District Five OF LEXINGTON & RICHLAND COUNTIES

Agenda
Board of Trustees
Regular Meeting
Location: Center for Advanced Technical Studies
Video Livestream: https://lexrich5.rev.vbrick.com/#/webcasts/boardmeeting

May 9, 2022

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

2. Approval of the agenda

3. Enter Executive Session to consider the following:
    a. Selected employment items (Exhibit A) (Action)
    b. Selected employment items (Exhibit B) (Information Only)
    c. Contractual matter for Dutch Fork High track replacement (Exhibit C)
    d. Legal advice regarding preliminary report on detailed procurement audit

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

5. Welcoming remarks – Jan Hammond, Board Chair

6. Invocation – Tifani Moore, Board of Trustees

7. Pledge of Allegiance – Tifani Moore, Board of Trustees

8. School Board Spotlight

9. Superintendent's Report
    a. Update on Chapin High School Stadium
    b. Update on Vision for new Irmo High School Wing
    c. Budget Priorities – Whole Child Continuum
    d. Discussion of Potential Bond Referendum to Finance the Poor and Fair-Rated Facilities in the 2019 M.B. Kahn Report

10. Approval of the minutes of the April 25, 2022 board meeting

11. Public Participation*

ACTION AGENDA

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

13. Approval of Textbook Adoptions: K-2 Social Studies; 6th Grade Social Studies, Economics and Personal Finance CP/Honors, AP Macroeconomics, AP Microeconomics, AP Psychology, Psychology, Sociology (Exhibit D)

14. Second and Final Reading of Proposed Revisions to Board Policy BCA "Board Member Code of Ethics" (Exhibit E)

15. Second and Final Reading of Proposed New Board Policy FGG "Facility Construction Project Administration" (Exhibit F)

16. Second and Final Reading of Proposed Revisions to Board Policy FEC "Selection of Professionals in Facilities Construction" (Exhibit G)

17. Second and Final Reading of Proposed Revisions to Board Policy BDG "School Attorney/Legal Services" (Exhibit H)

18. Second and Final Reading of Proposed Revisions to Administrative Rule BDG-R "School Attorney/Legal Services" (Exhibit I)

DISCUSSION AGENDA

19. Discussion of Third-Party Inspection at Piney Woods Elementary (Exhibit J)

20. Discussion of the FY 2022-2023 General Fund Budget (Exhibit K)

21. Adjourn

INFORMATION AGENDA

22. 135th-Day Enrollment Report (Exhibit L)

23. The next regular scheduled board meeting will be May 23, 2022, at the Center for Advanced Technical Studies.

* The Board welcomes and encourages public participation. However, the privilege of addressing the Board does not include the ability to make personal attacks on any Board Member, district employee, or other member of the public. We respectfully ask that you adhere to the procedures and the decorum provided in board policy BEDH "Public Participation at Meetings". Your comments should be limited to three minutes. Questions asked during public participation will be handled in accordance with board policy BEDH.

Minutes/April 25, 2022

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
Mrs. Jan Hammond, Chair
Mr. Matt Hogan
Mrs. Catherine Huddle
Mr. Ken Loveless, Vice Chair
Mrs. Tifani Moore
Dr. Akil Ross, Superintendent

The following staff were in attendance:

Mr. Todd Bedenbaugh, Executive Director of Operations
Dr. Michael Harris, Chief Student Services and Planning Officer
Mrs. Anna Miller, Chief of Academics and Administration
Mrs. Amanda Taylor, Director of Communications
Dr. Tamara Turner, Chief Human Resources Officer

A livestream video link was provided to the public as a viewing option for the April 25, 2022, board meeting.

Chair Hammond called the meeting to order and gave welcoming remarks.

Ken Loveless, Board of Trustees, gave the Invocation and Pledge of Allegiance.

The Board conducted the School Board Spotlight.

During the Superintendent's Report, Mrs. Anna Miller, Mr. David Prigge and Dr. Kaaren Hampton presented a vision for the new Irmo High School Wing, Dr. Ross presented information regarding a potential Bond Referendum to finance the poor and fair-rated facilities in the 2019 M.B. Kahn Report (Exhibit M).

During the public participation Kim Murphy spoke about facilities, Caitlin Walker spoke about the new Dutch Fork Elementary School, Trina Poston spoke about the proposed Bond Referendum, and Sue Knowles spoke about building inequities.

The Board presented for discussion:

- Contingency Request for Capital Funds and ESSER Funds (Exhibit G)
- Legislative Update on New State Funding Model
- Discussion and First Reading of Proposed Revisions to Board Policy BCA "Board Member Code of Ethics" (Exhibit H)

- Discussion and First Reading of Proposed New Board Policy FGG "Facility Construction Project Administration (Exhibit I)
- Discussion and First Reading of Proposed Revisions to Board Policy FEC "Selection of Professionals in Facilities Construction (Exhibit J)
- Discussion and First Reading of Proposed Revisions to Board Policy BDG "School Attorney/Legal Services" (Exhibit K)
- Discussion and First Reading of Proposed Revision to Administrative Rule BDG-R "Attorney/Legal Services" (Exhibit L)

Record of Voting

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of April 25, 2022

		BLACKBURN HINES	GARDNER	HAMMOND	HOGAN	HUDDLE	LOVELESS	MOORE
1.	M. Loveless S. Huddle Approve the agenda.	X	X	X	X	X	X	X
2.	M. Loveless S. Huddle I make the motion to 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: Land Survey at Irmo High School (Exhibit C); d.) Legal advice and update regarding litigation involving construction defects at Chapin High School.	X	X	X	X	X	X	X
3.	M. Huddle S. Hogan I move that we approve the minutes of the March 28, 2022 board meeting.	X	X	X	X	X	X	X
4.	M. Loveless S. Gardner I make the motion that we approve the selected employment Items for action listed in Exhibit A.	X	X	X	X	X	X	X
5.	M. Loveless S. Huddle I move that we direct the District to award to Carolina Surveying Services, Inc. to complete the land survey at Irmo High School (Exhibit C).	X	X	X	X	X	X	X

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

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

Meeting of April 25, 2022

		BLACKBURN HINES	GARDNER	HAMMOND	HOGAN	HUDDLE	LOVELESS	MOORE
6.	M. Huddle S. Gardner I would like to make a motion that we approve the textbook adoptions for K-8 science per Exhibit D.	X	X	X	X	X	X	X
7.	M. Huddle S. Gardner I move that we adjust the timeline for the Strategic Plan to change it to 2022-23 through 2026-27.	X	X	X	X	X	X	X
8.	M. Huddle S. Hogan I move that we repeal the Face Covering Resolution that was passed on May 10, 2021 (Exhibit F). (Board Policy ADD "Face Coverings (Exhibit E) was repealed on May 4, 2021)	X	X	X	X	X	X	X
9.	M. Loveless S. Gardner I move that we direct the District to transfer $40,000 in Capital Funds at Oak Pointe Elementary allocated for a sign marquee to be used for furniture replacement. Further, I move that we direct the District to utilized $40,000.00 in ESSER funds previously allocated for glass structures for permanent ultraviolent lights at all locations. And, finally I move that we direct the District to utilize remaining unallocated ESSER funds for Facilities Operations to be utilized for new HVAC units at Ballentine Elementary School, Chapin Intermediate School, and Chapin High School, and window replacements for Seven Oaks Elementary School (Exhibit G).	X	X	X	X	X	X	X
10.	M. Gardner S. Huddle I move that we approve for First Reading the proposed revisions to Board Policy BCA "Board Member Code of Ethics" as shown in Exhibit H.	X	X	X	X	X	X	X

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SCHOOL DISTRICT FIVE
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Meeting of April 25, 2022

	BLACKBURN HINES	GARDNER	HAMMOND	HOGAN	HUDDLE	LOVELESS	MOORE
11. M. Loveless S. Huddle I make a motion that we approve for First Reading the proposed new Board Policy FGG "Facility Construction Project Administration" shown in Exhibit I.	X	X	X	X	X	X	X
12. M. Loveless S. Huddle I make a motion that we approve for First Reading the proposed revision to Board Policy FEC "Selection of Professionals in Facilities Construction" to change to include the wording as contain in number 19 as shown in Exhibit J.	X	X	X	X	X	X	X
13. M. Gardner S. Hogan I move that we approve for First Reading the proposed revisions to Board Policy BDG "School Attorney/Legal Services" as shown in Exhibit K.	X	X	X	X	X	X	X
14. M. Gardner S. Huddle I make a motion to approve for First Reading the proposed revisions to Administrative Rule BDG-R "School Attorney/Legal Services" as shown in Exhibit L.	X	X	X	X	X	X	X
*During the New Education Funding Model discussion, it was said that **277 million dollars** were needed for additional funding; however, it was corrected by the superintendent that **227 million dollars** is needed.							

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SCHOOL DISTRICT FIVE
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Meeting of April 25, 2022

	BLACKBURN HINES	GARDNER	HAMMOND	HOGAN	HUDDLE	LOVELESS	MOORE
15. M. Hogan S. Blackburn Hines	X	X	X	X	X	X	X
Adjourn at 9:37 p.m.							

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EXHIBIT D

MEMORANDUM

To: Members of the Board of Trustees

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

From: Anna M. Miller
Chief Academic and Administration Officer

Date: May 3, 2022

Re: May 9, 2022 Board Meeting
Action Item: Approval of Textbook Adoption

Item: FY2022-2023 Textbook Adoption

Background: In accordance with Board Policy IJJ Textbook Selection and Adoption, textbook review committees, comprised of teachers, administrators, and parents reviewed texts from the approved list from the state department of education and are bringing the attached textbook recommendations for School District Five to you for your review.

K-2 Social Studies
6th Grade Social Studies
Economics and Personal Finance CP/Honors
AP Macroeconomics
AP Microeconomics
AP Psychology
Psychology
Sociology

Recommendation: The administration supports the approval of these textbooks and recommends that the Board approve these FY2022-2023 textbook adoptions.

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: K-2 Social Studies Grade level/Cluster: K-2

Title: South Carolina, myWorld Interactive, 1st Edition (K-2) Author: Bennett, Linda B. and James B. Kracht

Publisher: Savvas Learning Copyright Date: 2023

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (17 /20)

- The content is current and has an up to date copyright date.
- The content of the text is aligned to the South Carolina Social Studies College-and Career-Ready standards for Kindergarten, 1st, and 2nd Grade.
- The content makes connections to English Language Arts and Mathematics.
- The text includes a global perspective, and the content that is included connects to people and other communities from around the world.

II. Organization and Style (19 /25)

- The Lexile level is on grade level and includes larger font size and less text on pages for younger students.
- The text is visually appealing and includes many maps, illustrations, and diagrams.
- The text includes Leveled Readers which provide support for multiple levels of reading.
- There is a clear learning progression, and the jump start activities help activate students' prior knowledge.
- Throughout each chapter, students have many opportunities to interact and engage with the new content.

III. Instructional Supports (16 /20)

- The materials include hands-on activities which are relevant to students' lives.
- The teacher resources include interactive activities such as games and project based learning opportunities.

- The teacher edition includes information on how to differentiate lessons for students for special needs, below level, and advanced students.
- There are a variety of extra support materials included for teachers such as the teacher's manual and activity guide. There are additional materials for teachers on the online platform.

IV. Technology (18 /25)

- The technology resources help to enhance student learning through the online videos that are included for each lesson as well as interactive student activities.
- The online content is able to be updated on the Savvas online platform.
- Technical support is offered on the online platform and even includes a live chat feature in order to provide quick assistance to teachers. There is also ongoing professional development that is available for teachers.
- The interactive platform provides students the opportunities to explore their world, expand their thinking, and engage in civic awareness.
- On the online platform, Realize, there are chapter level inquiry projects that require problem solving and investigation. Students are involved in the creation of their own tasks at the end of the inquiries.

V. Monitoring Student Progress (19 /25)

- The online resources include answer keys for student questions and rubrics for extended projects to assess student performance.
- There are many different types of assessments such as projects, quests, quizzes, and open-ended questions.
- The assessments include formative assessments within each lesson to check for understanding as well as final summative assessments.
- The guide to assessment provides suggestions to teachers for collecting varied points of data in order to plan future instruction for students.
- Teachers have the capability to customize their own assessments from the original assessments provided.

Content Coordinator Name: Melony Sanford
Content Coordinator Signature: Melony Sanford Date: 4.29.22

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: 6th Grade Social Studies CP/Honors Grade level/Cluster: 6th Grade

Title: HMH World History: World Civilizations Author: N/A

Publisher: Houghton Mifflin Harcourt Copyright Date: 2018

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (18 /20)

- The content is current and applicable to the course.
- The content is aligned to the South Carolina College-and Career-Ready standards for the 6th Grade World Civilizations course.
- There are many links to other content areas, allowing for interdisciplinary connections and collaboration.
- There are a variety of depth of knowledge levels within the topic of global development, and there is a theme of global citizenship throughout.

II. Organization and Style (23/25)

- The reading level is appropriate for 6th Grade students.
- The text has a variety of pictures, maps, and diagrams which provide examples of the content to students.
- There is evidence of differentiated instruction for struggling readers, English language learners, and advanced students.
- The text includes modules that have a clear learning progression.
- The sequence of the text provides sufficient time for students to demonstrate their learning. Teachers are able to progress through the modules at their discretion based on student need.

III. Instructional Supports (17 /20)

- The resources, such as the online videos, help support the content and are engaging for students.
- The resources provide opportunities for student participation through the suggested collaborative learning activities.

- There are modifications for many levels of learning including enrichment opportunities.
- Resources for teachers are provided. They are very clear and outlined for easy reading and application.

