



Agenda

Board of Trustees

Regular Meeting

Location: Center for Advanced Technical Studies

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

June 13, 2022

1. Call to order at 5:30 p.m.
2. Approval of the agenda
3. Enter Executive Session to consider the following:
 - a. Selected employment items (Exhibit A) (Action)
 - b. Selected employment items (Exhibit B) (Information Only)
 - c. Discussion of employment matter regarding Chief Finance Officer position (Exhibit C)
 - d. Legal update regarding C.A. No. 2021-CP-40-03694
 - e. Legal advice regarding Town of Chapin sewer main at Amicks Ferry Road
 - f. Discussion of District property and potential purchase of new parcel (Exhibit D)
4. Call to order and convene regular meeting at 7:00 p.m.
5. Welcoming remarks – Jan Hammond, Board Chair
6. Invocation – Nikki Gardner, Board of Trustees
7. Pledge of Allegiance – Nikki Gardner, Board of Trustees
8. School Board Spotlight
9. Superintendent's Report
 - a. Safety and Security in Schools
 - b. Update on Teacher Retention
10. Approval of the minutes of the May 23, 2022 board meeting
11. Public Participation*

ACTION AGENDA

12. Action as Necessary or Appropriate on Matters Discussed in Executive Session
13. Discussion and Action as Necessary or Appropriate Concerning School Security and Safety

14. Approval of Textbook Adoptions: Elementary Social Studies (4th-5th Grade), Middle School Social Studies (8th Grade), High School Social Studies (US History, AP US History, US Government, AP US Government, Human Geography, AP Human Geography) (Exhibit E)
15. Second Reading of the FY 2022-2023 General Fund Budget (Exhibit F)
16. Second and Final Reading of Proposed Revisions to Board Policy BEDH "Public Participation at Board Meetings" (Exhibit G)
17. Second and Final Reading of Combining Board Policies KEC "Public Concerns and Complaints About Instructional Resources" and IJL "Library/Media Center Materials Selection and Adoption" (Exhibit H)
18. Approval of Proposed Superintendent's 2022-2023 Goals (Exhibit I)
19. Consideration and action as necessary regarding a potential bond referendum in the amount not to exceed \$150,000,000 to be held on November 8, 2022 (Exhibit J)

DISCUSSION AGENDA

20. Adjourn

INFORMATION AGENDA

21. The next regular scheduled board meeting will be June 27, 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/May 23, 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
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 May 23, 2022, board meeting.

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

Matt Hogan, Board of Trustees, gave the Invocation and Pledge of Allegiance.

The Board conducted the School Board Spotlight.

During the Superintendent's Report, Dr. Ross presented a monthly financial report (Exhibit D), an update on the vision for new Irmo High School Wing, and an update on a potential Bond Referendum; Mrs. Amy Carter and Dr. Buffy Murphy presented an update on Teacher Retention.

There was no public participation.

The Board presented for discussion:

- Board Policy BEDH "Public Participation at Board Meetings (Exhibit G)
- Board Policy KEC "Public Concerns and Complaints About Instructional Resources" and IJL "Library/Media Center Materials Selection and Adoption" (Exhibit H)
- Use and Outcomes from ESSER Funds
- Interventions to Support Student Social and Emotional Wellness

The dates/times of the 2022 Graduation Ceremonies at Colonial Life Arena was provided as information.

Record of Voting

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

Meeting of May 23, 2022

	B L A C K B U R N H I N E S	G A R D N E R	H A M M O N D	H O G A N	H U D D L E	L O V E L E S S	M O O R E
1. M. Loveless S. Moore Approve the agenda.	X	A	X	X	A	X	X
2. M. Loveless S. Moore 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 regarding Salary Study (Exhibit C); d.) Legal advice regarding employee resignation; e.) legal advice regarding construction defects at Chapin High School; f.) Legal update on Case No.: 2022-CP-32-01586	X	A	X	X	A	X	X
3. M. Loveless S. Hogan I move that we approve the minutes of the May 9, 2022 board meeting.	X	X	X	X	A	X	X
4. M. Loveless S. Hogan I make the motion that we approve the selected employment items as shown in Exhibit A.	X	X	X	X	A	X	X
5. M. Loveless S. Hogan I make the motion that the Board approves Evergreen Solutions, LLC contract in the amount of \$78,500.00 with the caveats that Evergreen will include non-public sector comparisons for non-academic positions, will make the determination whether the position should be exempt or non-	X	X	X	X	A	X	X

