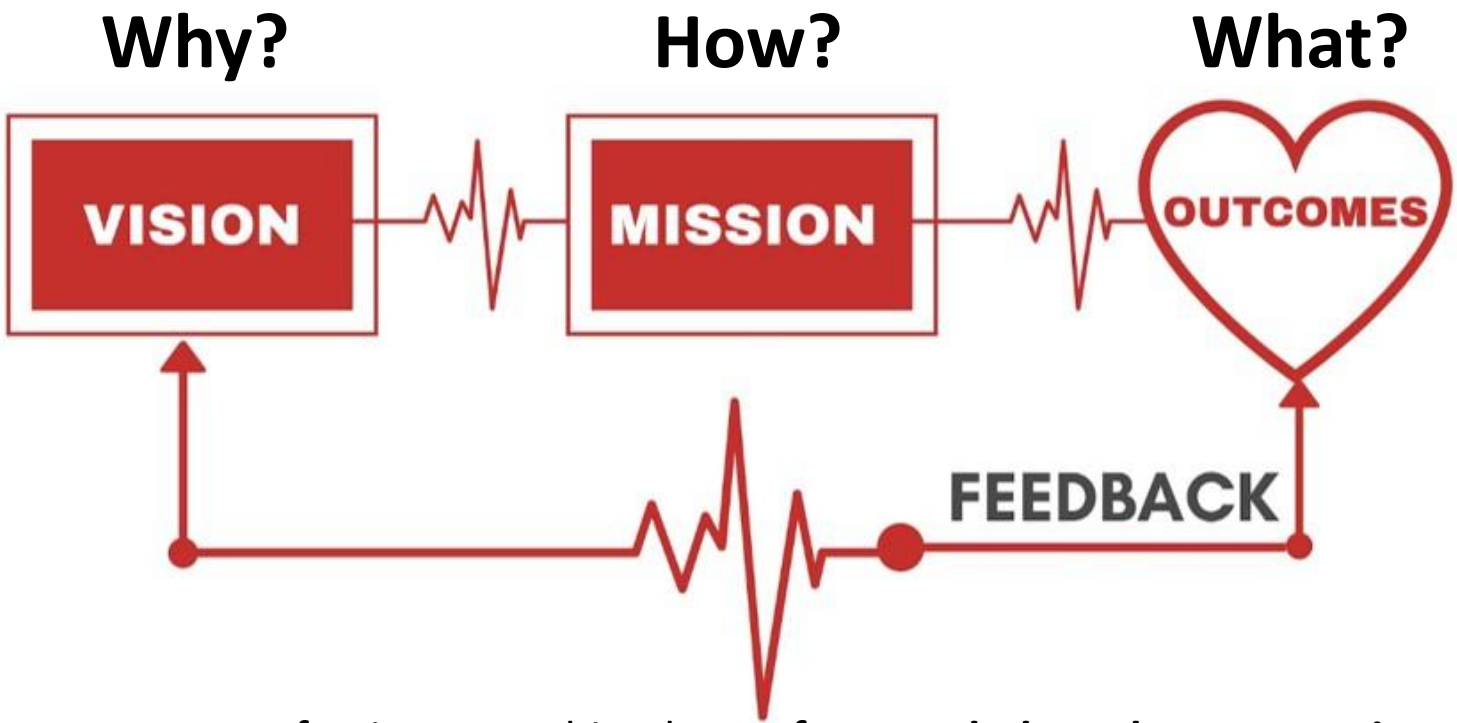
# Superintendent's Report

**Dr. Akil E. Ross, Sr.**
**Superintendent**
School District Five of Lexington and Richland Counties



February 28, 2022

# We Are a System




System – A group of units so combined as to **form a whole and to operate in unison**