IV. Technology (23 /25)

- The online resources support student learning, and they are easily accessible and provide ample information on the topics in the form of modules.
- The digital content includes current information and aligns with the text in this area.
- Technical support is provided for teachers and students through the help section in the online platform. Also, professional development is provided for teachers.
- The technology resources help enhance student learning, and there are a variety of assessments and activities for students to show their learning.
- The online platform is compatible with Google classroom, and teachers are able to assign independent and collaborative learning activities.

V. Monitoring Student Progress (23 /25)

- The materials include user friendly rubrics which assist teachers in providing feedback to students.
- A variety of assessments are included so teachers have a choice in how they collect data and provide feedback. Assessments include tiered activities, online assessments, and extended response questions.
- The assessments include pre-assessments such as the you try it questions as well as post-assessments.
- Teachers are able to select various types of assessments to collect data to monitor student growth. These include traditional multiple choice and short answer questions to non-traditional assessments such as inquiry and project based learning activities.
- In the online platform, there is a large item bank, and in the My Stuff section, teachers are able to create and customize their own assessments, including assessment items.

Content Coordinator Name: Melony Sanford
Content Coordinator Signature: Melony Sanford Date: 4.29.22

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Economics and Personal Finance CP/Honors Grade level/Cluster: 12th Grade

Title: Economics Principles in Action Author: O'Sullivan, Arthur, and Steven Sheffin

Publisher: Savvas Learning Copyright Date: 2022

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19 /20)

- The content included is current and includes updated information on the economy.
- The text is aligned to the South Carolina Social Studies College-and Career Ready standards and includes an emphasis on personal finance which has been added to the standards.
- The text and online resources have numerous connections to other content areas such as US Government and History courses.
- There is a unit on the global economy and additional examples throughout the text which provide students with a global perspective.

II. Organization and Style (18 /25)

- The Lexile level is appropriate and accessible for this age group.
- The text is very well organized and has a variety of graphs, charts, images, etc. consistently throughout each unit.
- Differentiation activities are included in the teacher's edition for remediation and extension to support different instructional levels.
- The text progresses in a logical order and follows the sequence of the State Standards.
- The text is well structured and organized to promote the practice of mastered economic concepts.

III. Instructional Supports (16 /20)

- There are multiple authentic and engaging activities for students such as the Personal Finance Handbook and 21st Century Skills activities.
- There are a range of learning experiences provided for students which include interactive activities such as the Quest Document Based Questions and interactive illustrations, charts, and graphs.

- The Teacher's Edition includes suggestions for differentiation for remediation and extension activities for gifted and talented students.
- There are resources included to support teachers such as online answer keys and the ExamView resource to assist teachers with creating assessments.

IV. Technology (18 /25)

- The online platform includes a variety of activities for students to engage with the content such as hip hip videos, 21st century skills activities, graphic organizers, and primary source analysis activities.
- The online platform is able to be updated as needed, and there is the ability for new content to be embedded into the Realize online platform.
- There is professional development available to teachers as well as help options for teachers who need technical support.
- The technology resources included allow students to take an active role in demonstrating their new learning. An excellent example of this are the Quest Document Based Questions.
- The materials are able to be adapted for differentiation and new lesson development.

V. Monitoring Student Progress (21 /25)

- Many of the activities and rubrics are customizable. There are also multiple assessments available.
- There are a variety of assessments available for teachers such as lesson quizzes, topic tests, and inquiry-based projects
- There is a wide range of formative and summative assessments included for teachers to administer to students in order to provide clear feedback on the progression of student learning.
- The wide variety of assessments provide teachers with access to multiple points of data. There is a class mastery by standard feature available for teachers to help guide future student needs on a student by student basis.
- Teachers have access to customize activities, games, quizzes, and assessments. The test bank is easy to access and teachers can search for assessment items by State Standard.

Content Coordinator Name: Melony Sanford
Content Coordinator Signature: Melony Sanford Date: 4.29.22

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: AP Macroeconomics Grade level/Cluster: 12th Grade

Title: Krugman's Economics for the AP Course 3rd Edition Author: Anderson, David and Margaret Ray

Publisher: Bedford, Freeman & Worth Copyright Date: 2019

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- The content is accurate and the material included is current.
- The text is aligned with the Advanced Placement College Board Macroeconomics course units and pacing.
- The content makes connections to other disciplines such as Government, Mathematics, and Geography.
- There is content included which supports students developing a global perspective. Some examples of this content include public policy, international trade, and global connections which are available in each section of the text.

II. Organization and Style (22/25)

- The Lexile level of the text is appropriate for Advanced Placement students.
- Each module follows the same format. There are also a number of charts and graphs throughout the text that enhance learning.
- The text is suited for the Advanced Placement course.
- There is a progression of learning in the text, and the text is structured to reinforce content from previous units as the course progresses.
- There are opportunities for students to process the new information through the inclusion of checks for understanding, practice free response questions, and section reviews.

III. Instructional Supports (18/20)

- The text provides the basic concepts for understanding economics and then provides opportunities for students to apply those skills.
- The materials include opportunities for students to interact with their new learning such as hands-on graphing.
- There are extension activities included such as the economics by example sections and the Enrichment Modules.
- There are numerous resources for teachers available including a teacher companion in the digital materials.

IV. Technology (18 /25)

- The online resources included help deepen students' understanding of the economic concepts such as the online videos and graphing examples.
- The online platform may be updated to include recent examples of economic concepts.
- There is professional development support provided to teachers through online video modules.
- The technology resources promote student engagement and provide Advanced Placement practice activities.
- The student tasks included in the online resources support students in preparing for the AP exam.

V. Monitoring Student Progress (21/25)

- The materials offer answer keys and rubrics for teachers to provide feedback to students.
- There are numerous types of assessments included throughout the text. All included assessments help students prepare for the AP exam.
- The assessments include formative and summative types of assessments with fully formatted AP practice exams available.
- The varied assessment items help teachers provide feedback to students. For example, teachers have access to the Learning Curve program to assist with monitoring student progress.
- The assessment resources include large customizable AP style multiple choice items banks.

Content Coordinator Name: Melony Sanford
Content Coordinator Signature: Melony Sanford Date: 4.29.22

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: AP Microeconomics | Grade level/Cluster: 12th Grade

Title: Krugman's Economics for the AP Course 3rd Edition (Macro, Micro) | Author: Anderson, David and Margaret Ray

Publisher: Bedford, Freeman & Worth | Copyright Date: 2019

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (20 /20)

- The content of the text is current and includes up to date information to match the Advanced Placement Microeconomics course.
- The text is aligned with the Advanced Placement College Board Microeconomics course units and pacing.
- The text makes connections to other content areas such as History, Government, and Mathematics.
- There is included content that helps students think globally. Examples of global content are international trade and globalization.

II. Organization and Style (25 /25)

- The Lexile level is appropriate for Advanced Placement students.
- There are images and graphs included throughout the text which are discussed thoroughly.
- The text is organized and suitable for the Advanced Placement course.
- The text is organized by unit and then further into modules within units. The units are aligned to the AP course framework. The units and modules build on student understanding as students progress through each unit and module.
- Modules in the text include multiple choice questions and free response questions which check students' understanding and provide practice for students.

III. Instructional Supports (20 /20)

- The text engages students in the content by providing examples of the economic concepts especially in the Economics by Example sections which are interesting to students.
- Students will be able to interact with their new learning in the Economics by Example sections and the online videos.
- There are extension activities included for students as seen in the Enrichment Modules.
- The teacher resources include lecture presentation slides, answer keys for online activities, and answer keys to the questions in the textbook.

IV. Technology (21 /25)

- The technology resources enhance learning for students. Videos are included which enrich student learning and show graph movements that illuminate economic concepts.
- Digital content is housed online and is able to be updated as needed.
- The online resources include teacher and student help sections as well as professional development.
- The technology resources provide students an opportunity to demonstrate their learning through practice AP style multiple choice questions, free response questions and vocabulary activities.
- The tasks included in the online resources are highly aligned to the College Board and help prepare students for the AP exam.

V. Monitoring Student Progress (25 /25)

- There are AP aligned rubrics for the free response practice questions.
- Each module in the text includes multiple choice and free response questions as well as practice tests for the AP exam.
- There are multiple opportunities for assessments throughout the textbook and in the online platform for student practice and teacher feedback.
- Through the various assessments included, teachers are able to collect multiple points of data to support student feedback and progress.
- The assessments in the text and online platform align closely to the AP Microeconomics exam.

Content Coordinator Name: Melony Sanford
Content Coordinator Signature: Melony Sanford Date: 4.29.22

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: AP Psychology Grade level/Cluster: 11th-12th Grade

Title: Myer's Psychology for AP, 3rd Edition Update Author: Myers, David G. and Nathan DeWall

Publisher: Bedford, Freeman & Worth Copyright Date: 2021

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19/20)

- The content is current and includes contemporary studies and methodological updates.
- The text is directly aligned to the Advanced Placement Psychology course and exam.
- There are connections to Biology and other Social Science courses.
- The text makes connections to research and psychological concepts between and across cultures and is applicable within the curriculum.

II. Organization and Style (22/25)

- The reading level of this book is appropriate for AP students.
- The text includes varied graphs, photos, and charts which help explain and reinforce concepts within the text appropriately.
- The text is appropriate for students of varying instructional levels, and the resources are adaptable.
- The text builds on content, and there are connections between units. The textual and visual references to prior learning and new information are made throughout every module and unit.
- There are checks for understanding, module reviews, and chapter introductions which all support student learning.

III. Instructional Supports (19 /20)

- The materials engage students in meaningful learning experiences through active participation and hands-on learning included in the student demonstrations provided for teachers.
- There are numerous interactive experiences for students that help foster student interest in new material.

- The teacher materials include suggestions for differentiation with teaching tips and ideas on how to vary activities.
- There are an immense amount of resources for teachers to use which include resource manuals and answer keys.

IV. Technology (21/25)

- The online resources provide students with extra learning opportunities.
- The online platform, LaunchPad, is able to be updated as needed with current information and resources.
- There are technical support options and professional development training courses.
- The online resources include many activities that allow students to be involved in their own learning.
- LaunchPad provides students with opportunities to practice AP style questions through the concept practice activities, Psychology simulations, and Learning Curve modules.

V. Monitoring Student Progress (22 /25)

- The instructional materials include scoring guidelines and detailed rubrics for assessing multiple choice and free response questions.
- There are a variety of assessment item types including multiple choice, free response, and performance based tasks which all help students as they prepare for the AP Psychology exam.
- Formative and summative assessment questions are directly aligned to the curriculum that will be tested on the AP exam and can be used as diagnostic criteria for reviewing and reteaching opportunities throughout the course.
- Through the varied assessments, teachers can monitor individual student progress and tailor instruction in class and provide extra opportunities for students.
- The test bank is organized by concept or chapter and can be filtered and edited.

Content Coordinator Name: Melony Sanford
Content Coordinator Signature: Melony Sanford Date: 4.29.22

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Psychology Grade level/Cluster: 11th-12th Grade

Title: Myer's Psychology, 13th Edition Author: Myers, David G. and Nathan DeWall

Publisher: Bedford, Freeman & Worth Copyright Date: 2021

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (19 /20)

- The book has a recent copyright date, and the content reflects the most current psychological research and approaches.
- The content aligns to the course objectives for the course.
- There are connections to other content areas. For example, Science and other Social Sciences.
- There are examples throughout the book that allow students to gain a global perspective about topics in Psychology.

II. Organization and Style (23/25)

- The Lexile level is appropriate for high school students.
- The text has many strong visuals to help students with understanding the material. These range from charts with statistics, graphs, and photos.
- The text provides ways in which students of different levels can all be successful. The online resources provide ideas to differentiate learning for students.
- Units in the text are ordered well so students can build on skills and content from previous units of study.
- The text is student friendly and the pacing of the learning goals supports student learning.

III. Instructional Supports (19 /20)

- The materials provide teachers multiple options for creating interactive lessons.
- The current and real life examples included in the text create opportunities for discussion and class participation.

- There are thorough options for teachers to choose and edit assignments so all students can be successful.
- The online platform included with the text, the LaunchPad, provides handouts, reviews, and tests with answer keys.

IV. Technology (23/25)

- The online resources help students experience new learning opportunities through extension activities.
- The online platform is easily accessible and includes updated resources, and the publisher will be able to add resources.
- The technology resources include technical support and a tutorial on how to use the online platform, LaunchPad.
- There are resources included that allow students to engage in deeper learning.
- The online resources provide opportunities for students to participate in the creation of new task design.

V. Monitoring Student Progress (24 /25)

- The resources include multiple scoring guides and rubrics to provide feedback to students.
- There are varied assessments in the LaunchPad and in the text such as short answer questions, extended response, and performance tasks.
- The assessments include both formative and summative types of assessment which assist teachers in providing feedback to students.
- Individual student progress can be monitored to tailor instruction in class and provide extra opportunities for students.
- The LaunchPad has a large bank of questions that will allow teachers to create meaningful assessments.

Content Coordinator Name: Melony Sanford
Content Coordinator Signature: Melony Sanford Date: 4.29.22

Adopted 4/28/86; Revised 9/19/2017

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Sociology Grade level/Cluster: 9th-12th Grade

Title: HMH Sociology Author: Steele et al.

Publisher: Houghton Mifflin Harcourt Copyright Date: 2018

Comments reflect both the results of the scale scoring and evidence indicated on the Instructional Appraisal Worksheet from all schools.

I. Content and Alignment (17/20)

- The content is current and applicable.
- The content aligns with the objectives of the course and includes appropriate skills.
- The text is closely aligned to other content areas such as Psychology, Science, and English.
- Throughout the text, there are frequent connections to global cultures which help students develop a global perspective.

