org		
<b>Website</b>	www.lexrich5.org		
<b>Phone</b>	803-476-8000		
<b>Address</b>	1020 Dutch Fork Road		
<b>City</b>	Irmo	<b>State</b>	SC
<b>Zip Code</b>	29063		



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# Introduction

On March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. In it, the U.S. Department of Education is providing an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ARP ESSER Fund). This legislation awards grants to state educational agencies (SEAs) for providing local educational agencies (LEAs, i.e., school districts) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

South Carolina will receive \$2,112,051,487 in ARP ESSER funds from the ARP Act, with 90 percent being awarded to LEAs with amounts determined in proportion to the amount of Title I, Part A funds they received in summer 2020. The remaining funds to South Carolina will be used for state-level activities to address issues caused by COVID-19.



This plan describes how the LEA will use funds that it is awarded under the ARP ESSER program. This report template complies with all reporting requirements of the ARP Act (Public Law 117-2), the [ARP ESSER grant](#) terms, conditions, and assurances (CFDA Number 84.425U), and the interim final rule established by the U.S. Department of Education, [86 FR 21195](#).



# ARP ESSER Budget Overview

## Total Amount of LEA Award

\$15,012,692.00

## Required 20 Percent for Learning Loss

\$3,002,538.40

## Funds for Prevention and Mitigation Strategies

In the text field below, describe the extent to which and how the LEA will use funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control (CDC) guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

(Click box to scroll)

As a requirement of the American Rescue Plan: Elementary and Secondary School Emergency Relief (ARP/ESSER III) District Five has published its Reentry Plan which details instructional, health and safety, and operational procedures related to a safe return to in-person, five-day instruction for the 2021-2022 School Year.

As authorized under ARP/ESSER III, District Five has allocated funds for prevention and mitigation strategies that support the Reentry Plan and focus on the following priorities:

### Priority 2: Coordination of Emergency Responses:

Funds will be used to hire three Certified Nursing Assistants (temporary, grant-funded positions) to assist school nurses with daily activities and reporting in response to Covid-19.

### Priority 6: Sanitation Services and Supplies

Funds will be used for supplies to sanitize and clean facilities in response to Covid-19 exposure and as a mitigation strategy. Supplies will include: chemicals/disinfectants to be used after exposure in specific areas of school/district facilities and buses, hand sanitizer, and general disinfectants and wipes for use throughout school/district facilities and during extracurricular and summer activities to limit exposure.

### Priority 12: School Facility Repairs and Improvements

Funds will be used to cover a portion of salary/fringe benefits to hire a Coordinator (temporary, grant-funded) to oversee school facility repairs and improvements related to the replacement of HVAC systems and roof repairs and actual costs associated with the repairs/improvements at identified schools.

### Priority 13: Improve Air Quality in School Facilities



# ARP ESSER High Level Budget

Note: The total amounts below must match the LEA's ARP ESSER Budget that details expenditures by allowable activity. A description of the ARP ESSER allowable activities are online on the [ARP Act ESSER Spending Categories webpage](#).

ARP ESSER Allowable Activity	Budgeted Amount
Learning Loss (20% required)	\$3,002,538.40
Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act	\$0.00
Coordination, preparedness, and response efforts	\$378,000.00
Activities to address unique needs of specific students	\$511,349.60
Improving preparedness and response efforts	\$0.00
Training and professional development on sanitation	\$0.00
Supplies to sanitize and clean facilities	\$650,000.00
Planning, coordinating, and implementing school closures	\$72,000.00
Educational technology	\$90,000.00
Mental health services and supports	\$2,809,000.00
Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)	\$0.00
Addressing learning loss among students (in addition to Learning Loss budgeted above)	\$3,462.00
School facility repairs and improvements	\$2,210,000.00
Improving indoor air quality	\$4,976,342.00
Developing and implementing public health protocols	\$310,000.00
Other activities to maintain operation and continuity of services	\$0.00
<b>Total Budget</b>	<b>\$15,012,692.00</b>



# Activities to Address Learning Loss

## ARP ESSER Learning Loss Requirements

The LEA must use 20 percent of the funds it receives under the ARP ESSER program to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. The LEA should duplicate or align with the goals, strategies, and evidence-based interventions in its Academic Recovery Plan to minimize duplication of efforts.

### Academic Recovery Plan – English Language Arts (click box to scroll)

GOAL #1: Provide standards-based instruction with high expectations for all students as measured by the percent of students in grades 2-8 who meet or exceed Spring 2021 to Fall 2023 growth projections to remain at or above the 55th percentile on MAP Achievement and Growth in Reading.

#### STRATEGIES:

- We will employ standards-based instructional practices using research-based instructional strategies that foster challenging curricula and high expectations for all students.
- We will conduct professional development experiences for all district staff to ensure that challenging curricula

### Academic Recovery Plan – Mathematics (click box to scroll)

GOAL #1: Provide standards-based instruction with high expectations for all students as measured by the percent of students in grades 2-8 who meet or exceed Spring 2021 to Fall 2023 growth projections to remain at or above the 55th percentile on MAP Achievement and Growth in Math.

#### STRATEGIES:

- We will employ standards-based instructional practices using research-based instructional strategies that foster challenging curricula and high expectations for all students.
- We will conduct professional development experiences for all district staff to ensure that challenging curricula

### Academic Recovery Plan – Social, Emotional, Behavioral and Mental Health (click box to scroll)

Tier 1: Continuance of ESSER II initiatives to address community-wide needs related to the social emotional well-being and mental health of students, families, and teachers/staff across the district. Strategies to include:

- 1) Professional Development: coaching, training, field studies, and book studies to develop staff capacity in implementing SEL practices and curriculum in schools
- 2) Marketing/Communications: displays, data collection, and promotional materials related to SEL programs serving students, families, staff and community
- 3) Community Connections: nonprofit, faith-based, residential communities, and municipal partnerships to

### Academic Recovery Plan – Other Activities (click box to scroll)

Provide a Tier 3 Behavioral Program for students with disabilities who exhibit behavioral challenges. The program will be available to students across the district. Funds will be used to hire one Program Lead (temporary, grant-funded position) to lead the daily operations of the program.