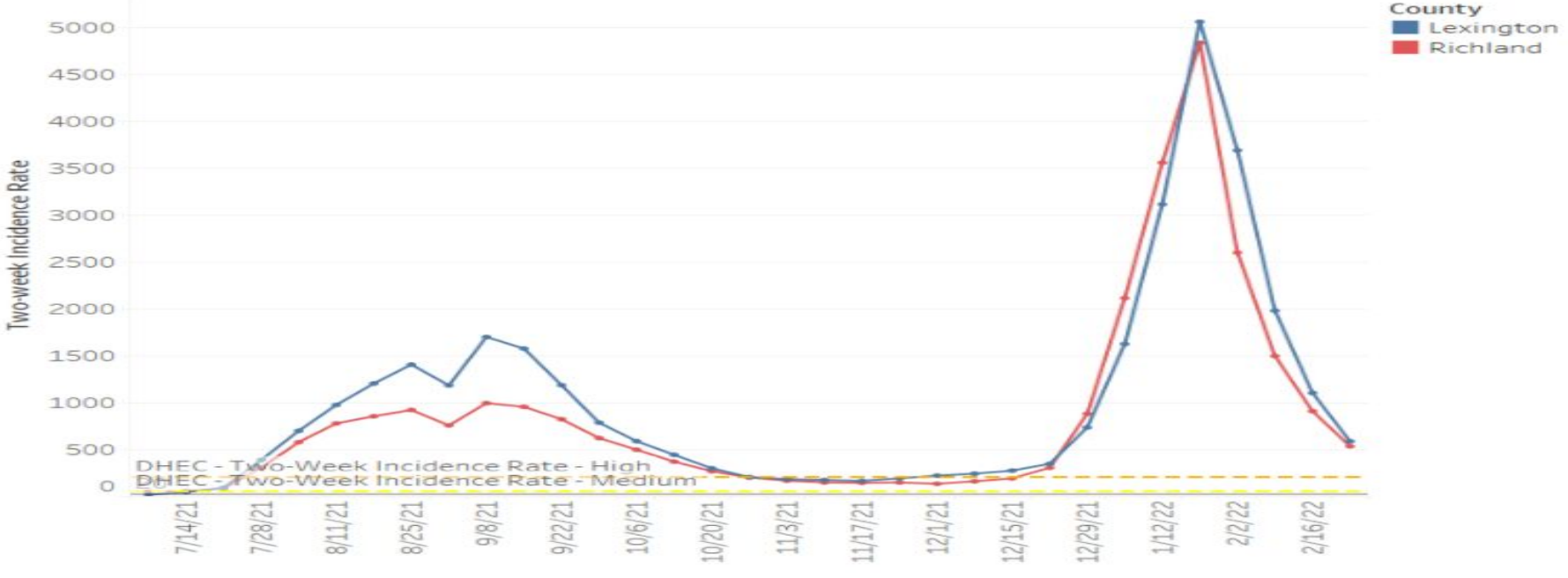
Source: Merriam Webster Dictionary

"We  and Grow Our Students!"

# COVID UPDATES

## Two-Week Incidence Rates Since July 1

Note: The Two-Week Incidence Rate is one of three factors used by DHEC to determine the County Risk Level. The County Risk Level helps determine our Mitigation Levels. A High Two-Week Incidence Rate is not a guarantee of a High Risk Level or an Orange Mitigation Level, but it is a key indicator.



# COVID-19 DASHBOARD

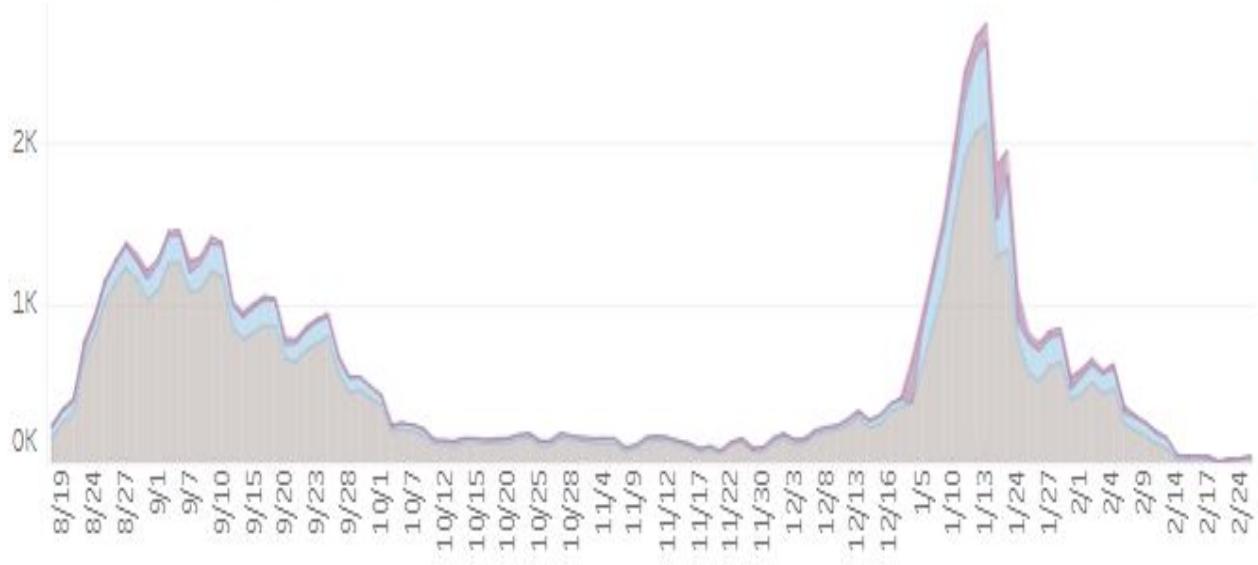
## Student Information

School

(All)

Category

- New Positive Cases
- Isolated Count
- Quarantined Count



# NEW COVID-19 GUIDANCE UPDATES

- Effective **Friday, February 25, 2022**, SC Department of Education will no longer require the use of masks by students and staff on state owned and operated school buses.
- Effective **Tuesday, March 1, 2022**, School District Five will suspend contact tracing, Test to Stay, and quarantines for individual schools, as long as the schools maintain less than 10 percent of all students and staff diagnosed with COVID-19.
- Isolation requirements for those exhibiting symptoms of COVID-19 or who have tested positive for COVID-19 will remain the same.




X dhec Healthy People. Healthy Communities. Test To Stay

# Our Mission

The mission of School District Five of Lexington and Richland Counties, in partnership with our stakeholders, is to prepare all students to be college and career ready by providing a challenging curriculum in a safe, secure, diverse, and equitable learning environment focused on academic, social, and emotional growth and development.

# Our Mission

The mission of School District Five of Lexington and Richland Counties, in partnership with our stakeholders, is to prepare all students to be college and career ready by providing a challenging curriculum in a safe, secure, diverse, and equitable learning environment focused on academic, social, and emotional growth and development.