II. Organization and Style (22/25)

- The Lexile level is appropriate for high school students.
- The formatting is uniform, and there are numerous charts, graphs, maps, and timelines spread throughout the text.
- The teacher resources include varying activities to support students of different ability levels.
- The concepts in the text follow a logical progression and build on previous learning.
- The text provides sufficient opportunities for student learning through the reading checks along the way and section assessments.

III. Instructional Supports (17 /20)

- The materials include mini case studies and hands-on activities which provide relevant learning experiences for students.
- Through the varied activities, there are a wide variety of experiences included for students in the case studies and quick lab activities.
- The teacher resources include ideas for differentiating instruction for students needing additional support or students performing above grade level.

- There are resources to support teachers such as answer keys for chapter exams and section questions.

IV. Technology (21/25)

- The technology resources are content rich and useful for teachers and students.
- The online platform includes content that is able to be updated as needed.
- There is a Teacher's Corner section which provides support and professional development for teachers.
- The online text and resources are robust and useful for teachers and students. Additionally, the HMH Go learning app provides varied and extensive tech based opportunities for learning.
- The online resources provide ideas and rubrics for alternative assessments where students are demonstrating their learning through original product creations.

V. Monitoring Student Progress (21 /25)

- There are multiple scoring guides for assessments as well as rubrics for teachers.
- The resources include varied types of assessments such as section assessment reviews, quick labs, reading checks, end of chapter reviews, and a large item bank for unit assessments.
- There are formative assessments throughout each chapter in addition to a large summative assessment item bank.
- The assessments generate data which allows teachers to adjust and remediate learning as needed.
- The large item banks are able to be personalized by teachers.

Content Coordinator Name: Melony Sanford
Content Coordinator Signature: Melony Sanford Date: 4.29.22

Adopted 4/28/86; Revised 9/19/2017

CURRENT POLICY

EXHIBIT E

Policy BCA Board Member Code of Ethics

Issued 1/06

Purpose: To establish the basic structure for ethical board conduct.

The public schools play a vital and important role in our state and country by providing the basic foundation for democratic living and for sustaining the American way of life. Therefore, school board membership represents a challenging responsibility. This code of ethics is adopted by the board as a guide to its members as they strive to render effective and efficient service to their community.

A board member should honor the critical responsibilities that his/her membership demands by doing the following:

- thinking always in terms of "children first"
- understanding that the basic function of a school board is policymaking, not administration, and by accepting the responsibility of learning to discriminate intelligently between these two functions
- accepting the responsibility along with his/her fellow board members of ensuring that optimal facilities and resources are provided for the proper functioning of schools
- refusing to play politics in either the traditional partisan or any petty sense
- representing, at all times, the entire school district
- accepting the responsibility of becoming well informed concerning the duties of board members and the proper functions of public schools
- recognizing responsibility as a state official to seek the improvement of education throughout the state

A board member should respect his/her relationships with other members of the board by doing the following:

- recognizing that authority rests only with the board in official meetings and that the individual member has no legal status to bind the board outside of such meetings
- recognizing the integrity of his/her predecessors and associates and the merit of their work
- refusing to make statements or promises as to how he/she will vote on any matter which should properly come before the board as a whole
- making decisions only after all facts bearing on a question have been presented and discussed
- respecting the opinion of others and graciously conforming to the principle of majority rule
- refusing to participate in irregular meetings such as secret or "star chamber" meetings which are not official and which all members do not have the opportunity to attend
- maintaining the confidentiality of matters discussed in executive session

A board member should maintain desirable relations with the superintendent of schools and his/her staff by doing the following:

- striving to procure, when a vacancy exists, the best professional leader available for the head administrative post
- giving the superintendent full administrative authority for properly discharging his/her professional duties and holding him/her responsible for acceptable results
- acting only upon the recommendation of the superintendent in matters of employment or dismissal of school personnel
- having the superintendent present at all meetings of the board except when his/her contract and salary are under consideration
- referring all complaints to the superintendent and discussing them only at a regular meeting if a failure to arrive at an administrative solution occurs
- striving to provide adequate safeguards around the superintendent and other staff members to the end that they can live happily and comfortably in the community and discharge their educational functions on a thoroughly professional basis

- presenting personal criticisms of any employee directly to the superintendent

Adopted 2/24/69; Revised 1/9/06

Legal references:

School board members are under the jurisdiction of the " Ethics, Government Accountability and Campaign Reform Act," Section 8-13-100, *et seq.,* S.C. Code, and are subject to rules of conduct of the statute.

School District Five of Lexington and Richland Counties

SECOND AND FINAL READING OF PROPOSED REVISIONS – MAY 9, 2022

BCA – BOARD MEMBER CODE OF ETHICS

Issued 1/06

Purpose: **The Board and its members will conduct themselves lawfully with integrity and high ethical standards in order to model the behaviors expected of staff and students and to build public confidence and credibility.** ~~**To establish the basic structure for ethical board conduct. The public schools play a vital and important role in our state and country by providing the basic foundation for democratic living and for sustaining the American way of life. Therefore, school board membership represents a challenging responsibility.**~~ This code of ethics is adopted by the board as a guide to its members as they strive to render effective and efficient service to their community.

A board member should honor the critical responsibilities that his/her membership demands by doing the following:

- thinking always in terms of "children first"
- understanding that the basic function of a school board is policymaking, not administration, and by accepting the responsibility of learning to discriminate intelligently between these two functions
- accepting the responsibility along with his/her fellow board members of ensuring that optimal facilities and resources are provided for the proper functioning of schools
- refusing to play politics in either the traditional partisan or any petty sense
- representing, at all times, the entire school district
- accepting the responsibility of becoming well informed concerning the duties of board members and the proper functions of public schools
- recognizing responsibility as a state official to seek the improvement of education throughout the state

A board member should respect his/her relationships with other members of the board by doing the following:

- recognizing that authority rests only with the board in official meetings and that the individual member has no legal status to bind the board outside of such meetings
- recognizing the integrity of his/her predecessors and associates and the merit of their work
- refusing to make statements or promises as to how he/she will vote on any matter **in which the board is presiding in a quasi-judicial capacity and in** which **the matter** should properly come before the board as a whole
- making decisions only after all facts bearing on a question have been presented and discussed
- respecting the opinion of others and graciously conforming to the principle of majority rule
- refusing to participate in irregular meetings such as secret or "star chamber" meetings which are not official and which all members do not have the opportunity to attend
- maintaining the confidentiality of matters discussed in executive session

A board member should maintain desirable relations with the superintendent of schools and his/her staff by doing the following:

- striving to procure, when a vacancy exists, the best professional leader available for the head administrative post
-
- giving the superintendent full administrative authority for properly discharging his/her professional duties and holding him/her responsible for acceptable results
- acting only upon the recommendation of the superintendent in matters of employment or dismissal of school personnel
- having the superintendent **or his designee** present at all meetings of the board except when his/her contract and salary are under consideration
- referring all complaints to the superintendent and discussing them only at a regular meeting if a failure to arrive at an administrative solution occurs
- striving to provide adequate safeguards around the superintendent and other staff members to the end that they can live happily and comfortably in the community and discharge their educational functions on a thoroughly professional basis
- presenting personal criticisms of any employee directly to the superintendent

Adopted 2/24/69; Revised 1/9/06

Legal references:

School board members are under the jurisdiction of the " Ethics, Government Accountability and Campaign Reform Act," Section 8-13-100, et seq., S.C. Code, and are subject to rules of conduct of the statute.

School District Five of Lexington and Richland Counties

Policy

SECOND AND FINAL READING OF PROPOSED NEW BOARD POLICY – MAY 9, 2022

(Suggested Updates From Attorney Riser)

Policy FGG Facility Construction Project Administration

Issued: 4/2022

Purpose: To establish the basic structure for use of Change Orders as well as Contingency Allowances included in ~~Previously Approved contracts for~~ school construction contracts **after the effective date of this Policy.**

The district **reserves the right to** ~~may~~ make changes in the scope of the work required to be performed by ~~the~~ **a** contractor by ~~making~~ **seeking** additions or omissions **which may be detailed in proposed change orders or the use of contingency allowances. The purpose of such proposed change orders or contingency allowance application initiated by the district would not seek to invalidate** ~~without invalidating~~ the contract, ~~without relieving or releasing~~ **would not seek to relieve or release** the contractor from any of ~~his~~ **its** obligations under the contract or any guarantee given by ~~him~~ **it** pursuant to the contract provisions. **Furthermore, any proposed change orders or contingency allowance applications initiated by the district would not seek to affect** ~~without affecting~~ the validity of the guaranty bonds, ~~and without relieving or releasing~~ **nor would they seek to relieve or release any** ~~the~~ surety or sureties of the bonds. All such work shall be executed under the items of the original contract unless expressly provided otherwise.

In the event of conflict between this Policy and the procedure for handling of Change Orders or Contingency Allowances in District construction contracts the procedure identified in the contracts shall govern.

If applicable unit prices are not contained in the agreement, the architect shall, before ordering the contractor to proceed with desired changes, request an itemized proposal covering the work involved in the change or use of contingency allowance funds, after which the procedure shall be as follows:

1. If the Change Order proposal is acceptable, the architect **or other personnel or representative of the district for the project** shall prepare the Change Order for acceptance by the contractor. If the proposal for use of contingency allowance funds included in a previously approved contract is acceptable, the architect shall prepare a statement to be submitted to the board. For Change Orders to be accepted the owner, architect, and contractor must all agree.
2. Each Change Order or Request for Use of Contingency Allowance Funds shall include in its final form:
    a. A detailed description of the change in the work,
    b. The contractor's proposal (if any) or a conformed copy,
    c. A definitive statement as to the resulting change in the contract price and/or time; and,
    d. The statement that all work involved in the change or request shall be performed in accordance with contract requirements except as modified by the change order.
3. No extra work for which will result in a change order shall be done nor any obligation incurred for payment except upon a written order fully signed by the owner's representative ~~and the Office of School Planning and Building of the State Department of Education~~. No extra work for which will result in a request for use of contingency allowance funds shall be done nor any obligation incurred for payment except upon a written order fully signed by the owner's representative. Information on such Change Orders or Requests for Use of Contingency Funds will be provided **to** the board at the next regular board meeting. Any Change Order or Request for Use of Contingency Funds exceeding $50,000 or enlarging the scope requires board approval before the order is placed.

4. In order to limit excessive usage of contingency, the administration will follow the project checklist, research similar project contingencies, then present a conservative proposal to encompass the scope of work to the board before approval of each use of contingency. In any case, regardless of the use of the $50,000 limit for either change orders or contingency funds, the administration shall report such usage in any amount to the board on a quarterly basis.

Adopted 5/X/2022
School District Five of Lexington and Richland Counties

CURRENT POLICY

EXHIBIT G

Policy FEC Selection of Professionals in Facilities Construction

Issued **9/21**

Purpose: To establish the basic structure for the selection of professionals by the district.
The board believes it is appropriate and necessary to secure the services of professionals in the area of facilities construction to manage and supervise the construction of new schools and additions and renovations to existing schools. This helps assure the district maintains adequate facilities to support excellence in education.

1. Members of the board of trustees be barred from voting or ad Hoc membership on professional selection committees;
2. Candidates for voting or ad hoc membership of the selection committees be vetted to determine apparent or actual conflicts of interest and conflicts of interest are determined, that candidates must withdraw their name from consideration;
3. Voting or ad hoc members of selection committees be required to sign and adhere to the districts' confidentially and conflict of interest policy.

The board will begin the selection process by instructing the administration to establish a selection committee. The administration will do the following:

- Identify committee members (typically three to five members).
- Identify a committee chairman.
- Establish a selection timeline.
- Identify the project(s) for inclusion in building program.
- Develop a description for the proposed project(s).

The committee will make a recommendation based on the proposed project to the administration regarding the needed qualifications for the required professional(s). The administration will develop an RFQ (Request for Qualifications), to include the following:

- purpose of the request
- request for information regarding professional(s), experience, proposed services, proposed staffing, resumes and references
- description of proposed project(s)
- other desired information as appropriate

The committee will evaluate the RFQs received by the administration. Their evaluation should include the following:

- establishment of the selection criteria and an appropriate ranking system
- review and ranking of submitted proposals
- establish of the "short list" of professionals for interview (typically no more than five)

The committee will interview the "short list" of professionals and upon completion of the interviews, the committee will do the following:

- Review and rank interviewed professional(s).
- Prepare written notification of the results (to "short list" of professionals - minimum of 10 days notice is recommended).
- Select professional(s) to be recommended.

The committee will submit its recommendation to the administration, who will begin contract negotiations with the selected professional(s). The administration will submit its recommendation and proposed contract to the board.

The board will consider the recommendation and contract and approve as appropriate.

Adopted 5/19/03; Revised 2/24/14, 9/27/21

Legal References:

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

Section 59-23-210 - Construction, improvement, and renovation of public schools; compliance with the South Carolina School Facilities Planning and Construction Guide; committee members; submission of plans.

School District Five of Lexington and Richland Counties

2

Policy

SECOND AND FINAL READING OF PROPSED REVISIONS – MAY 9, 2022

Policy FEC Selection of Professionals in Facilities Construction

Issued **9/21 (Proposed Changes - March Policy Committee Meeting)**

Purpose: To establish the basic structure for the selection of professionals by the district.

The board believes it is appropriate and necessary to secure the services of professionals in the area of facilities construction to manage and supervise the construction of new schools and additions and renovations to existing schools. This helps assure the district maintains adequate facilities to support excellence in education.

1. Members of the board of trustees be barred from voting or ad Hoc membership on professional selection committees;
2. Candidates for voting or ad hoc membership of the selection committees be vetted to determine apparent or actual conflicts of interest and conflicts of interest are determined, that candidates must withdraw their name from consideration;
3. Voting or ad hoc members of selection committees be required to sign and adhere to the districts' confidentially and conflict of interest policy.