\*NOTE - activities described in this section are budgeted/highlighted under Priority 3.

# Activities for other ARP ESSER Funds

The LEA must describe how it will expend its remaining ARP ESSER funds in the other allowable categories. Detailed categories are available on the [ARP ESSER Spending Plan Categories webpage](#).

## Activities authorized under the ESEA, the IDEA, the AEFLA, and the Perkins Act

Description of Planned Activities if applicable (click box to scroll)

N/A

## Coordination, preparedness, and response efforts

Description of Planned Activities if applicable (click box to scroll)

Funds will be used to hire three Certified Nursing Assistants (temporary, grant-funded positions) to assist school nurses with daily activities and reporting in response to Covid-19.

## Activities to address unique needs of specific students

Description of Planned Activities if applicable (click box to scroll)

Funds will be used to hire one Program Lead (temporary, grant-funded position) to lead a Tier 3 behavioral program for students served in special education who exhibit significant behavioral challenges that affect their academic outcomes. Additional funds will be used for supplies (instructional, hygiene kits/clothing, etc) for students with economic needs as identified by school administrators, counselors, and social workers.



### Improving preparedness and response efforts

Description of Planned Activities if applicable (click box to scroll)

N/A

### Training and professional development on sanitation

Description of Planned Activities if applicable (click box to scroll)

N/A

### Supplies to sanitize and clean facilities

Description of Planned Activities if applicable (click box to scroll)

Funds will be used for supplies to sanitize and clean facilities in response to Covid-19 exposure and as a mitigation strategy. Supplies will include: chemicals/disinfectants to be used after exposure in specific areas of school/district facilities and buses, hand sanitizer, and general disinfectants and wipes for use throughout school/district facilities and during extracurricular and summer activities to limit exposure.

### Planning, coordinating, and implementing school closures

Description of Planned Activities if applicable (click box to scroll)

Funds will be used to purchase a control management system to ensure freezer and cooler temperatures can be remotely monitored to maintain proper temperatures per Hazard Analysis Critical Control Points (HACCP) requirements in the event of a future long term closure.

## Educational technology

Description of Planned Activities if applicable (click box to scroll)

Funds will be used to provide monthly service for 100 hot-spots provided to students who lack access to the Internet. Students in need of hot-spots will be identified by school triage teams comprised of school administrators, counselors, social workers, and interventionists.

## Mental health services and supports

Description of Planned Activities if applicable (click box to scroll)

Funds will be used to hire nine Case Managers (temporary, grant-funded) positions and one Lead Case Manager (temporary, grant-funded) to provide intensive case management services to students/families in need.

Additional funding will be used for the continuation of community-wide efforts to address the social emotional well-being and mental health of students, families, and teachers/staff across the district, including:

- 1) Professional Development: coaching, training, field studies, and book studies to develop staff capacity in implementing SEL practices and curriculum in schools
- 2) Marketing/Communications: displays, data collection, and promotional materials related to SEL programs serving students, families, staff and community
- 3) Community Connections: nonprofit, faith-based, residential communities, and municipal partnerships to

## Planning and implementing summer learning and afterschool programs (in addition to Learning Loss budgeted above)

Description of Planned Activities if applicable (click box to scroll)

N/A

## Addressing learning loss among students (in addition to Learning Loss budgeted above)

Description of Planned Activities if applicable (click box to scroll)

Funds will be used to address learning loss among students as follows:

2021-2022 Academic Year

- 1) COVID Student Support Services: Teams of teachers and school staff to provide academic support and tutoring services to students affected by quarantine measures.
- 2) Tutoring Services: Additional pay for current district employees to provide tutoring services to students after-school, and through on-line tutoring platforms.
- 3) Educational Software Programs: District-wide subscriptions for Test prep programs (USA Testprep and Finish Line) to assist schools in serving students identified with learning gaps.
- 4) Professional Development: Instructional texts for teachers focused on learning loss and acceleration.



### School facility repairs and improvements

Description of Planned Activities if applicable (click box to scroll)

Funds will be used to cover a portion of salary/fringe benefits to hire a Coordinator (temporary, grant-funded) to oversee school facility repairs and improvements related to the replacement of HVAC systems and roof repairs and actual costs associated with the repairs/improvements at CrossRoads Intermediate School and Irmo Middle School. School facility repairs and improvements will enable the identified schools to operate safely to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs to reduce the risk of the virus.

### Improving indoor air quality

Description of Planned Activities if applicable (click box to scroll)

Funds will be used to cover a portion of salary/fringe benefits to hire a Coordinator (temporary, grant-funded) to oversee the replacement/repair of aging HVAC systems and actual costs associated with the repairs/improvements necessary to improve air quality at CrossRoads Intermediate School, Irmo Middle School, and District Office Facilities. Facilities were identified based on recommendations from a 2019 Facility Study conducted by MB Kahn. Activities will include the following:

- 1) MECHANICAL SYSTEMS: Replace heating, ventilating, and air conditioning (HVAC) systems to improve ventilation, airflow patterns, air circulation, and additional air filtration to remove pathogens from schools to lower the risk of infection. The energy and control management systems will help to save energy and costs long term.
- 2) REPLACE DUCTWORK: Improve the efficiency of air quality control and circulation by removing the moisture accumulation in the ducts which decreases bacteria growth long-term. New and improved ductwork eliminates

### Developing and implementing public health protocols

Description of Planned Activities if applicable (click box to scroll)

Funds will be used to pay salaries and fringe benefits of school nurses during the summer who will be developing and implementing public health protocols, and supporting students and teachers during the operation of summer academic enrichment camps. Additional funds will be used for supplies to create/replace signage of Covid-19 mitigation protocols in school and district facilities.