# Virtual Parent & Community Town Hall

February 8, 2022
6:00 PM

**Superintendent Dr. Akil E. Ross, Sr. will share new safety measures being implemented at Irmo High School and seek community input.**



# Agenda

- **Sexual Harrassement in Schools**
- **Providing a safe and secure learning environment at IHS**
- **Sustainable Solutions for Reducing Negative Behaviors and Improving Academic Achievement**

# Safety & Security

## Addressing Sexual Harassment in Schools

***TITLE IX COMPLIANCE***

School District Five of Lexington and Richland Counties is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, sexual orientation, gender identity status, spousal affiliation, or any other protected characteristic, as may be required by law. As required by Title IX and its implementing regulations, 106.8(b)(2)(i), School District Five of Lexington and Richland Counties does not discriminate on the basis of sex in its educational programs and activities.

In addition, the District is committed to providing a work and student environment that is free of sexual harassment and will not tolerate sexual harassment activity by any District employee, substitute employee, student, or third party. We will act quickly and impartially to address claims of sexual harassment and discrimination and remedy the discriminatory effects of inappropriate acts of discrimination. Under Title IX, discrimination on the basis of sex can include sexual harassment, which is defined as conduct on the basis of sex that satisfies one or more of the following:

An employee of the District conditioning the provision of aid, benefit, or service of the District on participation is unwelcome conduct;

- Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;
- Sexual assault, dating violence, domestic violence, or stalking, as defined by applicable law.

# Safety & Security

Dr. Tamara D. Turner, Chief Human Resources Officer, Title IX Coordinator **(Employees)**
Ms. Kelly Brown, Student Services Officer, Title IX Coordinator **(Students)**
tturner@lexrich5.org
kcbrown@lexrich5.org

## BOARD POLICIES

Title IX Policy - Employees (GBAB)
Title IX Policy - Students (JIA)

***NOTICE OF NON DISCRIMINATION***

School District Five of Lexington and Richland Counties is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, sexual orientation, gender identity status, spousal affiliation, or any other protected characteristic, as may be required by law. As required by Title IX and its implementing regulations, 34 C.F.R. Part 106, School District Five of Lexington and Richland Counties does not discriminate on the basis of sex in its educational programs and activities.

# Providing a Safe and Secure Learning Environment



- “In Class or Hall Pass”
- Identify All Students at All Times
  - Wear IDs
  - No Hood or Hats
- Consequences for “Failure to Obey”
- Tardy Policy will be enforced
- Additional security cameras installed
- Increased Supervision and Security Presence

# Classroom Mitigations

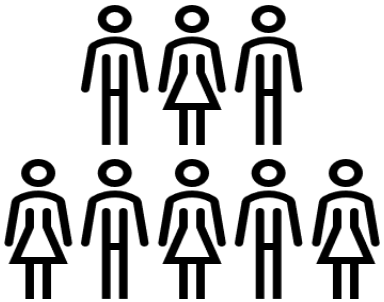
School District Five of Lexington and Richland Counties is developing a teacher support pilot to address academic and behavioral issues in secondary schools. This pilot will provide a network of educators committed to meeting the social, mental, and behavioral needs of students within the traditional school setting.

NO Interventions Needed

Teacher Interventions Needed

School Interventions Needed

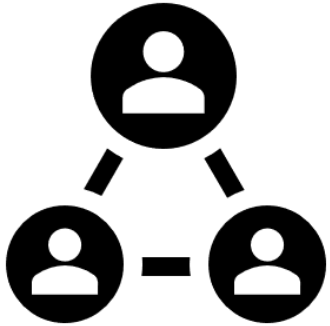
District Interventions Needed



Students



Teacher



The NEST



Arrests, Suspensions, and Expulsions

Discipline Continuum

# The NEST

## The NEST at IHS

Children will meet our expectations when we meet their needs.

**Vision -** To provide an instructional opportunity that meets the social, mental, and behavioral needs of students within the traditional school setting.

**Mission -** The NEST at IHS will use restorative and trauma-informed practices to address the root causes of negative behavior while reducing suspensions and expulsions and increasing academic engagement, positive student behaviors, and school climate.

# The NEST Improves Self Regulation




**Goals -**

**#1** - To increase instructional time by addressing the behaviors that interrupt teaching and learning

**#2** - To improve student communication, problem solving, behavioral, and conflict management skills

**#3** - To create alternatives to suspensions and expulsions while addressing the underlying challenges that create negative behaviors

WACH FOX 57 NEWS WEATHER SPORTS FEATURES CHIME IN WATCH

## School officials give inside look into Irmo High's "Nest" Academy

by Kelsey Sanchez | Wednesday, February 23rd 2022




*Students*

NEWS19 News Weather Near Me VERIFY Watch

STREET SQUAD LEXINGTON STREET SQUAD ORANGEBURG STREET SQUAD SUMTER

## A look inside the Nest Academy in Irmo High School




School administrators are saying that the Nest Academy is working two weeks after its debut.