The board will begin the selection process by instructing the administration to establish a selection committee. The administration will do the following:

- Identify committee members (typically three to five members).
- Identify a committee chairman.
- Establish a selection timeline.
- Identify the project(s) for inclusion in building program.
- Develop a description for the proposed project(s).

The committee will make a recommendation based on the proposed project to the administration regarding the needed qualifications for the required professional(s). The administration will develop an RFQ (Request for Qualifications), to include the following:

- purpose of the request
- request for information regarding professional(s), experience, proposed services, proposed staffing, resumes and references
- description of proposed project(s)
- other desired information as appropriate

The committee will evaluate the RFQs received by the administration. Their evaluation should include the following:

- establishment of the selection criteria and an appropriate ranking system
- review and ranking of submitted proposals
- establish of the "short list" of professionals for interview (typically no more than five)

The committee will interview the "short list" of professionals and upon completion of the interviews, the committee will do the following:

- Review and rank interviewed professional(s).
- Prepare written notification of the results (to "short list" of professionals - minimum of 10 days notice is recommended).
- Select professional(s) to be recommended.

The committee will submit its recommendation to the administration, who will begin contract negotiations with the selected professional(s). The administration will submit its recommendation and proposed contract to the board.

Proposed addition to policy (March Committee Mtg):

While a contingency written into an original contract may not be one size fits all, in order to limit excessive contingency, the administration will create a project checklist, research similar project contingencies, then present a conservative contingency allowance to encompass the scope of work in the contract to the board before approval of the final contract. The final contract should include the presented contingency allowance along with a designation of the ownership of any contingency balance at the end of the contract.

3

The board will consider the recommendation and contract and approve as appropriate.

Adopted 5/19/03; Revised 2/24/14, 9/27/21

Legal References:

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

Section 59-23-210 - Construction, improvement, and renovation of public schools; compliance with the South Carolina School Facilities Planning and Construction Guide; committee members; submission of plans.

CURRENT POLICY

EXHIBIT H

Policy BDG School Attorney/Legal Services

Issued 4/06

Purpose: To establish the basic structure for the board's need for and relationship with its attorney.

The increasing complexity of school board operations requires the frequent procurement of legal services. Consequently, the board, by majority vote, may designate attorneys to counsel the board and administration on legal matters involving the district's welfare.

The attorney will serve at the pleasure of the board and will be paid for services rendered.

The board may ask the attorney to attend such board meetings or other meetings as may be needed. A decision to seek legal advice or assistance on behalf of the school system may be made by the superintendent or the board. Such action will be taken as consistent with board policy and as it meets an obvious need of the board. It may take place as a consequence of formal board direction.

Except in unusual circumstances, the board will make all communications to the school attorney through the superintendent or board chairman.

Adopted 11/16/81; Revised 4/24/06

School District Five of Lexington and Richland Counties

BOARD ATTORNEY/LEGAL SERVICES

Code **BDG** *Issued* **DRAFT/19**

Independent Counsel

The complexity of board operations requires the frequent procurement of legal services. Consequently, the board, by majority vote, may designate ~~an~~ attorney*s* ~~or law firms~~ to counsel the board and administration on legal matters involving the district's welfare. The board retains the right to counsel with or employ other attorneys and to terminate the service of any attorney.

The board may ask the attorney to attend board meetings or other meetings as may be needed. The district will only pay for legal services that are provided in accordance with the board-approved *fee* ~~representation~~ agreement or are otherwise authorized by board policy.

Adopted 11/16/81; Revised 4/24/06, Revised 5/09/22^

CURRENT POLICY

EXHIBIT I

AR BDG-R School Attorney/Legal Services

Issued 4/06

The board may retain attorneys for the purpose of systematically securing legal services in a timely and organized manner. The following administrative rule sets forth the board's expectations for its legal services. It also serves as a job description for the attorneys.

Qualifications

Attorneys will be licensed to practice law in South Carolina.

Attorneys will be sufficiently familiar with requirements of school laws of the state to enable them to offer the necessary advice.

Attorneys will possess any additional qualifications as the board finds appropriate.

Reports To

Board attorneys' briefings to the board are coordinated by the superintendent, except in unusual circumstances such as personnel matters pertaining to the superintendent. In those instances, the attorneys will report directly to the board. Those briefings will be to the full board, coordinated by the board chairman. The board chairman is the only member of the board authorized to provide direction to the attorneys on behalf of the board.

Appointment

The board will appoint attorneys to advise and represent the district. Attorneys will be the chief legal adviser and representative of the board and will serve at the will of the board.

Evaluation

The board and superintendent will annually evaluate the performance of the attorneys.

Compensation

Compensation for legal services will be negotiated with the board at the time an attorney is appointed or within 30 days of the appointment. The finalization of an appointment is subject to a compensation agreement between the board and the attorney.

Services

A decision to seek legal advice and assistance on behalf of the district may be made by the board or the superintendent. Other district employees will seek legal services through the superintendent. Employees will make such request consistent within standard procedures.

The board and administration will make all requests for legal services, including routine information and assistance, in a timely and organized manner and in accordance with board policy. The attorney will provide the board with periodic legal briefings and a status report on all requests for assistance that have not been provided or completed within 30 days of the request. The attorney will give the board a monthly status report on all litigation or potential litigation involving the district.

Issued 4/24/06

School District Five of Lexington and Richland Counties

BOARD ATTORNEY/LEGAL SERVICES

Code **BDG-R** *Issued* **DRAFT/19**

The board may retain ~~an~~ attorneys ~~*or law firms*~~ for the purpose of systematically securing legal services in a timely and organized manner. The following administrative rule sets forth the board's expectations for its legal services. It also serves as a job description for the attorney or firm.

Qualifications

The board will select ~~an~~ attorneys ~~*or law firms*~~ based on qualifications submitted from interested firms.

- The attorneys will be licensed to practice law in South Carolina.
- The attorneys will be sufficiently familiar with school law to enable him/her to offer legal advice.
- *The attorneys will be highly rated on the Martindale-Hubbell Peer Review Ratings system.*
- *The attorneys will submit their years of experience in the area of law they are representing.*
- The attorneys will possess any additional qualifications as the board finds appropriate.

Selection

The administration will create a list of attorneys for use by the board and the administration by Request for Proposal. Any additions to the list will require an RFP. The board will evaluate and approve the attorney list at least annually.

The board will select a general board counsel by vote. The general counsel will select specialized attorneys as needed from the list of approved attorneys with the approval of the board or superintendent. The administration will also recommend their general administration counsel to the board for approval.

Reports To

The attorney will be the chief legal adviser and representative of the board and will serve at the will of the board, reporting directly to the board.

Evaluation

The board and superintendent will annually evaluate the performance of the attorney.

Compensation

Compensation for legal services will be negotiated with the board at the time an attorney is appointed or within thirty (30) days of the appointment. *An individual fee agreement with each lawyer on each matter will be presented to the board. The fee agreement will include a defining scope of work and who is the primary contact for decision-making on each item.* The finalization of an appointment is subject *to this fee agreement* ~~a compensation agreement~~ between the board

 (see next page)

and the attorney, *with a binding understanding that the attorney will not work adverse to the board or its individual members.*

To provide accountability, the billings from each attorney will be broken down with specificity of services provided and to whom they reported. These bills may be periodically audited by board members at any time.

Services

The board and administration will make all requests for legal services, including routine information and assistance, in a timely and organized manner and in accordance with board policy. The attorney will provide the board with periodic legal briefings and a status report on all requests for assistance that have not been provided or completed within thirty (30) days of the request. The attorney will give the board a ~~monthly~~ quarterly status report ~~or more often~~ as needed when necessary on all litigation or potential litigation involving the ~~district.~~ board. Lawsuits involving the school district ~~that do not have the board listed as a litigant will only~~ may be brought to the board if the administration deems it appropriate or at a board majority's request. Other than matters handled by the South Carolina School Boards Insurance Trust (SCSBIT) or other applicable insurance, no litigation will be initiated or dismissed by the district without board approval and no settlement offer will be made without board approval.

Board legal services

Many instances of legal assistance provided to the board may be considered routine and not necessitating specific board approval or prior vote. The board ~~chair~~ officers by consensus may initiate inquiries on these routine matters at ~~his/her~~ their discretion. No legal inquiry or action will be taken against any board member without the approval of the board.

The board will initiate inquiries on matters such as the following:

- Board meeting procedures
- School district investigations or grievances
- Board Policy rulings and/or changes

The Superintendent is responsible for initiating the use of attorneys for various administrative actions:

- Special Education services
- Student services
- Human Resources
- Construction and operational guidance
- Financial issues
- Media Relations
- Adherence to Board Policy & Procedures

All requests for formal legal opinions from the district's legal counsel regarding board issues will be directed through the board chair or the superintendent. A board member wishing to obtain a legal opinion will bring such request to the full board. A majority vote will be obtained to initiate a request for a legal opinion. Any opinion provided will be disseminated to the full board.

Board members with personal legal questions should seek advice from their own private attorneys. It will be seen as a breach of Board Policy - BCA Board Member Code of Ethics ~~trust and ethically inappropriate~~ for any board member

to obtain legal counsel from an attorney ~~or law firm~~ who is being currently used by the school district or the board of trustees as a whole in a personal matter or when the board member is acting as an independent member of the board.

Issued 4/24/06; Revised ^

EXHIBIT J

PREPAREDBY

Mead & Hunt

FINAL REPORT WITH DEFICIENCY CORRECTIONS

Construction Closeout Piney Woods Elementary Chapin, SC

April 22, 2022

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1. Roof Assemblies

A. Warranty Information

(1) Platinum NDL Roofing Warranty Document

(a) It was discovered that the Soprema roof system Plantinum NDL Roofing Warranty was not signed by the owner. **CORRECTED:** This document was signed by the owner on 12/17/2021. It is our understanding that this signed document has been sent to Suprema, received by Suprema, and returned to the owner for activation of the 20 year warranty.

(2) Care and Maintenance

(a) The Care and Maintenance Instructions for the Sentrigard metal roof system was not provided in the documents we received. The hyperlink http://www.sentigard/Static/Installation provided in the warranty documents was invalid. We contacted Sentrigard and had them provide this document and the instructions for care and maintenance of the roof system. We are providing these documents to School District 5 of Lexington and Richland Counties. If there are any deviations from these instructions the roof warranty from Sentrigard will be void. *See Appendix F.* **CORRECTED:** No deviations noted.

(b) During a site visit on 12/20/2021 minor ponding of water was observed on the Suprema flat roof system. At the time of the site visit the water was iced over and we are uncertain of when the most recent precipitation event had occurred prior to the site visit. According to the nearest local weather station (approximately 0.5 miles away from the school), there had been approximately 0.75-inches of rainfall within 24 hours of inspection. It is recommended to observe the flat roof system 48 hours after the end of a precipitation event and ensure the roof has adequate draining and does not ratin water longer then 48 hours. If excessive ponding of water after the end of a precipitation event for longer then 48 hours the roof warranty may be void. *See Appendix A.* **CORRECTED:** Roof demonstrated no further ponding after another rain event.

(c) Roof access shall be restricted from excessive foot traffic to all personnel with the exception of maintenance personnel, Sentrigard, Suprema, and Aqua. This apprears to be in place with the Roof Access Doors remaining locked with a key. A sign-in log for roof access is recommended to ensure excessive foot trafiic is being controlled, and to exhibit to the manufacturer at the time a warranty claim may be processed. In addition, Suprema rocommends signage to be installed stating "STOP. ACCESS RESTRICTED TO AUTHORIZED PERSONNEL ONLY". This signage is not required; however, Suprema will provide signage if requested in accordance with Suprema's Care and Maintenance Guide. **CORRECTED:** See Appendix G.

(d) At a minimum, biannual inspections are required by maintenance personnel to maintain the warranty. Please reference the Suprema Care and Maintenance Guide which lists the required activities to be performed to maintain warranty.

(e) We recommend a maintenece manual or binder to enclose all of the care and maintenance documents, sign in log for access, and biannual inspection reports.

2. Emergency Generator

A. Warranty Information

(1) Warranty Requirements

(a) The generator must be registered with Generac including proof of purchase to validate the warranty. **CORRECTED:** Generator has been registered by school district.

(b) We were not provided with the emergency generator Owner's Manual for Stationary Industrial Generators. **CORRECTED:** We contacted the supplier and we have been provided the manual to deliver to School District 5 of Lexington and Richland Counties.

(c) We are of the understanding that the emergency generator maintenance, maintenance checks, and maintenance intervals has been subcontracted out. We recommend the school maintenance staff review and become familiar with this manual to ensure all required items are being complied with by the subcontractor.

Any required maintenance, maintenance checks, and maintenance intervals not being complied with will void the warranty. **CORRECTED:** Generator maintenance training was completed. See Appendix H.

3. Civil Work

A. Concrete Sidewalk

(1) Expansion Joints

(a) The Project Plans on Sheet C-900 require expansion joints in concrete sidewalk to be scored to a depth of 1" below top surface of the concrete sidewalk. In addition to scoring the expansion joint area, the Project Specifications require sawed joints to be sealed in accordance with SCDOT Section 501.4.14. This can be observed as a visual representation in the detail on Sheet C-900 Concrete Sidewalk Joints detail for expansion joints. There **ARE NOT** any cut-backs, or scoring, of expansion joints at any location observed. We recommend the Architect and design engineer RB Todd Consulting Engineers be notified for acceptance of current condition of noncompliance with the Contract Documents or provide additional information for correction. It is noted, we were not provided with any Request for Information or document changes from the original Contract Documents. *See Appendix E.* **CORRECTED:** Engineer has approved current conditions. See Appendix I for email response from Engineer of Record.