### Other activities to maintain operation and continuity of services

Description of Planned Activities if applicable (click box to scroll)

N/A



# Evaluation and Review

The LEA must describe how it will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic. These include students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. The LEA should use or align with its progress monitoring narrative from its Academic Recovery Plan in this section to avoid duplication. (click box to scroll)

In addition to the activities proposed under Priority 3 that specifically address the unique needs of low-income students and those with disabilities, along with Priority 9 that specifically addresses the social emotional and mental health needs of students, progress monitoring will follow the district's Academic Recovery Plan, using a three-tiered model for intervention as follows:

## Tier 1 (Mild learning gaps)

- Progress Monitoring Data tracked from various applications will help to monitor student progress and address learning gaps (DreamBox, FastBridge, Apex Tutorials, Edmentum, iReady Rtl Tier 3 B Special Education, Reading Horizons, Math Nation, RALLY Data)
- Common Formative Assessments in Data Teams will help us progress monitor student learning and adjust instructional strategies.
- Classroom Mosaic Observations will allow administrators and District Instructional Staff to monitor teaching and learning in all classrooms.

## Tier 2 (Moderate learning gaps)

- Instructional programs will be utilized to support student achievement and learning gaps (APEX Learning Tutorials and Courses for EOCEP Courses, USA TestPrep for EOCEP Courses, Math Nation)
- Progress Monitoring Data tracked from various applications will help to monitor student progress and address learning gaps (DreamBox, FastBridge, Apex Tutorials and Courses, Edmentum, iReady Rtl Tier 3 B Special Education, Reading Horizons, Math Nation, USA TestPrep for EOCEP Courses, RALLY Data, and Grade distributions from Tableau to sort and filter domains such as academic progress, attendance, etc.)
- High effect instructional strategies will impact learners to address learning recovery
- Develop, use, and analyze common formative assessments to determine instructional strategies in the data team process.
- Common Formative Assessments in Data Teams will allow us to progress monitor student learning and adjust instructional strategies. Additionally, Data Teams will be observed and coached for high effect instructional strategies that accelerate learning.
- Classroom Mosaic Observations will allow administrators and District Instructional Staff to monitor teaching and learning in all classrooms.
- Provide core classroom interventions and/or supplemental Interventions based on targeted



# Consultation and Public Input

The LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, the LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, the LEA must engage in meaningful consultation with each of the following, to the extent that they are present in or served by the LEA: Tribes, civil rights organizations (including disability rights organizations), and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Description of how public input was obtained (click box to scroll)

Meaningful consultation with stakeholders along with public input was sought in several ways during the summer to help inform the development of District Five's ESSER 3 Spending Plan. The interim superintendent met with each of the three separate Superintendent Advisory Council's (students, teachers, and families) as well as the ministerial council representing various faith-based organizations located within the district's geographic boundaries. Following these meetings, the interim superintendent met with district administrators and school principals; and a community survey was open for public comment and input between August 4 and August 11, 2021. Initial results of the survey were communicated by the interim superintendent during a Community Stakeholder Listening Session on August 12, 2021. The community survey was emailed to all district students, staff, and families; and the link was posted on the district's website homepage and publicized on the district's Facebook page.

Required Stakeholder	Date(s) of Input
Students	07/15/2021
Families	07/14/2021
School and district administrators	07/19/2021
Teachers	07/15/2021
Principals & school leaders	08/02/2021
Other educators, school staff	08/11/2021
Professional organizations	07/14/2021
Other stakeholders representing key student subgroups	08/11/2021



# ASSURANCES

As a requirement for ARP ESSER funds, the LEA must agree to all of the following terms, conditions, and assurances included, but not limited to the following. All assurances and terms and conditions are included in the LEA's Subgrant Award Notification and accompanying attachments.

1. This LEA will use American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) funds for activities allowable under section 2001(e) of the ARP.
2. This LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
3. This LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as
  - a. summer learning or summer enrichment,
  - b. extended day,
  - c. comprehensive afterschool programs,
  - d. extended school year programs, or
  - e. other evidence-based interventions,
 and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
4. This LEA will either:
  - a. within 30 days of receipt of ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or
  - b. develop and make publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. This LEA will, as required in section 2001(i)(2) of the ARP, before making the plan publicly available, have sought public comment on the plan and took such comments into account in the development of the plan.

5. This LEA will comply with all reporting requirements at such time and in such manner and containing such information as the U.S. Secretary of Education may reasonably require, including on matters such as:
- a. how the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
  - b. overall plans and policies related to the LEA's support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
  - c. data on each LEA's mode of instruction (remote, hybrid, in-person) and conditions;
  - d. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
  - e. LEA uses of funds to sustain and support access to early childhood education programs;
  - f. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
  - g. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
  - h. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
  - i. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.



**South Carolina**  
**Elementary and Secondary School Emergency Relief (ARP ESSER) Subgrant**  
**Spending Plan Form**

**LEA Information**

LEA Name:	Lexington 5
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**Uses of Funds**

A local educational agency that receives funds under this section shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C.6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care

A local educational agency that receives funds under this title may use the **remaining** funds for any of the following:

1. Any activity authorized by
  - a. Elementary and Secondary Education Act of 1965
  - b. Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"),
  - c. Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.),
  - d. Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"),
2. Coordination of preparedness and response efforts of local educational agencies with state, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
4. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
5. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
6. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
7. Planning for and coordinating and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

## Uses of Funds (continued)

8. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
9. Providing mental health services and support, including through the implementation of evidenced-based full-service community schools.
10. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
11. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by
  - a. Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
  - b. Implementing evidence-based activities to meet the comprehensive needs of students.
  - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
  - d. Tracking student attendance and improving student engagement in distance education.
12. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
13. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
14. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
15. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

INSTRUCTIONS: Click on the links below to access a specific budgeting table. Please provide a short description of proposed activities and complete the budget information. A summary budget will be autocalculated on the final page, titled Budget Summary. Budget the amount for equitable services in the 15th category budget and indicate the amount in the field provided below. Please enter your allocation amount in the appropriate field on the Budget Summary. Ensure that the summary amount budgeted equals the allocation. Any changes to this document will require resubmission to the SCDE.