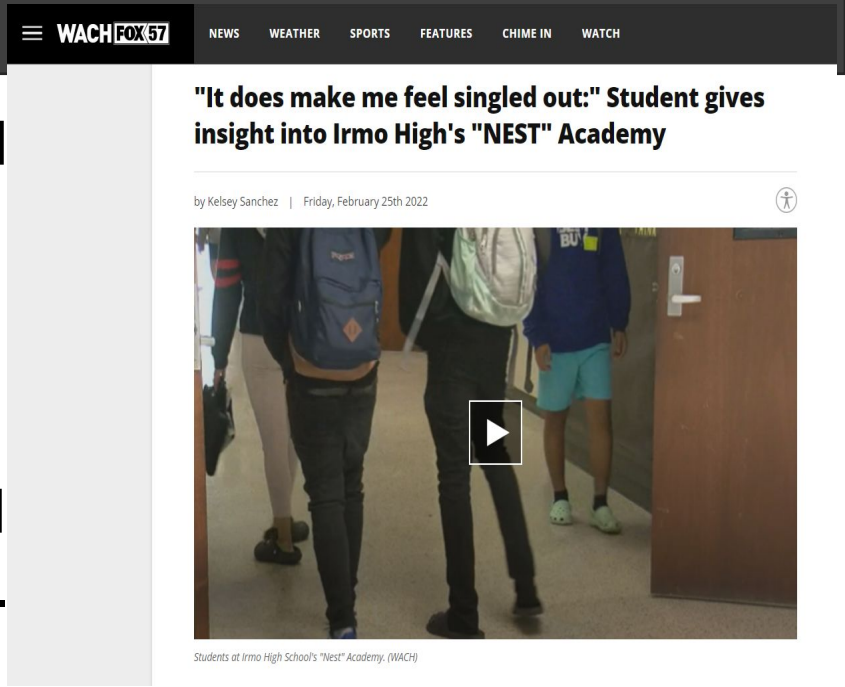
## Irmo High School administration provides update on the NEST, says discipline referrals are down




- Discipline Referrals are **down 33%** since the opening of The NEST

# Bad News Bias

“Honestly, it does make me feel singled out. There should be more things done to help us kids, but mainly nest has been a good opportunity for me. It’s helped improve, and it’s helped improved my grades, academically and everything, and my behavior,” she said.




**91% of stories by U.S. major media outlets are negative** in tone versus 54% for non-U.S. major sources and 65% for scientific journals.
National Bureau of Economic Research, November 2020

# Monthly Financial Update - Revenue

## SCHOOL DISTRICT 5 OF LEXINGTON & RICHLAND COUNTIES
## GENERAL FUND
## MONTHLY REVENUE SUMMARY
## FOR THE PERIOD ENDING DECEMBER 31, 2021

| | BUDGET | ACTUAL YEAR TO DATE | % Received | as of 12/31/2020 |
|---|---|---|---|---|
| **LOCAL SOURCES** | | | | |
| Property Taxes - Operations & Delinquent | 71,535,771 | 30,765,737 | 43.01% | 27,491,631 |
| Property Taxes - Penalties & Interest | 415,633 | 106,898 | 25.72% | 139,598 |
| Revenue in Lieu of Taxes (FILOT) | 1,552,340 | - | 0.00% | 44,231 |
| Tuition - Out of District | 5,000 | 2,651 | 53.02% | 1,379 |
| Rentals | 120,000 | 10,210 | 8.51% | 25,897 |
| Medicaid | 105,000 | 84,051 | 80.05% | 60,883 |
| Interest on Investments | 350,000 | 18,241 | 5.21% | 46,281 |
| Other Local Revenue | 240,000 | 198,629 | 82.76% | 688,559 |
| **TOTAL - LOCAL SOURCES** | 74,323,744 | 31,186,417 | 41.96% | 28,498,459 |

# Monthly Financial Update - Revenue

| STATE SOURCES | BUDGET | ACTUAL YEAR TO DATE | % Received | as of 12/31/2020 |
|---|---|---|---|---|
| Education Finance Act (EFA) | 42,751,929 | 21,396,943 | 50.05% | 21,824,610 |
| State Fringe Benefits | 20,573,475 | 10,212,790 | 49.64% | 10,116,232 |
| Retiree Health Insurance | 5,456,118 | 2,727,326 | 49.99% | 2,720,493 |
| State Aid to Classrooms - Teacher Salary | 4,078,646 | - | 0.00% | - |
| Property Tax Relief - Tier I (1996: $100,000) | 10,580,071 | 9,522,064 | 90.00% | 9,522,064 |
| Homestead Exemption - Tier II (Seniors Age 65+) | 1,758,200 | - | 0.00% | - |
| Homestead Exemption - Tier III - (Act 388) | 32,534,571 | 10,058,404 | 30.92% | 6,429,017 |
| Merchant's Inventory Tax | 213,955 | 53,489 | 25.00% | 102,709 |
| School Bus Drivers' Salaries/Fringes | 1,403,932 | 475,896 | 33.90% | 502,223 |
| Manufacturer's Depr. Reimbursement & Motor Carrier | 572,460 | 191,794 | 33.50% | 182,503 |
| PEBA Credits | 1,190,410 | 1,191,338 | 100.08% | - |
| Other State Revenue | 20,000 | 16,625 | 83.13% | 12,385 |
| **TOTAL - STATE SOURCES** | 121,133,767 | 55,846,669 | 46.10% | 51,412,236 |
| **OTHER FINANCING SOURCES** | | | | |
| E I A-Teacher Salary Supplement & Fringe | 5,756,655 | 2,621,561 | 45.54% | 2,535,743 |
| Indirect Cost - Special Revenue Funds | 480,000 | 69,254 | 14.43% | 148,739 |
| Sale of Fixed Assets | - | 27,692 | | 29,103 |
| **TOTAL OTHER FINANCING SOURCES** | 6,236,655 | 2,718,507 | 43.59% | 2,713,585 |
| **OPERATIONAL BALANCE TRANSFER** | | | | |
| **TOTAL REVENUES THROUGH 12/31/2021** | **$ 201,694,166** | **$ 89,751,594** | **44.50%** | |
| **TOTAL REVENUES THROUGH 12/31/2020 *** | **$ 199,524,672** | **$ 82,624,280** | **41.41%** | |