(b) The areas with detectable warnings for handicap sidewalk ramps have expansion

joints extending directly adjacent to the detectable warnings and not 6' off at the beginning of 12:1 slope as indicated in the Project Plans Sheet C-900. In addition, there is no consistency as one handicap sidewalk ramp has a contraction joint on one side of the detectable warning and the other side has an expansion joint. The Project Plans Sheet C-900 indicate contraction joints immediately adjacent to the detectable warnings. We recommend the Architect and design engineer RB Todd Consulting Engineers be notified for acceptance of current condition of noncompliance with the Contract Documents or provide additional information for correction. It is noted, we were not provided with any Request for Information or document changes from the original Contract Documents. **CORRECTED:** Engineer has approved current conditions. See Appendix I for email response from Engineer of Record.

B. Concrete Curb and Gutter

(1) Expansion Joints

(c) During our site visits we observed the concrete curb and gutter **DO NOT** have any expansion joints placed in the in the concrete. The Project Specifications Section 321313 require all concrete to have expansion joints installed at intervals of no more than 100 ft. We recommend the Architect and design engineer RB Todd Consulting Engineers be notified for acceptance of current condition of noncompliance with the Contract Documents or provide additional information for correction. It is noted, we were not provided with any Request for Information or document changes from the original Contract Documents. *See Appendix E.* **CORRECTED:** Engineer has approved current conditions. See Appendix I for email response from Engineer of Record.

(2) Workmanship

(a) It is noted that areas of concrete curb, where repaired, are chipping away at the top of curb. Sections of the concrete curb are breaking off. *See Appendix D.* **CORRECTED:** Please see Appendix J.

(b) It is also noted that sections of the concrete curb do not have a smooth float finish. It appears that the curb either during placement or immediately after placement was not protected from inclement weather. **CORRECTED:** Please see Appendix J.

(c) It is noted, that at a random location, there appears to be a core hole on the gutter in the concrete curb and gutter area. We recommend the Architect and design engineer RB Todd Consulting Engineers be notified for acceptance of current condition or provide additional information for correction. It is noted, we were not provided with any Request for Information or document changes from the original Contract Documents. *See Appendix E.* **CORRECTED:** Core hole has been filled and sealed.

C. Handicap Accessible Parking Stalls

(1) Width of Parking Stall

(a) The handicap parking stalls are not a consistent width, and several **DO NOT** meet the minimum width of 8 feet. One parking stall measured approximately 8'2" exceeding the minimum width, the next stall measured was approximately 7'10". One van accessible loading and unloading area measured approximately 7'9&1/2". The parking stall with the shortest width measured approximately 7'9". We recommend the Architect and design engineer RB Todd Consulting Engineers be notified for acceptance of current condition of noncompliance with the Contract Documents or provide additional information for correction. It is noted, we were not provided with any Request for Information or document changes from the original Contract Documents. *See Appendix E.* **CORRECTED:** All parking stalls are 8'1.5" on center. See Appendix K.

4. Architectural Items

A. Gaps at Exterior Doors

(1) Rooms A-160 and A-162

(a) The exterior doors to the Courtyard area have gaps around the doors. These gaps are allowing water to pond inside the building during inclement weather. *See Appendix B.* **CORRECTED:** Brush guards and seals have been installed. No leaks after significant rainfall event.

B. Aluminum Curtain Wall

(1) Café B-127

(a) The aluminum curtain wall at the exterior wall (South) has a snap on cover plate to hide the fasteners for curtain wall attachment at the exterior. We are noting that one piece of the snap on cover plate has blown off during inclement weather. The maintenance staff for Piney Woods Elementary is concerned and has requested to fasten the cover plate mechanically, if possible. It is noted that Mead & Hunt did not have access to any approved shop drawings or specs indicating if the item noted needs to be mechanically fastened. *See Appendix C.* **CORRECTED:** Curtain wall has been fastened correctly.

5. Contingency Findings

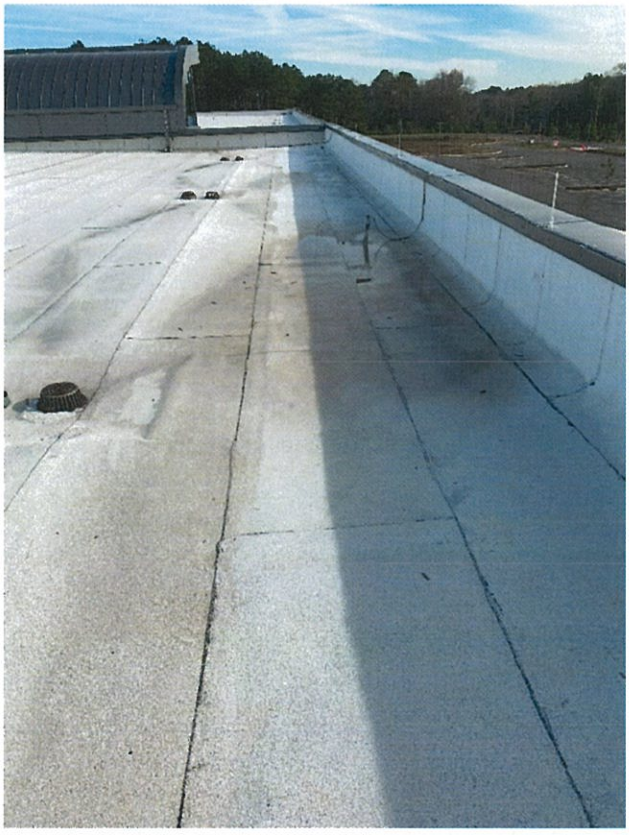
A. Pay App #1

(1) Line Item 1811

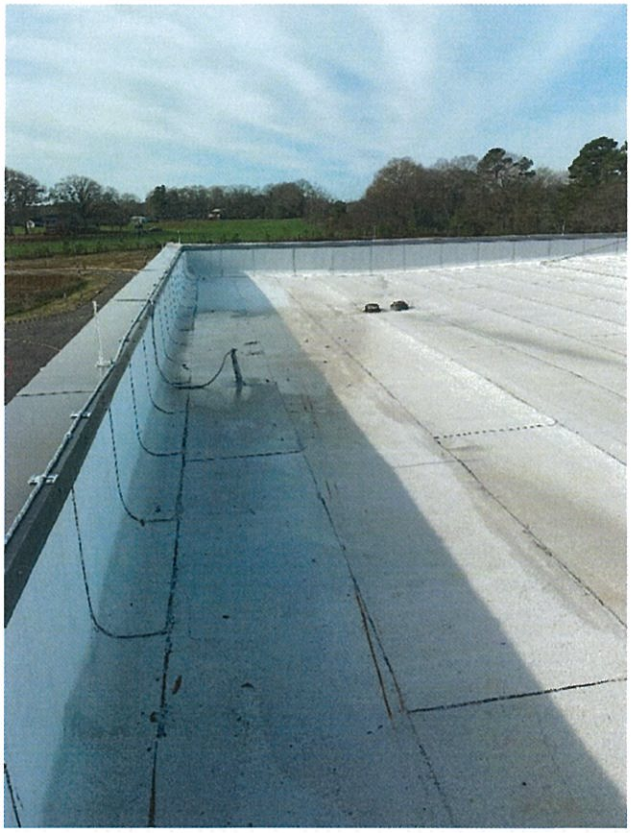
(b) It was discovered within Pay App #1, the contingency money went from $1,023,438 to $1,013,164 for Line Item 1811 (GMP2 Contingency) resulting in a difference of $10,274. **CORRECTED:** Contract Construction sent email to Clayton Cannon with the School District explaining reason for discrepancy. Issue has been cleared and approved. See Appendix L for email record.