### [Addressing Learning Loss](#)

#### 1. Activities authorized by

[a. Elementary and Secondary Education Act of 1965](#)

[b. Individuals with Disabilities Education Act \(IDEA\)](#)

[c. Adult Education and Family Literacy Act](#)

[d. Carl D. Perkins Career and Technical Education Act \(The Perkins Act\)](#)

#### [2. Coordination of Preparedness and Response Efforts](#)

#### [3. Activities to Address the Unique Needs of Students](#)

#### [4. Development and Implementation of Procedures](#)

#### [5. Training and Professional Development](#)

#### [6. Sanitation Services and Supplies](#)

#### [7. Planning and Coordination during Long-term Closures](#)

#### [8. Purchase of Educational Technology](#)

#### [9. Provision of Mental Health Services and Supports](#)

#### [10. Summer Learning and Supplemental Afterschool Programs](#)

#### [11. Addressing Learning Loss Among Students](#)

#### [12. School Facility Repairs and Improvements](#)

#### [13. Improve Indoor Air Quality in School Facilities](#)

#### [14. Developing Strategies and implementing public health protocols](#)

#### [15. Other Activities for Operation and Continuity of Services](#)

### [Budget Summary](#)

South Carolina Elementary and Secondary School Emergency Relief (ARP ESSER) Spending Plan Form

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## Use of Funds Addressing Learning Loss

A local educational agency that receives funds under this section shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C.6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

### Budget Narrative

Funds will be used to address learning loss among students as follows:

2021-2022 Academic Year

1) COVID Student Support Services: Teams of teachers and school staff to provide academic support and tutoring services to students affected by quarantine

Total Allocation Amount:	\$15,012,692.00
20% Reserved minimum for Learning Loss:	\$3,002,538.40

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100	\$1,200,000.00	\$384,000.00	\$500,000.00	\$250,000.00				<input type="checkbox"/>	\$2,334,000.00
Support Services	200	\$225,000.00	\$72,000.00	\$250,000.00	\$121,538.40				<input type="checkbox"/>	\$668,538.40
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$1,425,000.00	\$456,000.00	\$750,000.00	\$371,538.40	\$0.00	\$0.00	\$0.00		\$3,002,538.40

20% Reserved Amount	Budgeted Amount for Learning Loss	Remaining Funds
\$3,002,538.40	\$3,002,538.40	\$12,010,153.60

*(Budgeted amount must be greater than or equal to reserved amount)*

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## Use of Funds

## 1a. Elementary and Secondary Education Act of 1965

Local educational agencies that receive funds under this title may use the funds for any activity authorized by the ESEA of 1965.

## Budget Narrative

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200								<input type="checkbox"/>	\$0.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00

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### Use of Funds

#### 1b. Individuals with Disabilities Education Act

Local educational agencies that receive funds under this title may use the funds for the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA")

#### Budget Narrative

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200								<input type="checkbox"/>	\$0.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00

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### Use of Funds

#### 1c. Adult Education and Family Literacy Act

Local educational agencies that receive funds under this title may use the funds for the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.)

#### Budget Narrative

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200								<input type="checkbox"/>	\$0.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00

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### Use of Funds

#### 1d. Carl D. Perkins Career and Technical Education Act

Local educational agencies that receive funds under this title may use the funds for the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act")

#### Budget Narrative

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200								<input type="checkbox"/>	\$0.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00

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## Use of Funds

### 2. Coordination of Preparedness and Response Efforts

Local educational agencies that receive funds under this title may use the funds for coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

#### Budget Narrative

Funds will be used to hire three Certified Nursing Assistants (temporary, grant-funded positions) to assist school nurses with daily activities and reporting in response to Covid-19.

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200	\$270,000.00	\$108,000.00						<input type="checkbox"/>	\$378,000.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$270,000.00	\$108,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$378,000.00

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### Use of Funds

### 3. Activities to Address the Unique Needs of Students

Local educational agencies that receive funds under this title may use the funds for activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

#### Budget Narrative

Funds will be used to hire one Program Lead (temporary, grant-funded position) to lead a Tier 3 behavioral program for students served in special education who exhibit significant behavioral challenges that affect their academic outcomes. Additional funds will be used for supplies (instructional, hygiene kits/clothing, etc) for students with economic needs as identified by school administrators, counselors, and social workers.

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100				\$98,175.00				<input type="checkbox"/>	\$98,175.00
Support Services	200	\$225,000.00	\$90,000.00		\$98,174.60				<input type="checkbox"/>	\$413,174.60
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$225,000.00	\$90,000.00	\$0.00	\$196,349.60	\$0.00	\$0.00	\$0.00		\$511,349.60

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### Use of Funds

#### 4. Development and Implementation of Procedures

Local educational agencies that receive funds under this title may use the funds for developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

#### Budget Narrative

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200								<input type="checkbox"/>	\$0.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00

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LEA Name:

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### Use of Funds

#### 5. Training and Professional Development

Local educational agencies that receive funds under this title may use the funds for training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

#### Budget Narrative

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200								<input type="checkbox"/>	\$0.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00

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### Use of Funds

#### 6. Sanitation Services and Supplies

Local educational agencies that receive funds under this title may use the funds for purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

#### Budget Narrative

Funds will be used for supplies to sanitize and clean facilities in response to Covid-19 exposure and as a mitigation strategy. Supplies will include: chemicals/disinfectants to be used after exposure in specific areas of school/district facilities and buses, hand sanitizer, and general disinfectants and wipes for use throughout school/district facilities and during extracurricular and summer activities to limit exposure.

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200				\$650,000.00				<input type="checkbox"/>	\$650,000.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$0.00	\$0.00	\$0.00	\$650,000.00	\$0.00	\$0.00	\$0.00		\$650,000.00

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### Use of Funds

#### 7. Planning and Coordination during Long-term Closures

Planning for and coordinating and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

#### Budget Narrative

Funds will be used to purchase a control management system to ensure freezer and cooler temperatures can be remotely monitored to maintain proper temperatures per Hazard Analysis Critical Control Points (HACCP) requirements in the event of a future long term closure.