** Use of $3,000,000 from Fund Balance was approved for use in FY 2020-2021 on 12-14-2020*

# Monthly Financial Update - Expenditures

**SCHOOL DISTRICT 5 OF LEXINGTON & RICHLAND COUNTIES**
**GENERAL FUND**
**MONTHLY EXPENDITURE SUMMARY**
**FOR THE PERIOD ENDING DECEMBER 31, 2021**

| | ORIGINAL BUDGET | ADJUSTED BUDGET | ACTUAL YEAR TO DATE | % Expended | as of DECEMBER 2020 |
|---|---|---|---|---|---|
| **SALARIES AND FRINGE** | | | | | |
| Instructional | $ 116,723,902 | $ 116,619,052 | $ 45,019,822 | 38.60% | 43,628,527 |
| Support & Community Services | 62,063,004 | 62,044,391 | 28,959,355 | 46.68% | 27,431,820 |
| **Subtotal** | **178,786,906** | **178,663,443** | **73,979,177** | 41.41% | **71,060,347** |
| **CONTRACTUAL SERVICES & Oth. Obj.** | | | | | |
| Instructional | 2,356,100 | 2,355,829 | 1,167,437 | 49.56% | 824,510 |
| Support & Community Services | 12,439,248 | 12,457,476 | 6,632,026 | 53.24% | 6,051,960 |
| **Subtotal** | **14,795,348** | **14,813,305** | **7,799,463** | 52.65% | **6,876,470** |
| **SUPPLIES AND MATERIALS** | | | | | |
| Instructional | 1,735,421 | 1,820,419 | 1,010,266 | 55.50% | 636,582 |
| Support & Community Services | 6,001,209 | 6,021,717 | 2,951,907 | 49.02% | 2,610,059 |
| **Subtotal** | **7,736,630** | **7,842,136** | **3,962,172** | 50.52% | **3,246,641** |
| **EQUIPMENT** | | | | | |
| Instructional | - | - | 5,422 | | 5,929 |
| Support & Community Services | 87,385 | 87,385 | 64,244 | 73.52% | - |
| **Subtotal** | **87,385** | **87,385** | **69,667** | 79.72% | **5,929** |
| **TRANSFERS** | | | | | |
| Pmts to Other Govt Entities-Per Proviso | 20,000 | 20,000 | 18,444 | 92.22% | 20,235 |
| Food Service | 267,897 | 267,897 | - | 0.00% | - |
| | **287,897** | **287,897** | **18,444** | 6.41% | **20,235** |
| **OPERATIONAL BALANCE** | | | | | |
| **TOTAL EXPENDITURES THROUGH 12/31/2021** | **$ 201,694,166** | **$201,694,166** | **$ 85,828,923** | **42.55%** | |
| **TOTAL EXPENDITURES THROUGH 12/31/2020** | **$ 195,794,553** | **$199,524,672** | **$ 81,209,621** | **40.70%** | |

# Monthly Financial Update – Capital Funds

## CAPITAL FUNDS ANALYSIS
as of FEBRUARY 11, 2022

| | Budget | Expenditures | Encumbrance | Committed | Uncommitted/ Contingency |
|---|---|---|---|---|---|
| 2016-2017 CPIF | 1,178,401.91 | 258,106.85 | 305,027.30 | 602,209.55 | 13,058.21 |
| 2017-2018 CPIF | 784,175.15 | 12,483.09 | 144,691.69 | 626,773.90 | 226.47 |
| 2018-2019 CPIF | 443,882.54 | 194,522.28 | 44,210.98 | 204,036.54 | 1,112.74 |
| 2019-2020 CPIF | 1,313,369.76 | 146,682.98 | 239,055.19 | 927,450.29 | 181.30 |
| 2020-2021 CPIF | 2,464,105.34 | 1,138,175.84 | 584,685.16 | 740,223.00 | 1,021.34 |
| 2021-2022 CPIF | 8,719,727.84 | 3,955,152.58 | 1,039,296.37 | 3,333,488.42 | 391,790.47 |
| **TOTAL** | **14,903,662.54** | **5,705,123.62** | **2,356,966.69** | **6,434,181.70** | **407,390.53** |

CPIF – Capital Project Improvement Funds

# Monthly Financial Update
# New Education Funding Model

This new funding methodology for K-12 embodies the following key principles:

- Establishes a new foundation for setting goals and improving equity statewide
- Simplifies the way funds are allocated to districts
- Increases accountability and transparency regarding how the funds are expended
- Allows greater flexibility for district in how the funds are spent to meet the educational outcomes as defined by the Profile of the South Carolina Graduate

# Monthly Financial Update
# New Education Funding Model

## Calculating the Aid to Classrooms Program – Statewide

Calculations based upon FY 2019-20 actual payments and students and FY 2022-23 teacher cost

Step 1 – Calculate the number of teachers need to serve the estimated students at the targeted student-teacher ratio of 11.7.

753,595 Students / 11.7 = 64,285 Teachers

Step 2 – Calculate the cost of a teacher. Based on policy goals, the State Minimum Teacher Salary is increased by $2,000 per cell in the Executive Budget.

- This results in a master's degree with 12 years experience having a salary of $50,064. The associated fringe benefits for that salary is $15,920 and results in a total teacher cost of $66,924.

Step 3 – Calculate the Total Cost by multiplying the number of needed teachers by the cost of a teacher.