6. Appendix

A. Roof Ponding



MINOR ROOF PONDING 1

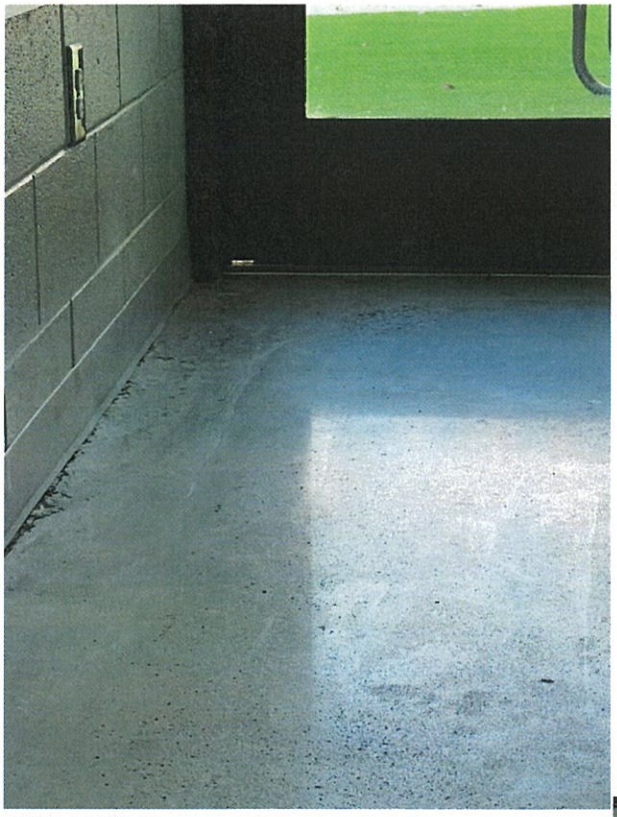


MINOR ROOF PONDING 2



MINOR ROOF PONDING 3

B. Door Gap

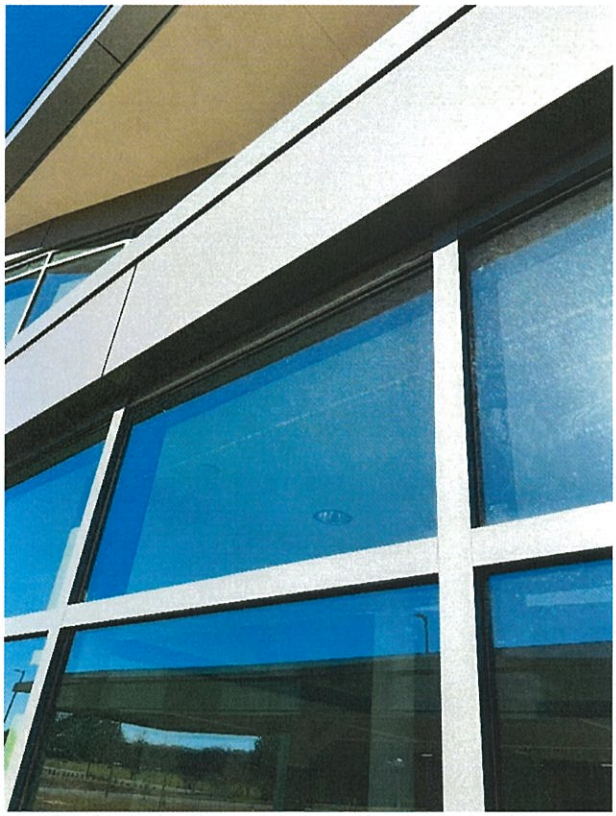


DOOR GAP 1



DOOR GAP 2

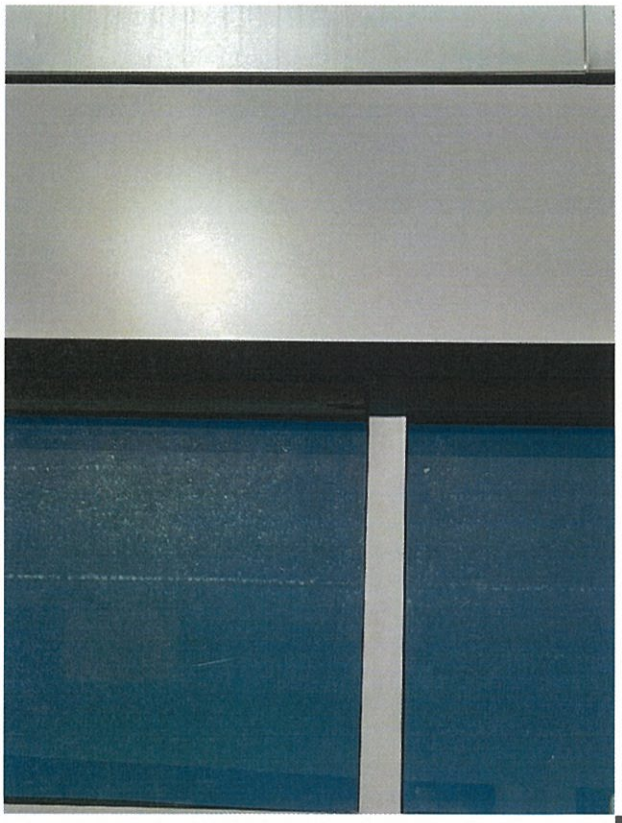
C. Café Curtain Wall



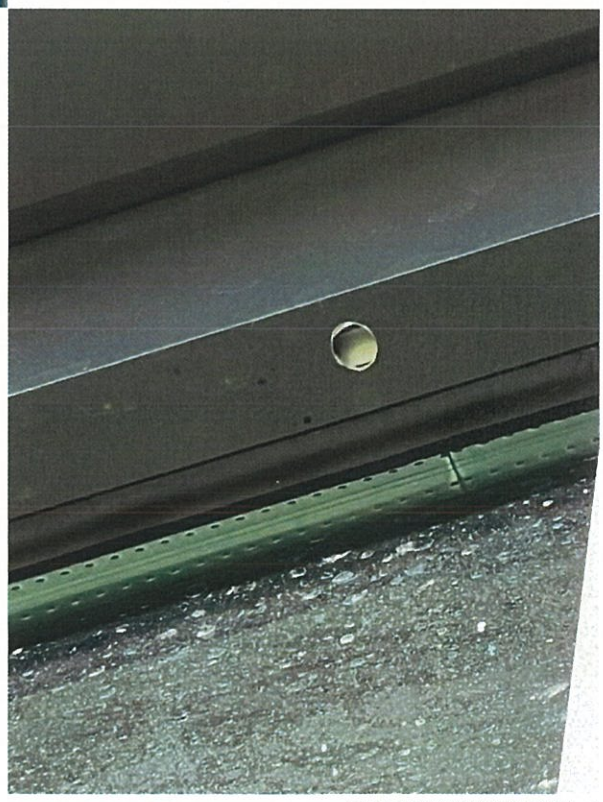
CAFE CURTAIN WALL 1



CAFE CURTAIN WALL 2

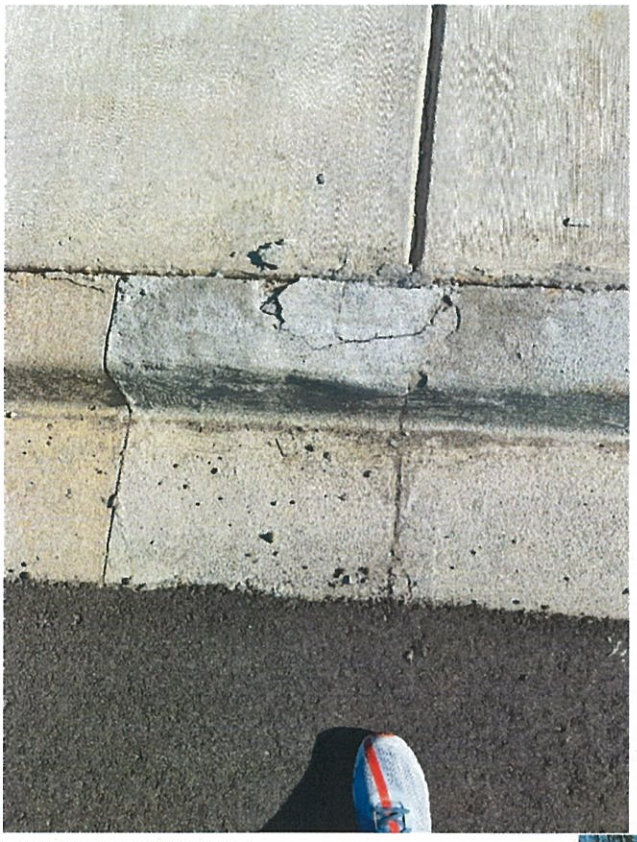


CAFE CURTAIN WALL 3



CAFE CURTAIN WALL 2

D. Damaged Curbing



DAMAGED CURBING 1



DAMAGED CURBING 2

E. General Civil Work



GENERAL CIVIL WORK 1

ADA Ramp Expansion and Contraction Joint



GENERAL CIVIL WORK 2

ADA Ramp Joints



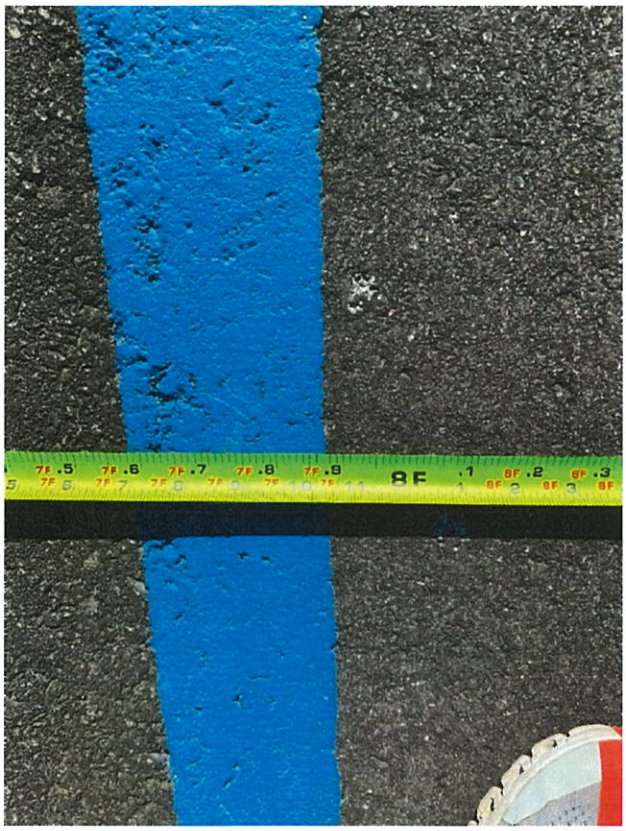
GENERAL CIVIL WORK 3

Contraction Joint Example



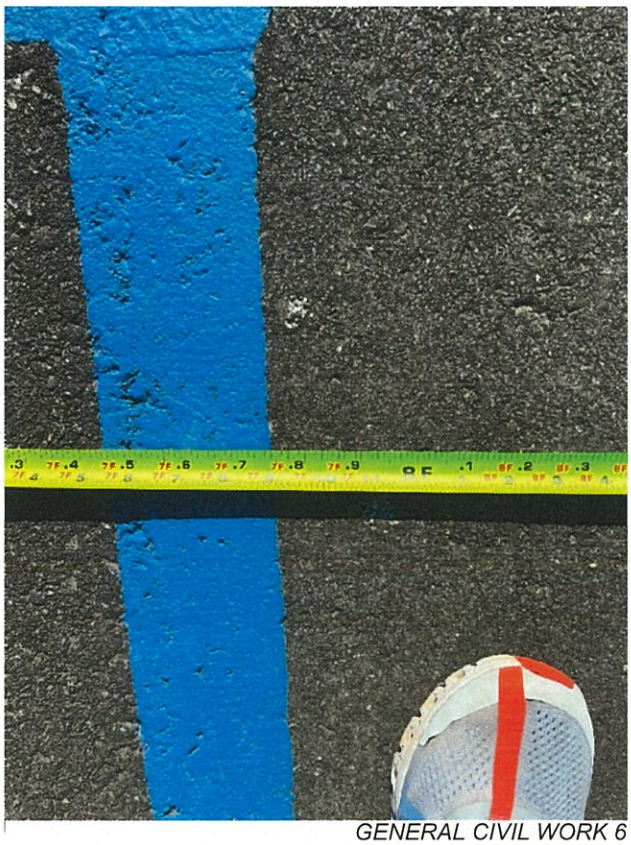
GENERAL CIVIL WORK 4

Expansion Joint Example



GENERAL CIVIL WORK 5

Handicap Stall Center to Center



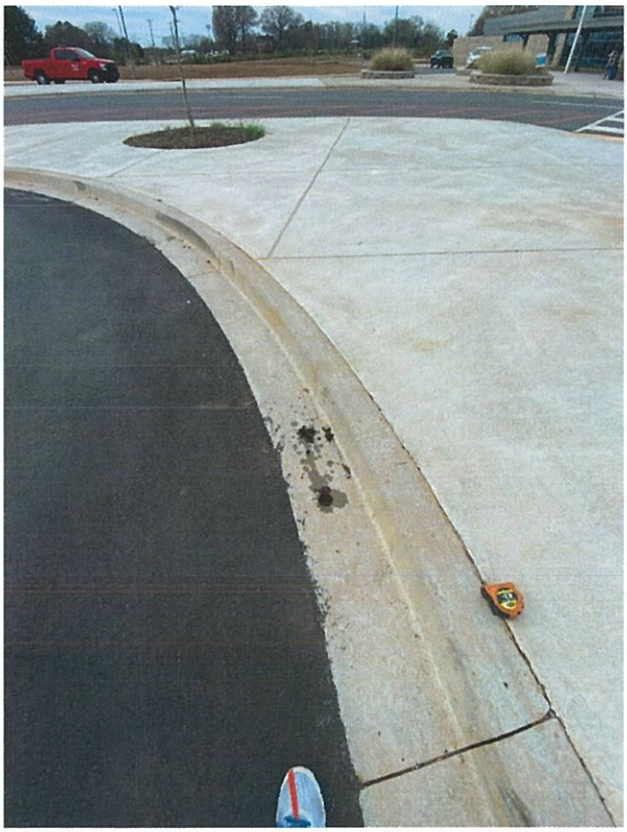
GENERAL CIVIL WORK 6

Handicap Stall Edge Line to Edge Line



GENERAL CIVIL WORK 7

Curb and gutter Core Hole 1



GENERAL CIVIL WORK 8

Curb and Gutter Core Hole 2

F. Damaged Metal Curbing (See on Next Page)

MAINTENANCE INSTRUCTIONS FOR SENTRICLAD METAL SYSTEMS

I. MAINTENANCE BY INSTALLER BEFORE LEAVING JOBSITE.

1. Remove metal filings from panels and flashings at the end of each day. Filings from drilling, grinding and cutting can start to rust overnight. At end of project, make a final check for any filings. If rust spots have already appeared they can be removed with a non-abrasive cleaner such as Soft Scrub. Do not use abrasive cleaners.
2. Touch-up paint should be used on scratches, but should be used sparingly and applied with a small artist's brush.
3. Clean or power wash panels as necessary after completion of project. This includes removing excess unsightly caulking.
4. Remove debris and crating materials from the sight.

II. ROUTINE MAINTENANCE FOR METAL WALL AND ROOFS BY OWNER, OR OWNERS AGENT, OVER LIFE OF BUILDING.

1. File all job records, including project plans, specifications, shop drawings, warranties (if any), etc. for future reference.
2. Set up maintenance and inspection schedule. Metal wall panels normally require little maintenance, but to ensure optimal serviceability, a routine inspection should be conducted at intervals no greater than once a year.

   Note: Steep metal roofs can be slippery. A qualified metal roofing contractor may be required for roof inspections.
3. Keep gutters and downspouts clear of debris that can impede water drainage.
4. Remove immediately any vegetation or debris that may contact metal panels. This should include tree branches, leaves, weeds, grass, etc.
5. Clean metal panels as necessary with a 5% solution, in water, of commonly used commercial and industrial detergent. Use a cloth, soft bristle brush, or high pressure washer. Rinse completely with water. Tar, grease or oil may be removed by using denatured alcohol, isopropyl alcohol or mineral spirits followed by a water rinse. Proceed with caution as aggressive cleaning with the above-described procedures may damage the coating and thus void the warranty.

6. Repair any damage that may have occurred to panels with caulking, touch-up paint, etc.

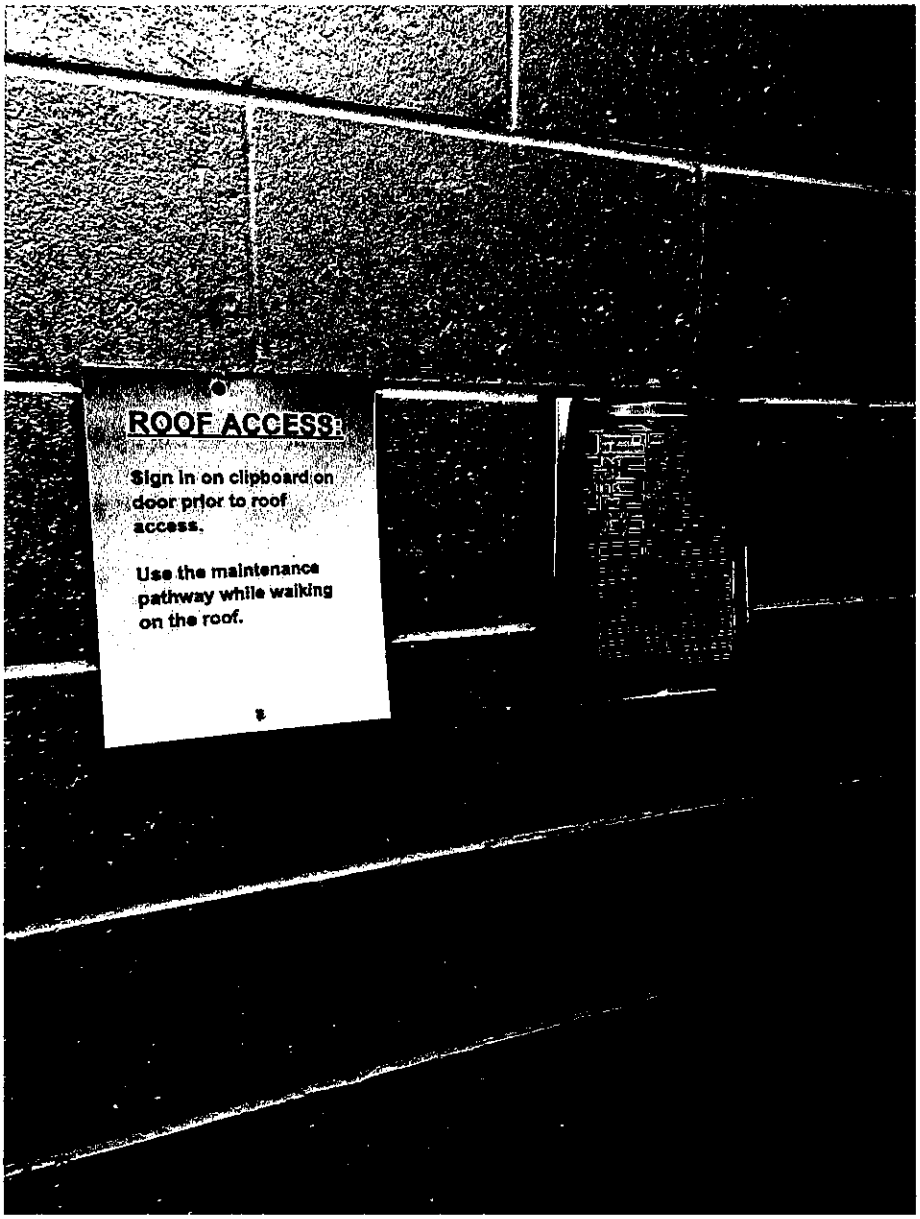
7. Correct any signs of corrosion or deterioration as necessary.