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200			\$72,000.00					<input type="checkbox"/>	\$72,000.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$0.00	\$0.00	\$72,000.00	\$0.00	\$0.00	\$0.00	\$0.00		\$72,000.00

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### Use of Funds

#### 8. Purchase of Educational Technology

Local educational agencies that receive funds under this title may use the funds for purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

#### Budget Narrative

Funds will be used to provide monthly service for 100 hot-spots provided to students who lack access to the Internet. Students in need of hot-spots will be identified by school triage teams comprised of school administrators, counselors, social workers, and interventionists.

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200			\$90,000.00					<input type="checkbox"/>	\$90,000.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$0.00	\$0.00	\$90,000.00	\$0.00	\$0.00	\$0.00	\$0.00		\$90,000.00

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## Use of Funds

### 9. Provision of Mental Health Services and Supports

Local educational agencies that receive funds under this title may use the funds for providing mental health services and supports.

#### Budget Narrative

Funds will used to hire nine Case Managers (temporary, grant-funded) positions and one Lead Case Manager (temporary, grant-funded) to provide intensive case management services to students/families in need.

Additional funding will be used for the continuation of community-wide efforts to address the social emotional well-being and mental health of students, families, and teachers/staff across the district, including:

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100			\$175,000.00					<input type="checkbox"/>	\$175,000.00
Support Services	200	\$1,560,000.00	\$624,000.00	\$450,000.00					<input type="checkbox"/>	\$2,634,000.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$1,560,000.00	\$624,000.00	\$625,000.00	\$0.00	\$0.00	\$0.00	\$0.00		\$2,809,000.00

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### Use of Funds

#### 10. Summer Learning and Supplemental Afterschool Programs

Local educational agencies that receive funds under this title may use the funds for planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

#### Budget Narrative

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200								<input type="checkbox"/>	\$0.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00

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## Use of Funds

## 11. Addressing Learning Loss Among Students

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by

- a. Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- b. Implementing evidence-based activities to meet the comprehensive needs of students.
- c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
- d. Tracking student attendance and improving student engagement in distance education.

## Budget Narrative

Funds will be used to address learning loss among students as follows:

2021-2022 Academic Year

- 1) COVID Student Support Services: Teams of teachers and school staff to provide academic support and tutoring services to students affected by quarantine

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200				\$3,462.00				<input type="checkbox"/>	\$3,462.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$0.00	\$0.00	\$0.00	\$3,462.00	\$0.00	\$0.00	\$0.00		\$3,462.00

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## Use of Funds

### 12. School Facility Repairs and Improvements

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

#### Budget Narrative

Funds will be used to cover a portion of salary/fringe benefits to hire a Coordinator (temporary, grant-funded) to oversee school facility repairs and improvements related to the replacement of HVAC systems and roof repairs and actual costs associated with the repairs/improvements at CrossRoads Intermediate School and Irmo Middle School. School facility repairs and improvements will enable the identified schools to operate safely to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs to reduce the risk of the virus.

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200	\$150,000.00	\$60,000.00			\$2,000,000.00			<input type="checkbox"/>	\$2,210,000.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$150,000.00	\$60,000.00	\$0.00	\$0.00	\$2,000,000.00	\$0.00	\$0.00		\$2,210,000.00

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### Use of Funds

#### 13. Improve Indoor Air Quality in School Facilities

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.

#### Budget Narrative

Funds will be used to cover a portion of salary/fringe benefits to hire a Coordinator (temporary, grant-funded) to oversee the replacement/repair of aging HVAC systems and actual costs associated with the repairs/improvements necessary to improve air quality at CrossRoads Intermediate School, Irmo Middle School, and District Office Facilities. Facilities were identified based on recommendations from a 2019 Facility Study conducted by MB Kahn. Activities will include the following:

1) MECHANICAL SYSTEMS: Replace heating, ventilating, and air conditioning (HVAC) systems to improve ventilation, airflow patterns, air circulation, and additional air

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200	\$150,000.00	\$60,000.00			\$4,766,342.00			<input type="checkbox"/>	\$4,976,342.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$150,000.00	\$60,000.00	\$0.00	\$0.00	\$4,766,342.00	\$0.00	\$0.00		\$4,976,342.00

[Back to Category List](#)



LEA Name:

Lexington 5

## Use of Funds

### 14. Strategies and Public Health Protocols

Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

#### Budget Narrative

Funds will be used to pay salaries and fringe benefits of school nurses during the summer who will be developing and implementing public health protocols, and supporting students and teachers during the operation of summer academic enrichment camps. Additional funds will be used for supplies to create/replace signage of Covid-19 mitigation protocols in school and district facilities.

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200	\$150,000.00	\$60,000.00		\$100,000.00				<input type="checkbox"/>	\$310,000.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$150,000.00	\$60,000.00	\$0.00	\$100,000.00	\$0.00	\$0.00	\$0.00		\$310,000.00

[Back to Category List](#)

LEA Name:

Lexington 5

### Use of Funds

#### 15. Other Activities

Local educational agencies that receive funds under this title may use the funds for other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

#### Budget Narrative

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs	Pre-award Expense	Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100								<input type="checkbox"/>	\$0.00
Support Services	200								<input type="checkbox"/>	\$0.00
Community Services	300								<input type="checkbox"/>	\$0.00
Other Charges	400								<input type="checkbox"/>	\$0.00
Total		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00

[Back to Category List](#)

LEA Name:

Lexington 5

### Use of Funds Budget Summary

	Object	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Indirect Costs		Total
Function	Code	100	200	300	400	500	600	700		
Instruction	100	\$1,200,000.00	\$384,000.00	\$675,000.00	\$348,175.00	\$0.00	\$0.00	\$0.00		\$2,607,175.00
Support Services	200	\$2,730,000.00	\$1,074,000.00	\$862,000.00	\$973,175.00	\$6,766,342.00	\$0.00	\$0.00		\$12,405,517.00
Community Services	300	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
Other Charges	400	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
Total		\$3,930,000.00	\$1,458,000.00	\$1,537,000.00	\$1,321,350.00	\$6,766,342.00	\$0.00	\$0.00		\$15,012,692.00

Budgeted Amount for Learning Loss	Remaining Funds	Total Budgeted Amount	Total Remaining Balance
\$3,002,538.40	\$12,010,153.60	\$15,012,692.00	\$0.00

(Must be \$0.00 for approval)

[Back to Category List](#)

I attest that the information contained in this document is, to the best of my knowledge, correct and the agency named above has authorized me as its representative to file this application. By typing my name below, I affirm that I am authorized to submit this form on behalf of the Subgrantee.