64,285 * $66,924 = $4,276,466,931

Step 4 – Set the State Share at 75% and the Local Share at 25%

State Share = $4,276,466,931 * .75 = $3,207,350,198

Local Share = $4,276,466,931 * .25 = $1,069,116,733

*Notes:*
*Figures may not calculate to total due to rounding*
*The fringe benefit cost is based upon the EFA rate*
*State share will be adjusted for charter and special districts*

# Monthly Financial Update
# New Education Funding Model

## Local Share - Notes

- Each district receives its share of the total State funds based upon its proportion of total weighted pupils and the district's ability to pay, measured by the Index of Taxpaying Ability.
- By proviso, districts will receive either the amount determined by the new formula or its actual state funding from these same line items in FY 2021-22.

# Monthly Financial Update
# Current Estimates – D5 in the NEW Model

Proviso 1.3 (as approved by the House Ways & Means Committee)

761,855 students statewide/11.7 ratio = 65,116 teachers

teacher cost = $69,153 (based on Proviso 1.3 – Masters with 12 yrs)

Total Cost = 4,502,953,745 – State Share (75%) = $3,377,215,309 – Local Share (25%) = $1,125,738,436

multiply the Local Share by the District 5 index of taxpaying ability (0.01836)

**$20,668,558 – Lexington Richland 5 Local Share**

Weighted Pupil Units (45th day) = District 5 - 23,005.56 Statewide – 1,043,775.45 = 2.2% D5 % of total

**$99,248,317 - District's Total Aid to Classrooms**

Local Share = $20,668,558 State Share = $78,578,759

21-22 State Share = $82,115,520 Difference **($3,535,761)**

**This represents an estimated 12 mills.**

**Estimated impact on $100,000 investment property = $72**

# Monthly Financial Update
# New Education Funding Model

## Weighted Pupils by District

| DISTRICT | FY 2019-20 135-DAY WPU | % OF TOTAL WPU | FY 2019-20 NEW FORMULA WPU | % OF TOTAL WPU |
|---|---|---|---|---|
| Lexington 05 | 23,063.42 | 2.23% | 24,389.11 | 2.10% |

## Summary of Change by District - An Analysis Based on FY 2019-20

| District | FY 2019-20 Payments* | Proposed Allocation | Difference Between Payments and Proposed | Proposed Additional $100 Million | Proposed Total Allocation with $100 Million | Difference Between Payments and Proposed with Additional $100 Million |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Lexington 5 | $75,314,249 | $68,526,908 | ($6,787,341) | $2,176,641 | $70,703,549 | ($4,610,700) |

Notes:

* FY 20 payments includes State Aid to Classrooms, Allocation EIA - Teacher Salaries, Allocation EIA - Employer Contributions, EIA - Students at Risk of School Failure, and EIA - Aid to Districts.

**This New Funding Model's intent is to redefine the State's funding strategy and reallocate resources. Additional funding is also allocated in the Executive Budget to ensure that each district will receive either the amount calculated by the new formula, or its funding allocation in FY 2021-2022.**

# Monthly Financial Update
# New Education Funding Model

## Accountability

- Each district will be required to publish its budget on its website
- The State Department of Education will create a public dashboard to show expenditures by districts, and ultimately at the school level
- Districts must be audited by a vendor approved by the State Auditor
- The Office of the State Inspector General will be given the authority and staff to investigate a district's use of state funds.