III. ADDITIONAL ROUTINE MAINTENANCE FOR METAL ROOFS.

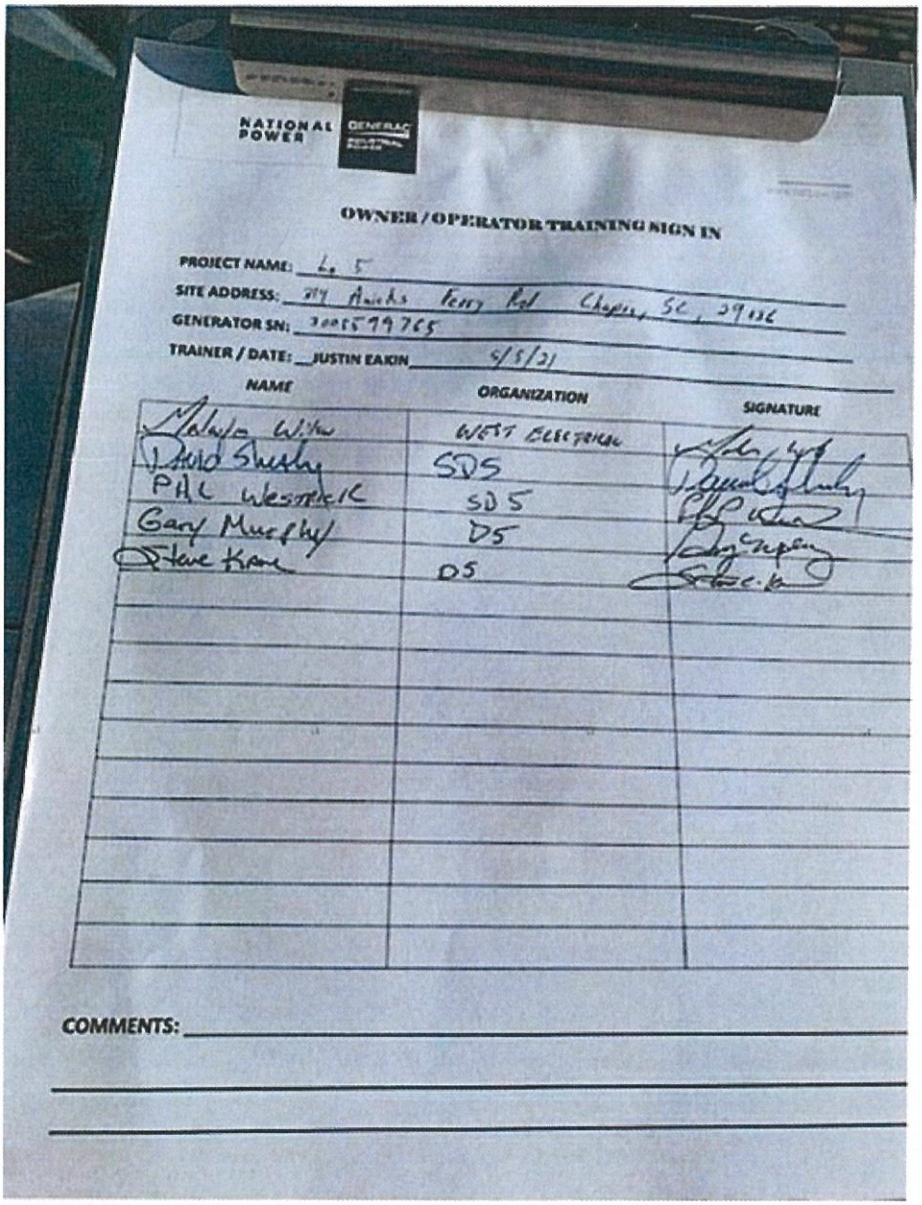
1. Eliminate any conditions that are causing water to pond and accumulate on roof panels.

2. Re-seal curbs, gutters, flashings, closures, penetrations, etc. as necessary to maintain the weather tightness of the system. Typically, a non-acid cured silicone caulk is best for such repairs. Owner may wish to hire a qualified, experienced metal roofing contractor for these repairs.

G. Roof Access Sign-In



H. Generator Maintenance Training



NATIONAL POWER

GENERAC

OWNER / OPERATOR TRAINING SIGN IN

PROJECT NAME: L. 5

SITE ADDRESS: 314 Hawks Ferry Rd Chapin, SC, 29036

GENERATOR SN: 7005799765

TRAINER / DATE: JUSTIN EAKIN 5/5/21

NAME	ORGANIZATION	SIGNATURE
Malaika Wilson	WEST ELECTRIC	
David Shealy	SDS	
Phil Westrick	SDS	
Gary Murphy	DS	
Steve Kane	DS	

COMMENTS:

I. Engineer of Record Civil Comments

From: **Clayton Cannon** <cwcannon@lexrich5.org>
Date: Fri, Mar 25, 2022 at 10:12 AM
Subject: Fwd: Construction Closeout of Piney Woods Final Report
To: Todd Bedenbaugh <tbedenba@lexrich5.org>

Clay,

Concrete Sidewalk

3.A.1.a: The installation of the sidewalks as constructed is acceptable. Sealing of score joints as referenced in the SCDOT Manual (501.4.14) is really intended for structural concrete (roadway pavement, loading dock areas, etc.) not necessarily sidewalks

1.b: Although construction joints and contraction joints were not installed exactly per the details referenced on drawing C900, the jointing installed is acceptable as the intent is to minimize cracking of the concrete and allow areas for expansion.

2.a: The installation of the sidewalks as constructed is acceptable. Although construction joints and contraction joints were not installed exactly per the details referenced on drawing C900, the jointing installed is acceptable as the intent is to minimize cracking of the concrete and allow areas for expansion.

Concrete Curb and Gutter:

- Although the specifications called for expansion joints every 100' in curb and gutter sections, I do not believe it is imperative that they are installed. Concrete shrinks as it cures from the initial pour so it will only expand back to the worst-case original pour dimension. The minimal mass of longitudinal concrete should not be enough to cause issues if the concrete expands. Score joints to control cracking are more critical and have been installed.
- It appears you have addressed the chips and coring.

Handicap Parking Stalls

- It appears this has been addressed.

Bruce Todd, PE, LEED AP
Partner

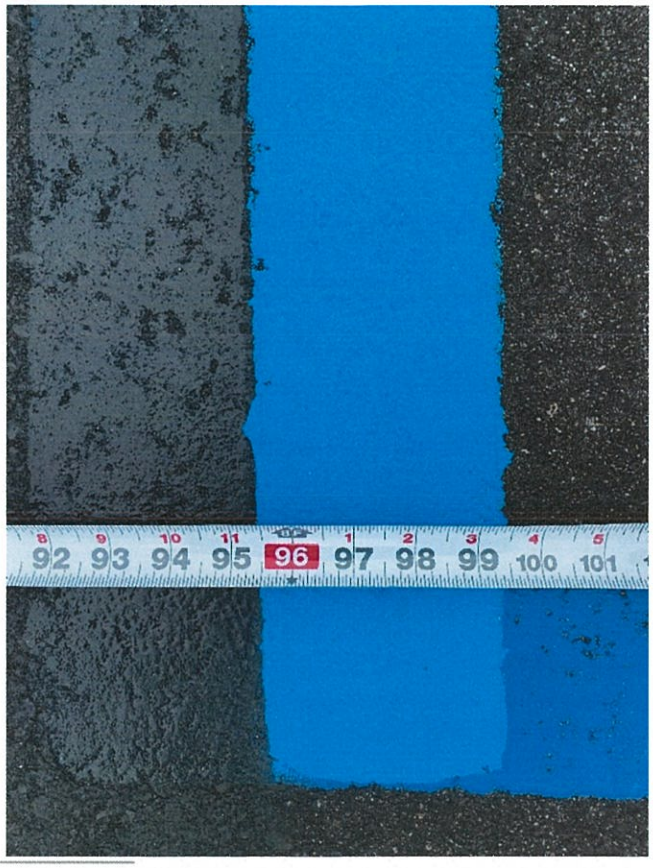
Civil Engineering

J. Concrete Curb Corrections



K. Handicap Parking Corrections





L. Pay App Resolution

From: Leericka <lmiller@contractconstruction.net>
Date: March 24, 2022 at 7:52:41 AM EDT
To: Clayton Cannon <cwcannon@lexrich5.org>
Cc: Greg Hughes <ghughes@contractconstruction.net>
Subject: ES 13 - Contingency

Clay,

If you look back to the GMP for the building (not the early site), the last page shows the construction contingency at $1,013,164. When Jim did the original SOV and CL log, he did not add any taxes to the PO's for the project and put the "additional" money to the contingency. When Jim left, this was discovered by Carl and the contingency was put back to the original GMP amount of $1,013,164 and the money was added to the POs to cover the taxes that were left out.

Leericka Miller, LEED AP BD+C
Project

Manager

803.577.9176 c

P.O. Box 269, Ballentine, SC 29002

CONTRACT
CONSTRUCTION
– FOUNDATIONS BUILT WITH TEAMWORK –

EXHIBIT K

Memorandum

To: Members of the Board of Trustees

From: Dr. Akil E. Ross, Sr.
Superintendent

Date: May 5, 2022

Re: May 9, 2022 Board Meeting
Discussion Item
Proposed FY 2022-2023 General Fund Budget

Item: The proposed FY 2022-2023 General Fund Budget will be presented.

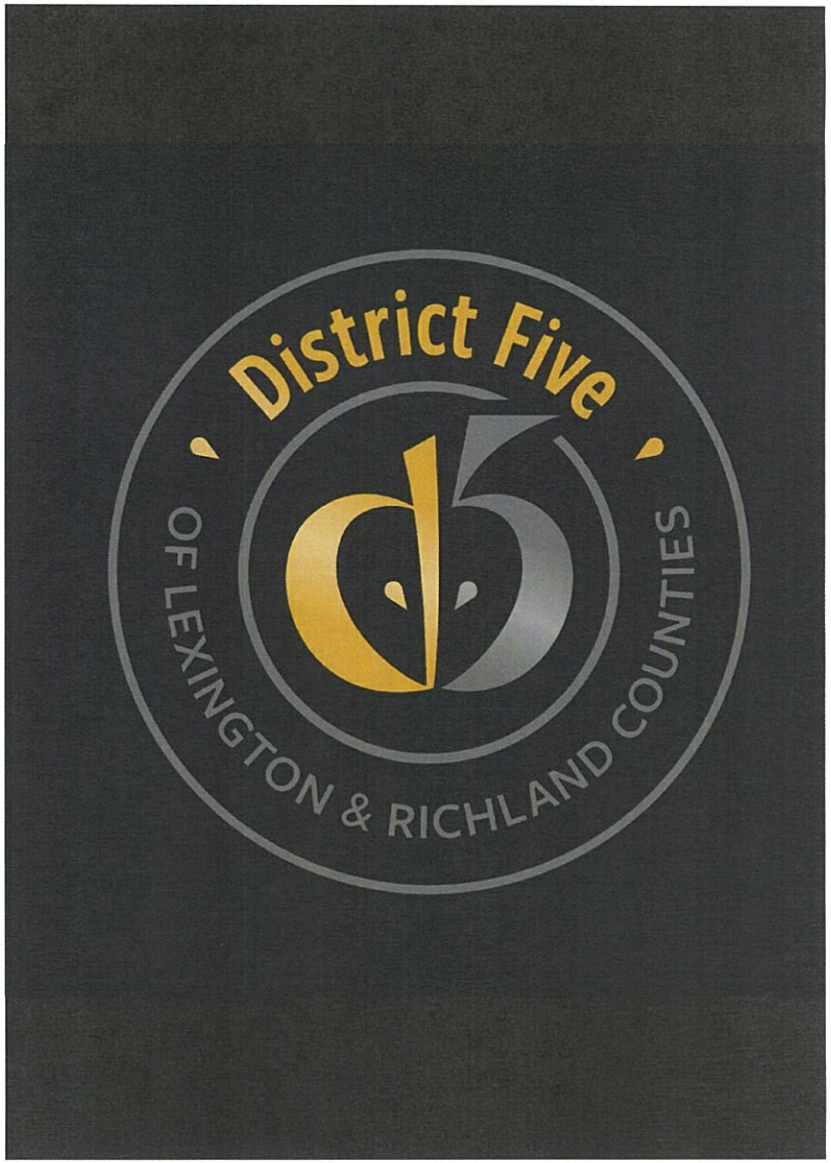
Background: The purpose of this presentation is to provide information for Discussion of the Proposed FY 2022-2023 General Fund Budget.

AERsr:aw

2022-2023 General Fund Budget Discussion

The purpose of this presentation is to provide information for Discussion of the Proposed 2022-2023 General Fund Budget.