Akil E. Ross, Sr. Ed.D.

8/20/2021

Electronic Signature of Superintendent

Date





Memorandum

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.  
Interim Superintendent

From: Tamara D. Turner, Ed.D. *Tamara Turner, Ed.D.*  
Chief Human Resources Officer

Date: August 19, 2021

Re: August 23, 2021 Board Meeting  
Action Item  
Second and Final Reading of Proposed Revisions to Board Policy GCG **"Part-Time and Substitute Professional Staff Employment"**

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**Item:** Second and Final Reading approval of proposed revisions to Board Policy GCG **"Part-Time and Substitute Professional Staff Employment."**

**Background:** The proposed revisions to Board Policy GCG **"Part-Time and Substitute Staff Employment"** addresses the current staffing arrangement now in existence with ESS.

**Recommendation:** The administration recommends that the Board of Trustees approve the recommended revisions of Board Policy GCG **"Part-Time and Substitute Professional Staff Employment."**

I will be present at the Board Meeting to answer any questions you may have regarding this information.

TDT:aw

Attachment - Current Board Policy GCG and Revisions to Board Policy GCG

## Policy GCG Part-Time and Substitute Professional Staff Employment

Issued 10/09

Purpose: To establish the basic structure of the employment of part-time and substitute professional employees.

Substitute teachers who serve in the absence of regular teachers may be employed when notified by a school principal or his/her designee. To the extent possible, substitute teachers should possess the training and experience to insure that students will receive uninterrupted instruction when the regular teacher has to be absent.

A pool from which principals may contact substitute teachers will be made available to the schools by the office of human resources. The following minimum qualifications are required in order for a substitute teacher applicant to be contacted by principals or their designees.

Although a certified teacher is preferred, a high school diploma or its equivalent from an accredited high school will meet the minimum educational requirements.

- A person must be at least 18 years of age.
- All candidates must have satisfactory references relating to the candidate's ability to do the job.
- All candidates will be required to complete an appropriate application and have a personal interview with the appropriate personnel from human resources.
- All candidates must be pre-screened and approved by the office of human resources.
- All candidates must express a willingness to be available for substitute work and to respond on short notice.
- All candidates must attend a substitute teacher orientation session sponsored by the district.
- All candidates must have on file the following documents.
  - An acceptable criminal records history check from the SC State Law Enforcement Division (SLED) in accordance with the requirements for teachers as stated in SC Code of Laws, Section 59-26-40.
  - Proof of employment eligibility as required by the Immigration Reform and Control Act of 1986 (I-9).
  - School Employee Certificate of Evaluation for Tuberculosis (DHEC 1420) indicating a negative report.
  - Reliable references which attest to the acceptability of the candidate's character and dependability.

The principal has the responsibility for evaluating the effectiveness of each substitute teacher employed in his/her school.

Adopted 8/1/73; Revised 11/16/81, 5/28/84, 1/25/88, 4/16/90, 2/3/92, 6/17/91, 10/12/09

School District Five of Lexington and Richland Counties

PROPOSED REVISIONS – SECOND AND FINAL READING: AUGUST 23, 2021

*Board Policy*

**Part-Time and Substitute Professional and Support Staff Employment**

Code: GCG

**Purpose:** To establish the basic structure of the employment of part-time and substitute professional and select support staff employees.

Substitute teachers serve in the absence of regular teachers. Substitute teachers should possess the training and experience necessary to ensure that students receive uninterrupted instruction when the regular teacher of record is absent.

School District Five of Lexington and Richland Counties contracts with a staffing service to provide substitute programs.

This service provides substitutes for teachers, teaching assistants, and select support staff positions. Nursing substitutes will be hired through the district. Contact information for the provider is available at each school or through the district office.

The principal/director has the responsibility for evaluating the effectiveness of each substitute staff placed in his/her school.

Adopted 8/1/73; Revised 11/16/81, 5/28/84, 1/25/88, 4/16/90, 2/3/92, 6/17/91, 10/12/09, **XX/XX/21**

School District Five of Lexington and Richland Counties





Memorandum

To: Members of the Board of Trustees

Through: Akil E. Ross, Sr.  
Interim Superintendent

From: Tamara D. Turner, Ed.D. *Tamara Turner, Ed.D.*  
Chief Human Resources Officer

Date: August 19, 2021

Re: August 23, 2021 Board Meeting  
**Information ONLY Item**  
Revisions to Administrative Rule GCC/GDC-R2 “COVID-19 Related Leave (Professional and Support Staff)”

**Item:** Revisions to Administrative Rule GCC/GDC-R2 “COVID-19 Related Leave (Professional and Support Staff).”

**Background:** The purpose of this amended administrative rule is to provide leave to eligible employees due to the ongoing COVID-19 pandemic in light of the expiration of the Families First Coronavirus Response Act (FFCRA). School District Five of Lexington and Richland Counties values its employees and wishes to provide leave until October 31, 2021. Our highest priority is safety, and we will continue to implement prevention strategies to ensure safe delivery of in-person instruction. We believe that we all share an obligation for the safety of our stakeholders and strongly recommend that employees receive the COVID-19 vaccination. In addition, the District maintains the ability to revoke and/or rescind this administrative rule at its discretion.