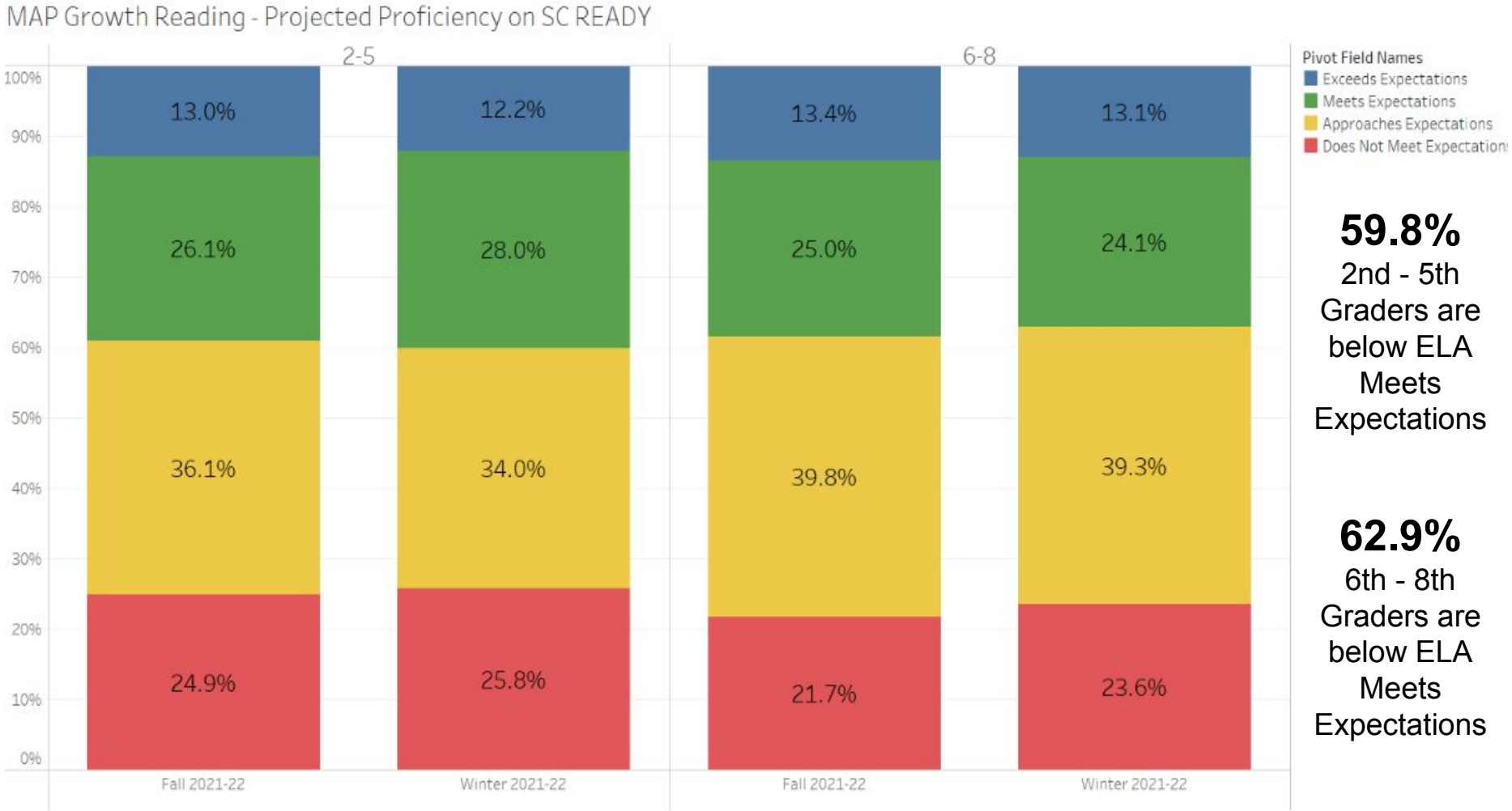
# Board Policy KEC

There are policies and procedures in place regarding the removal of Instructional Resources in our schools. School Board Policy KEC addresses public concerns and complaints about instructional resources. This policy ensures that District Five is in compliance with the Island Trees School District v. Pico Supreme Court decision where Justice Brennan wrote for the majority opinion that “local school boards may not remove books from school libraries simply because they dislike the ideas contained in those books and seek by their removal to ‘prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion.’”

A parent or citizen must complete the “Citizen's Request for Review of Education Materials” form (KEC-E) and school and district level review committees will review the complaint in accordance with approved administrative rule KEC-R.

# Our Mission

The mission of School District Five of Lexington and Richland Counties, in partnership with our stakeholders, is to prepare all students to be college and career ready by providing a challenging curriculum in a safe, secure, diverse, and equitable learning environment focused on academic, social, and emotional growth and development.




**59.8%**
2nd - 5th Graders are below ELA Meets Expectations

**62.9%**
6th - 8th Graders are below ELA Meets Expectations

# Literacy

# What is Literacy?

At its most basic level, literacy is the ability to read, write, and communicate with others.

# Critical Literacy Skills

- The Alphabetic Code:  Phonemic Awareness & Phonics
- Communication
- Comprehension
- Concepts of Print
- Fluency
- Research
- Vocabulary
- Written Expression

# Focused Literacy Skills for D5

The Alphabetic Code: Phonemic Awareness & Phonics

Comprehension

Research

Vocabulary

Written Expression

# The Alphabetic Code:  Phonemic Awareness & Phonics

## What is Phonemic Awareness and Phonics?

These two domains of literacy are essential for automatic word reading. Phonemic awareness is the realization that spoken words are made up of individual sounds.  Phonics is the knowledge that the sounds are represented by letters. This provides access to 85% of the words we read and spell.

## How do we assess student progress?

- FastBridge Universal Screener (K-1 by law & 2-5 as needed)
- Reading Records (K-5)
- Standards based assessments (K-5)

# Comprehension

## What is Comprehension?

Comprehension is the ability to read text, process it and understand its meaning. It relies on interconnected skills:  word decoding, background knowledge, language, and reasoning.

## How do we assess student progress?

We use a variety of measures to include normed assessments.

- Standards-based formative assessments (K-12)
- NWEA MAP (Measures of Academic Performance) (1st-9th)
- Reading Records (K-5)

# Research

## What is Research?

Research is the process of inquiring into a topic. This process includes assessing the credibility of sources, gathering relevant data, synthesizing the information, and creating a product that reflects learning and knowledge.

## How do we assess student progress?

We use a variety of measures to include normed assessments.

- Standards-based formative assessments (K-12)
- Standards-based rubrics to include state assessment rubrics (K-12)
- Projects include multimedia presentations and speaking (K-12)

# Vocabulary

## What is Vocabulary?

Vocabulary is the body of words and their meanings that students must understand to comprehend text. Oral and written vocabulary are strong predictors of reading comprehension. Rich knowledge of word meanings enables readers to make inferences and understand complex texts.

## How do we assess student progress?

We use a variety of measures to include normed assessments.

- Standards-based formative assessments (K-12)
- NWEA MAP (Measures of Academic Performance) (1st-9th)

# Written Expression

## What is Written Expression?

Written expression is a complex, cognitive process. It includes planning, drafting, revising, and editing. The translation process includes handwriting and the conventions of language (spelling, punctuation, and grammar).

## How do we assess student progress?

We use a variety of measures to include normed assessments.