May 9, 2022



FY 2022-2023
Budget Considerations – State level

- Funded Step Increase for Teachers (House & Senate)
- SCRS Employer Contribution Increase – 1% (House & Senate)
- Minimum Teacher Salary for Bachelor's with 0 years $40,000 (House) $38,000 (Senate)
- Employer Health Insurance premium increase – 18.1% (House & Senate)
- Bus Driver Salary Increase - 8% to the **State Minimum Bus Driver Salary Schedule** (House & Senate)

FY 2022-2023
Budget Considerations – State level

- State/Local match changes from 70%/30% for EFA to 75%/25% for **ALL** State Aid to Classroom funding ("all lines rolled up")
- New Funding Formula (House) / New Funding Formula with "Stake in the Ground" Base Funding (Senate)
  - The "Stake in the Ground" Base (21-22 funding level) will not be adjusted for growth in ADM
  - $227M in "new money for 22-23" will be allocated based on the New Funding Formula with adjustments for ADM changes on the 45th & 135th day

FY 2022-2023
Budget Considerations – District level

- 135th Day Average Daily Membership 16,735 (up from 16,717 on the 45th day)
- Step Increase & Cost of Living Increase for all eligible staff (Board decision)
- National Board Supplement of $5,000 to continue (Board decision)
- Assignments of available Fund Balance over Board Policy recommended percentages (Board decision)

FY 2022-2023
Projected General Fund Revenues (Senate)

Local Revenues:			
Taxes (calculated at 246.10 mills)	$75,743,334		
Other Local Revenues (Interest, Tuition, etc)	$605,000		
Total Estimated Local Revenues		$76,348,334	35.52%
State Revenues:			
State Aid to Classrooms (New Formula+ Base)	$82,557,358		
Homestead Exemptions (Tier I, II, III)	$46,295,141		
PEBA Credit	$1,190,410		
Other State Revenues	$8,448,972		
Total Estimated State Revenues		$138,491,881	64.43%
Other Financing Sources:			
Transfers (Indirect Cost)		$100,000	0.05%
TOTAL PROJECTED REVENUES 2022-2023		$214,940,215	100.00%

*** Based on 135th day enrollment**

Comparisons FY 22 vs FY 23
Revenue Budget

	2021-2022 as of May 4, 2022	2022-2023 projected	% increase/decrease	
Local Revenues:				
Taxes (calculated at 246.10 mills)	$75,307,647	$75,743,334	0.58%	assessed value increases
Other Local Revenues (Interest, Tuition, etc)	$655,000	$605,000	-7.63%	interest rate decreases
State Revenues:				
State Aid to Classrooms (New Formula+ Base)	$74,815,842	$82,557,358	10.35%	EIA included, higher ADM, $227M new money
Homestead Exemptions (Tier I, II, III)	$44,872,842	$46,295,141	3.17%	increase in sales tax allocation Tier III
PEBA Credit	$1,190,410	$1,190,410	0.00%	
Other State Revenues	$7,646,465	$8,448,972	10.50%	Retiree Insurance increase
Other Financing Sources:				
Transfers (Indirect Cost)	$480,000	$100,000	-79.17%	less indirect cost is being claimed
Total	$204,968,206	$214,940,215	4.87%	

FY 2022-2023
Projected General Fund Expenditures (Senate)

Salaries	$128,698,784	59.88%
Fringe Benefits	$57,600,300	26.80%
Contracted Services	$17,030,627	7.92%
Supplies & Materials	$9,601,611	4.47%
Capital Outlay	$114,904	0.05%
Other Objects	$1,606,092	0.75%
Transfers & Payments	$287,897	0.13%
TOTAL PROJECTED EXPENDITURES 2022-2023	$214,940,215	100.00%

Comparisons FY 22 vs FY 23
Expenditure Budget

	2021-2022 as of May 4, 2022	2022-2023 *projected*	% increase/decrease
Salaries	125,246,533	128,698,784	2.76%
Fringe	51,364,573	57,600,300	12.14%
Contractual Services	17,074,903	17,030,627	-0.26%
Supplies	9,561,101	9,601,611	0.42%
Capital Outlay	101,649	114,904	13.04%
Other Objects	1,331,550	1,606,092	20.62%
Transfers	287,897	287,897	0.00%
TOTAL	204,968,206	214,940,215	4.87%

FY 2022-2023
Projected General Fund Budget Recap

- Projected Revenue $214,940,215
- Projected Expenditures $214,940,215
- Difference $0

Calculation for FY 2022-2023 Allowable Operating Millage Increase

Section 6-1-320 of the SC Code of Laws

Consumer Price Increase (CPI) *	4.70%
Lex/Rich 5 Population Growth *	1.26%
Allowable Percentage Increase *	5.96%
FY 2021-2022 Operating Millage Rate	246.10 mills
FY 2022-2023 Operating Millage Increase Cap	14.67 mills
Allowed but not Previously Imposed Mills (look back) (Section 6-1-320 (A)(2))	*11.16 mills*

*Source: SC Revenue And Fiscal Affairs Office

Dates to Remember

April 2022

- *April 14* — *Senate Finance finalizes their version of the Budget to send to the Senate Floor*
- *April 28* — *Senate passes their version of the Budget*

May 2022

- May 9 — Discussion of the General Fund Budget
- *May 13* — *Recess of the Legislative Session – sine die*
- May 23 — First Reading of the General Fund Budget

June 2022

- June 13 — Public Hearing and Second (final) Reading for the FY 2022-2023 General Fund Budget
- *Early June* — *Conference Committee is named to deliberate the differences in the House & Senate Versions*
- *Mid/Late June* — *Final Budget is passed and Signed by the Governor*

2022-2023 General Fund Budget Discussion

May 9, 2022

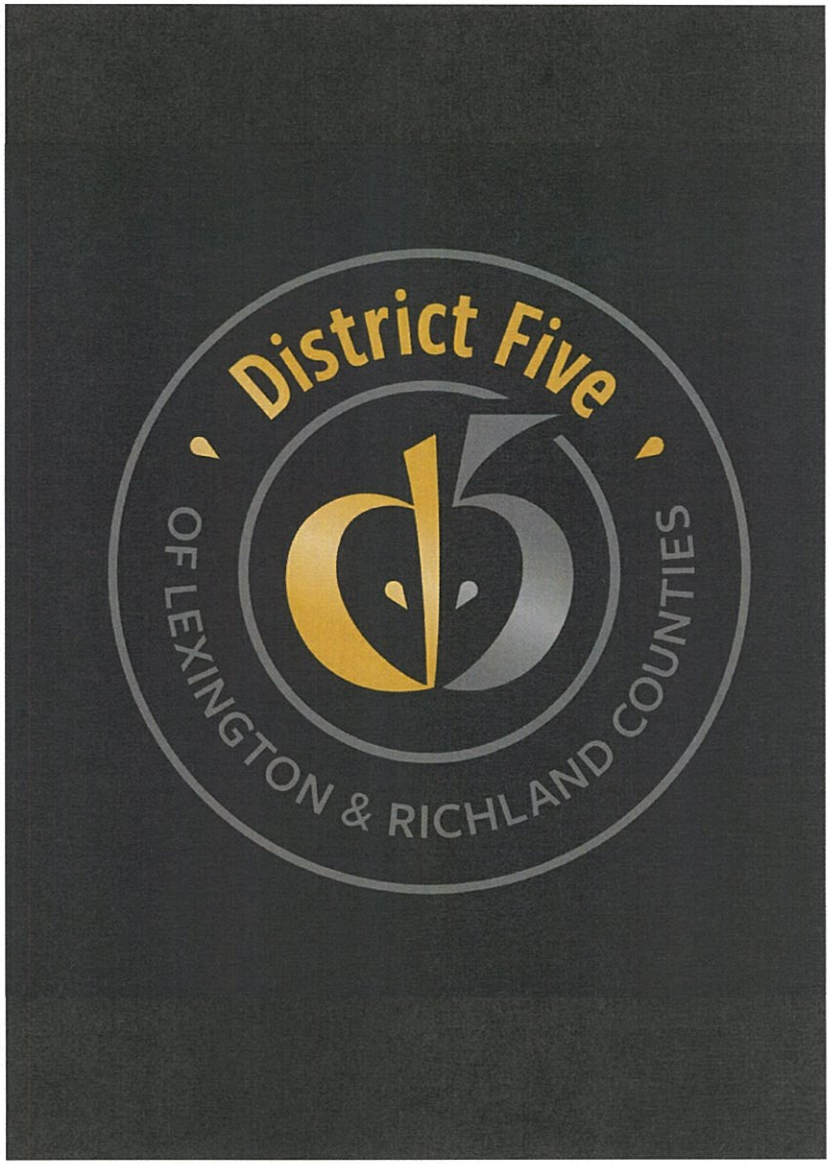


EXHIBIT L

MEMORANDUM

To: Members of the Board of Trustees
Dr. Akil E. Ross, Sr., Superintendent

From: Dr. Michael R. Harris
Chief of Student Services and Planning

Date: May 5, 2022

Re: Superintendent Board Brief

Attached is an Information Report pertaining to the 2021-2022 135-Day Enrollment.

Please note that the 135th day of school for the 2021-2022 school year concluded on Wednesday, March 23, 2022.

MRH:lm

2021-22 Enrollment for March 23, 2022 ALL STUDENTS Day 135 - Final

School	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Ballentine Elementary School	5	67	102	101	90	95	106								**566**
Chapin Elementary School	97	122	137	124	164	114									**758**
Chapin High School											416	420	353	389	**1578**
Chapin Intermediate School							437	462							**899**
Chapin Middle School								1	458	483					**942**
CrossRoads Intermediate School								717							**717**
Dutch Fork Elementary School	40	73	80	67	71	78	89								**498**
Dutch Fork High School											483	413	376	403	**1675**
Dutch Fork Middle School								4	461	467					**932**
H E Corley Elementary School	116	74	89	82	86	59	86								**592**
Harbison West Elementary School	88	74	63	91	72	95	92								**575**
Irmo Elementary School	21	73	96	88	81	98	69								**526**
Irmo High School											432	297	296	244	**1269**
Irmo Middle School								122	434	402					**958**
Lake Murray Elementary School	6	143	148	175	164	173									**809**
Leaphart Elementary School	21	70	73	72	75	77	99								**487**
Nursery Road Elementary School	39	73	74	67	63	74	73								**463**
Oak Pointe Elementary School	22	64	91	82	73	105	91								**528**
Piney Woods Elementary School	4	85	84	85	89	88									**435**
River Springs Elementary School	21	59	65	73	80	92	75								**465**
Seven Oaks Elementary School	43	72	78	84	75	73	87								**512**
Spring Hill High School											299	285	270	248	**1102**
Grand Total	**523**	**1049**	**1180**	**1191**	**1183**	**1221**	**1304**	**1306**	**1353**	**1352**	**1630**	**1415**	**1295**	**1284**	**17286**

All students registered in PowerSchool on Day 135 are included in this report regardless of funding status.

Data pulled from PowerSchool at 4:21 PM on 3/20/2022

2021-22 Enrollment for March 23, 2022 IN-PERSON **Day 135 - Final**

School	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Ballentine Elementary School	5	67	99	95	86	89	102								**543**
Chapin Elementary School	97	122	134	123	156	110									**742**
Chapin High School											408	402	341	379	**1530**
Chapin Intermediate School							421	446							**867**
Chapin Middle School								1	442	461					**904**
CrossRoads Intermediate School								658							**658**
Dutch Fork Elementary School	40	73	78	64	64	72	82								**473**
Dutch Fork High School											460	392	356	378	**1586**
Dutch Fork Middle School								4	436	435					**875**
H E Corley Elementary School	116	74	85	79	81	55	85								**575**
Harbison West Elementary School	88	74	60	90	69	87	85								**553**
Irmo Elementary School	21	73	95	84	80	90	65								**508**
Irmo High School											403	279	271	224	**1177**
Irmo Middle School								119	404	366					**889**
Lake Murray Elementary School	6	143	143	170	160	172									**794**
Leaphart Elementary School	21	70	70	67	70	71	93								**462**
Nursery Road Elementary School	39	73	71	65	58	71	68								**445**
Oak Pointe Elementary School	22	64	87	81	73	102	89								**518**
Piney Woods Elementary School	4	85	83	85	89	87									**433**
River Springs Elementary School	21	59	65	72	79	91	70								**457**
Seven Oaks Elementary School	43	72	74	79	69	67	77								**481**
Spring Hill High School											299	283	263	240	**1085**
Grand Total	**523**	**1049**	**1144**	**1154**	**1134**	**1164**	**1237**	**1228**	**1282**	**1262**	**1570**	**1356**	**1231**	**1221**	**16555**

All students registered in PowerSchool on Day 135 are included in this report regardless of funding status.

Data pulled from PowerSchool at 4:21 PM on 3/20/2022

2021-22 Enrollment for March 23, 2022

FIVE

Day 135 - Final

School	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Ballentine Elementary School			3	6	4	6	4								**23**
Chapin Elementary School			3	1	8	4									**16**
Chapin High School											8	18	12	10	**48**
Chapin Intermediate School							16	16							**32**
Chapin Middle School									16	22					**38**
CrossRoads Intermediate School								59							**59**
Dutch Fork Elementary School			2	3	7	6	7								**25**
Dutch Fork High School											23	21	20	25	**89**
Dutch Fork Middle School									25	32					**57**
H E Corley Elementary School			4	3	5	4	1								**17**
Harbison West Elementary School			3	1	3	8	7								**22**
Irmo Elementary School			1	4	1	8	4								**18**
Irmo High School											29	18	25	20	**92**
Irmo Middle School								3	30	36					**69**
Lake Murray Elementary School			5	5	4	1									**15**
Leaphart Elementary School			3	5	5	6	6								**25**
Nursery Road Elementary School			3	2	5	3	5								**18**
Oak Pointe Elementary School			4	1		3	2								**10**
Piney Woods Elementary School			1			1									**2**
River Springs Elementary School				1	1	1	5								**8**
Seven Oaks Elementary School			4	5	6	6	10								**31**
Spring Hill High School												2	7	8	**17**
Grand Total	**0**	**0**	**36**	**37**	**49**	**57**	**67**	**78**	**71**	**90**	**60**	**59**	**64**	**63**	**731**

All students registered in PowerSchool on Day 135 are included in this report regardless of funding status.

Data pulled from PowerSchool at 4:21 PM on 3/20/2022