I will be present at the Board Meeting to answer any questions you may have regarding this information.

TDT:aw

Attachment – AR GCC/GDC-R2 “COVID-19 Related Leave (Professional and Support Staff)”

## AR GCC-R(2) COVID-19 Related Leave (Professional Staff)

*Issued 4/21*

In light of the expiration on December 31, 2020, of the Employee Paid Sick Leave Act ("EPSLA") of the Families First Coronavirus Act ("FFCRA"), and consistent with the board's actions at its meetings on February 3, 2021, and March 1, 2021, the district will continue to grant eligible employees emergency paid sick leave for up to two (2) weeks, for the reasons set forth below, beginning January 1, 2021, and ending June 30, 2021. This leave option will expire on June 30, 2021. Employees are limited to taking a total of two weeks for the 2020-21 school year for such purposes. Therefore, this policy only applies to eligible employees who have not exhausted their two weeks of emergency paid sick leave provided by the FFCRA prior to December 31, 2020.

### Emergency Paid Sick Leave

Emergency paid sick leave for up to two weeks will be available to all eligible full- and part-time professional and support staff if the staff member is unable to work or telework for one of the qualifying COVID-19 related reasons listed below:

1. The staff member is subject to a federal, state, or local quarantine or isolation order related to COVID-19
2. The staff member has been advised by a health care provider to self-quarantine due to concerns related to COVID-19
3. The staff member is experiencing COVID-19 symptoms and seeking a medical diagnosis
4. The staff member is caring for an individual subject to a federal, state, or local quarantine or isolation order relevant to COVID-19, or who has been advised by a health care provider to self-quarantine due to concerns related to COVID-19
5. The staff member is caring for his/her child whose school or place of care is closed (or childcare provider is unavailable) due to COVID-19 precautions

For purposes of this policy, *two-week period* is interpreted as follows:

- Full-time staff members may receive up to eighty (80) hours of emergency paid sick leave (the equivalent of two (2) weeks).
- Part-time staff members may receive paid sick leave up to the number of hours equal to the number of hours they work, on average, over a two-week period.

Staff will be required to provide documentation of quarantine orders or COVID medical testing/diagnosis to receive emergency paid sick leave.

The emergency paid sick leave for up to two weeks will be paid from the Elementary and Secondary Schools Emergency Relief (ESSER) program funds.

*Issued 4/26/21*

School District Five of Lexington and Richland Counties

*Administrative Rule*

AMENDED COVID-19-RELATED LEAVE (PROFESSIONAL AND SUPPORT STAFF)

Code AR GCC/GDC-R2 Issued 04/26/21

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**NOTICE: THIS ADMINISTRATIVE RULE DOES NOT CONSTITUTE A CONTRACT OF EMPLOYMENT; IT DOES NOT ALTER EMPLOYMENT CONTRACT TERMS OR CHANGE THE STATUS OF AT-WILL EMPLOYEES, AND IT MAY BE RESCINDED OR REVOKED AT ANY TIME.**

The purpose of this amended administrative rule is to provide leave to eligible employees due to the ongoing COVID-19 pandemic in light of the expiration of the Families First Coronavirus Response Act (FFCRA). Lexington Richland School District Five values its employees and wishes to provide leave until October 31, 2021. Our highest priority is safety, and we will continue to implement prevention strategies to ensure safe delivery of in-person instruction. We believe that we all share an obligation for the safety of our stakeholders and strongly recommend that employees receive the COVID-19 vaccination. In addition, the District maintains the ability to revoke and/or rescind this administrative rule at its discretion.

For purposes of this policy, "child" is defined as a staff member's own child, which includes his or her biological, adopted, or foster child; a stepchild; a legal ward; a child for whom the staff member stands *in loco parentis*—someone with day-to-day responsibilities to care for or financially support a child; or an adult son or daughter (i.e. one who is 18 years of age or older), who has a mental or physical disability and is incapable of self-care because of that disability.

**Emergency Paid Sick Leave**

Emergency paid sick leave will be available to all eligible full and part-time staff for the qualifying COVID-19 related reasons. Such leave will be job-protected and include the continuation of health insurance during the period of leave.

*Eligibility*

A staff member is entitled to take emergency paid sick leave for up to ten days (two weeks) if the staff member is unable to work or work remotely because he or she:

1. is subject to a federal, state, or local quarantine due to the employee receiving a positive COVID-19 test result;
2. is experiencing COVID-19 symptoms identified by the district and seeking a medical diagnosis;
3. is subject to a federal, state, or local quarantine based on household close contact of a positive COVID-19 individual; this shall also include an employee caring for a child, as defined above, ordered to quarantine or isolate for COVID-19 related reasons.

Any absences beyond the ten days (two week period) will be subject to Lexington Richland School District Five Policies GCC/GDC and Administrative Rules GCC-R/GDC-R for staff leaves and absences.

For purposes of this **amended policy**, ten days (two week period) is interpreted as follows:

- Full-time staff members may receive up to eighty (80) hours of emergency paid sick leave (the equivalent of two (2) weeks).



- Part-time staff members may receive paid sick leave up to the number of hours equal to the number of hours they work, on average, over a two-week period.

***Amount of pay***

**For emergency paid sick leave taken for reasons above, the staff member is due 100% of his/her regular rate of pay.**

Issued: 04/26/21



Memorandum

To: Members of the Board of Trustees

Through: Akil E. Ross, Sr.  
Interim Superintendent

From: Tamara D. Turner, Ed.D. *Tamara Turner, Ed.D.*  
Chief Human Resources Officer

Date: August 19, 2021

Re: August 23, 2021 Board Meeting  
Information ONLY Item  
Revisions to Administrative Rule EBC-R (1) "Remote Work"

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**Item:** Administrative Rule EBC-R (1) "Remote Work"

**Background:** Out of an abundance of caution, the revisions to the administrative rule ensures that remote work is not considered a contract of employment, and it explains that remote work does not alter employment contract terms or change the status of at-will employees; and that it may be rescinded or revoked at any time.