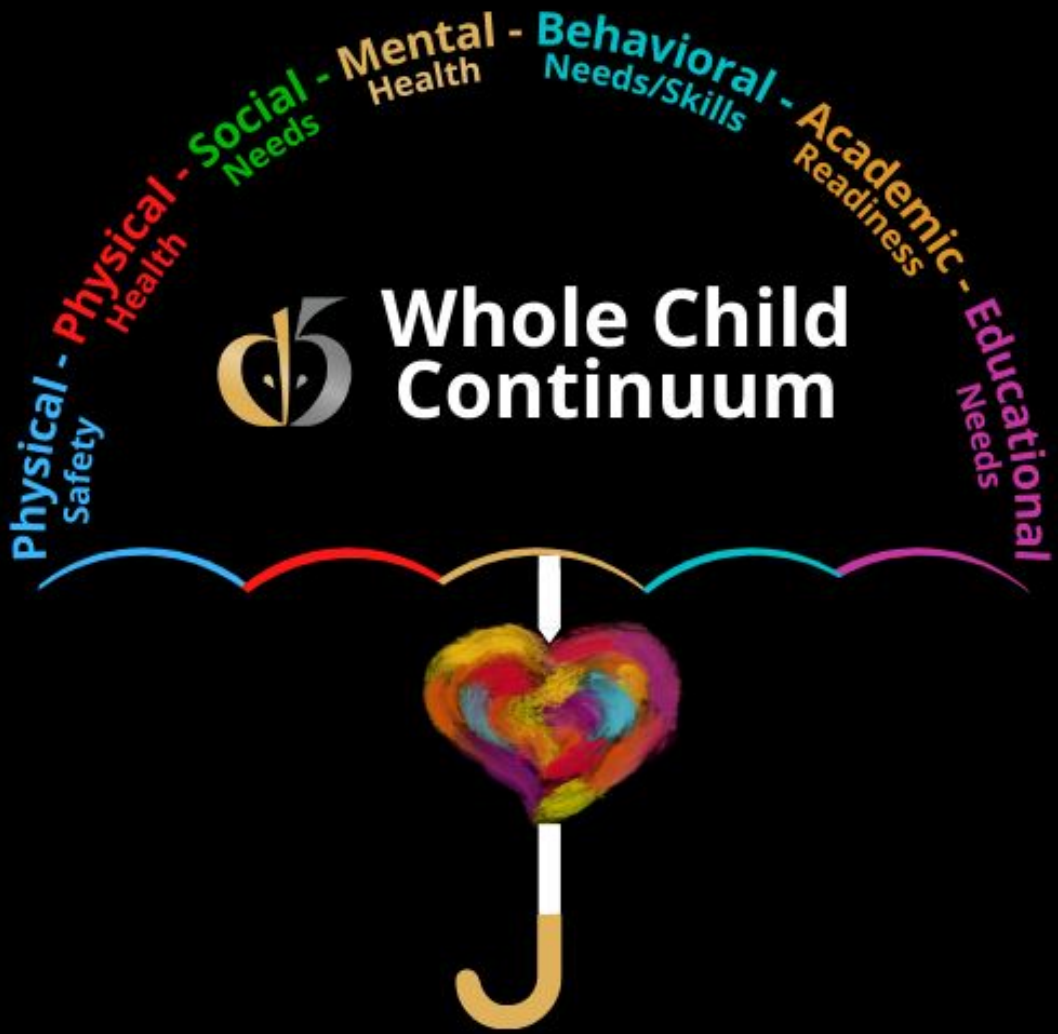
- Standards-based formative assessments (K-12)
- Standards-based rubrics to include state assessment rubrics (K-12)

# Sources

https://www.oxfordowl.co.uk/

*South Carolina College and Career-Ready Standards for English Language Arts*

Literacyhow.org

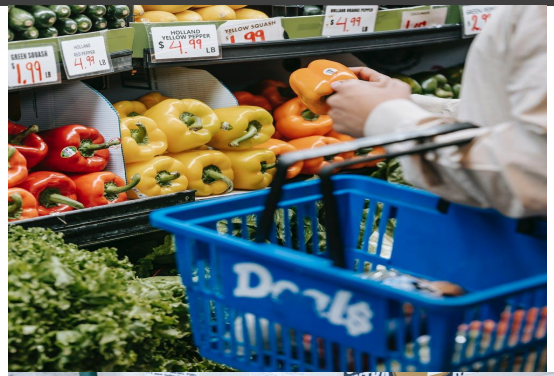

Physical - Safety
Physical - Health
Social - Needs
Mental - Health
Behavioral - Needs/Skills
Academic - Readiness
Educational - Needs
Whole Child Continuum

# Providing for the needs of the
# Social, Emotional and Academic Whole Child Continuum

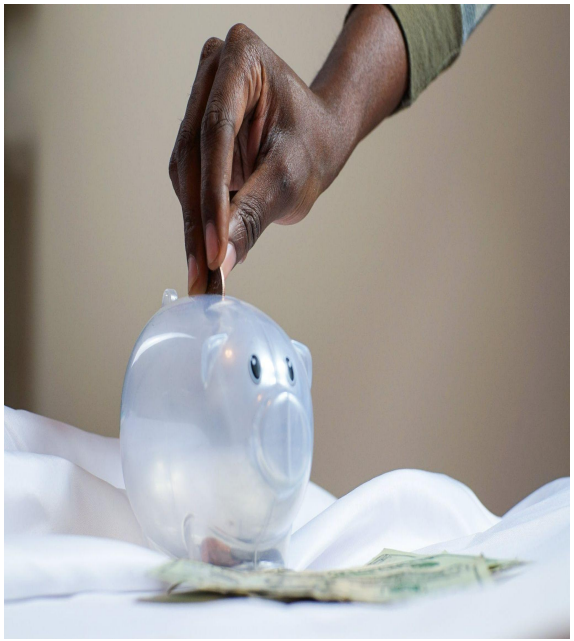



District Five
OF LEXINGTON & RICHLAND COUNTIES

# Potential Compensation & Classification Study







- New Compensation Plan
- Classification System
- Classification Descriptions
- New Supplement Plan