I will be present at the Board Meeting to answer any questions you may have regarding this information.

TDT:aw

Attachment – AR EBC "Remote Work"

## AR EBC-R(1) Remote Work

*Issued 8/20*

In limited situations that necessitate the closure of school and/or district buildings or otherwise disrupt normal operations (e.g. natural disasters, pandemics, etc.), the board authorizes the superintendent to temporarily permit district staff the flexibility of working remotely to provide instruction and to conduct other district business. Such remote work is not an entitlement and in no way changes the terms and conditions of any staff member's employment with the district.

### Eligibility

As determined by the superintendent, the essential work functions of some positions may not permit eligibility for remote work (e.g. bus drivers, cafeteria staff, maintenance staff, etc.).

For the duration of the remote work period, staff must, to the extent practicable, comply with all district policies and procedures, including contracts and work schedules and must meet all evaluation performance standards, as appropriate.

### Pay

All non-exempt staff who work remotely will be paid for hours worked at their regular hourly rate of pay. Overtime must be approved in advance. Exempt staff will receive their regular pay, as appropriate.

Remote work may not be used in lieu of taking sick or personal leave. Such leave should be requested in accordance with S.C. Code of Laws, 1976, as amended, [Section 59-1-400](#), and as set forth in administrative rule [GCC-R](#), *Professional Staff Leaves and Absences*.

### Availability and Productivity

Staff members are expected to maintain work productivity and prioritize district business during the workday.

Staff members will be responsive during their scheduled work hours and must be accessible by email and/or phone during these hours unless otherwise approved in advance by their direct supervisor.

Staff members are required to attend meetings as directed by their supervisor, whether such meetings are held virtually or in-person and will make themselves available to attend such scheduled work meetings as requested.

### Work Location and Safety

Staff members are responsible for timely notifying the district of any injuries they may sustain while at their remote work location and in conjunction with their regular work duties in accordance with the district's workers' compensation procedures. See policy [GBGD](#), *Workers' Compensation*, for more information.

### Technology

To the extent that the district provides technology devices to those staff members engaging in remote work, the use of such devices is governed by the district's acceptable use policies. Staff members are responsible for protecting all data and ensuring compliance with all regulations regarding confidentiality. Staff engaging in remote work may be held liable for damage to district technology caused by negligence.

Technology support will continue to be available, to the extent practicable, and staff members should contact the school-based Technology Contact Person (TCP) or the district's Help Desk at (803) 476-4357 for support.



Note that the district does not cover the cost of home internet, phone, or printing supplies and does not insure personal technology.

### **Cessation of Remote Work**

Remote work will cease when determined appropriate by the superintendent and/or or at the direction of the board. At such time, staff members will be expected to immediately report to their physical work site. Every effort will be made to give reasonable advance notice of cessation of remote work; however, there may be instances when no notice is possible.

Issued 8/10/20

School District Five of Lexington and Richland Counties



*Administrative Rule*

REMOTE WORK

Code AR EBC-R (1) Issued 08/21

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**NOTICE: THIS ADMINISTRATIVE RULE DOES NOT CONSTITUTE A CONTRACT OF EMPLOYMENT, AND IT DOES NOT ALTER EMPLOYMENT CONTRACT TERMS OR CHANGE THE STATUS OF AT-WILL EMPLOYEES; IT MAY BE RESCINDED OR REVOKED AT ANY TIME.**

In limited situations that necessitate the closure of school and/or district buildings or otherwise disrupt normal operations (e.g. natural disasters, pandemics, etc.), the board authorizes the superintendent to temporarily permit district staff the flexibility of working remotely to provide instruction and to conduct other district business. Such remote work is not an entitlement and in no way changes the terms and conditions of any staff member's employment with the district.

**Eligibility**

**As determined by the superintendent and an employees' job duties, the essential work functions of some positions may not permit eligibility for remote work (e.g. bus drivers, cafeteria staff, maintenance staff, etc.).**

**For the duration of the remote work period, staff must, to the extent practicable, comply with all district policies and procedures, including contracts and work schedules, and must meet all evaluation performance standards, as appropriate, including remote work expectations established by staff supervisors and district administration.**

**Pay**

All non-exempt staff members who work remotely will be paid for hours worked at their regular hourly rate of pay. Overtime must be approved in advance **in compliance with district policy**. Exempt staff members will receive their regular pay, as appropriate.

Remote work may not be used in lieu of taking sick or personal leave. Such leave should be requested in accordance Board Policies, as set forth in AR **GCC/GDC-R**, Employee Leaves and Absences.

**Availability and Productivity**

Staff members are expected to maintain work productivity and prioritize district business during the workday **just as if they physically reported on-site**.

Staff members will be responsive during their scheduled work hours and must be accessible by email and/or phone during these hours unless otherwise approved in advance by their direct supervisors.

Staff members are required to attend meetings as directed by their supervisors, whether such meetings are held virtually or in-person, and will make themselves available to attend such scheduled work meetings as requested.

**Work Location and Safety**

Staff members are responsible for notifying the district in a timely manner of any injuries they may sustain while at their remote work location and in conjunction with their regular work duties in accordance with the district's workers' compensation procedures.

## **Technology**

Staff working remotely is required to use district issued technology devices to engage in remote work, and the use of such devices is governed by the district's acceptable use policies. Staff members are responsible for protecting all data and ensuring compliance with all regulations regarding confidentiality, including those prescribed by federal law for students such as the Family Educational Rights Privacy Act. Staff engaging in remote work may be held liable for damage to district technology caused by negligence.

Technology support will continue to be available, to the extent practicable, and staff members should contact their immediate supervisors for support.

## **Cessation of Remote Work**

Remote work will cease when determined appropriate by the superintendent and/or at the direction of the board. At such time, staff members will be expected to immediately report to their physical work site. Every effort will be made to give reasonable advance notice of cessation of remote work; however, there may be instances when advance notice is not possible.

Issued 8//10/20