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

**SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES**

Meeting of May 23, 2022

	B L A C K B U R N H I N E S	G A R D N E R	H A M M O N D	H O G A N	H U D D L E	L O V E L E S S	M O O R E
exempt and will include a study regarding organizational structure, number of management positions and/or position duties (Exhibit C).							
6. M. Moore S. Blackburn Hines Per the executive session item 3(d.) legal advice regarding employee resignation. I move that the Board accept the resignation of employee 30 effective June 30, 2022 subject to the terms agreed upon by the Board and employee 30.	X	X	X	X	A	X	X
7. M. Gardner S. Moore I move that we approve the textbooks that the administration brought forward as listed in Exhibit E.	X	X	X	X	A	A	X
8. M. Loveless S. Hogan I make the motion that the First Reading of the FY 2022-2023 General Fund Budget as shown in Exhibit F be approved.	X	X	X	X	A	X	X
9. M. Gardner S. Loveless I move that we approve discussion and first reading of proposed revisions to Board Policy BEDH "Public Participation at Board Meetings" as shown in Exhibit G. M. Blackburn Hines S. Hogan I move to amend the motion to remove – "public participation will not exceed 60 minutes unless waived by a majority vote of the board" (Exhibit G).	X	N	X	X	A	N	X

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**SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES**

Meeting of May 23, 2022

	B L A C K B U R N H I N E S	G A R D N E R	H A M M O N D	H O G A N	H U D D L E	L O V E L E S S	M O R E
M. Hammond S. Blackburn Hines	X	X	X	X	A	X	X
I make a motion to amend the motion to add the words "The speaker will not be permitted to stray from the stated subject that was reported on the form or speak to a non-agenda item.							
Vote on original motion	X	X	X	X	A	X	X
10. M. Gardner S. Blackburn Hines							
I make the motion to approve for discussion and first reading of combined Board Policies KEC "Public Concerns and Complaints About Instructional Resources" and IJL "Library/Media Center Materials Selection and Adoption" as shown in Exhibit H.							
M. Gardner S. Blackburn Hines	X	X	X	X	A	X	X
I make a motion to amend the motion to change the number of days that the committee has to complete its review and issue a report from fifteen (15) business days to thirty (30) days.							
Vote on original motion	X	X	X	X	A	X	X

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**SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES**

Meeting of May 23, 2022

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES		B L A C K B U R N H I N E S	G A R D N E R	H A M M O N D	H O G A N	H U D D L E	L O V E L E S S	M O R E		
Meeting of May 23, 2022										
11. M.	Hogan	S.	Blackburn Hines	X	X	X	X	A	X	X
Adjourn at 10:05 p.m.										

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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: June 7, 2022

Re: June 13, 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.

Elementary Social Studies: 4 th -5 th Grade Social Studies	<i>AM</i>
Middle School Social Studies: 6 th Grade Social Studies	<i>CA</i>
High School Social Studies: US History AP US History US Government AP US Government Human Geography AP Human Geography	<i>CA</i>

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: 4th-5th Grade Social Studies Grade level/Cluster: 4th and 5th Grade
Title: South Carolina, myWorld Interactive, 1st Edition Author: Bennett, Dr. Linda B., and Dr. James B. Kracht
Publisher: Savvas 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 (18 /20)

- The content includes factual historical information and is up to date.
- The content is aligned to the South Carolina College-and Career-Ready Social Studies Standards for 4th and 5th Grade. The South Carolina standards are indicated throughout the text.
- The text includes connections to Math and English Language Arts.
- The text contextualizes South Carolina's role in U.S. History.

II. Organization and Style (21 /25)

- The Lexile level is appropriate for upper elementary students.
- There are a variety of graphic organizers, pictures, tables, etc. to engage students.
- There are three leveled readers on the same chapter topic provided for Below Level, On Level, and Advanced readers.
- The text follows a clear and easily understandable progression, and lessons build on previous learning.
- Throughout the text, there are many different ways for students to demonstrate their learning through the Quest connections, annotation of text, and reading checks along the way

III. Instructional Supports (18 /20)

- The materials include videos, Quest sing alongs, dry erase mats, and interactive lessons to assist with learning.
- The project based Quest provides opportunities for interactive student learning.

- The resources provide differentiated instruction suggestions for special education students, students reading below grade level, and multi-language learners
- The materials include a teacher's edition, activity guide, and lesson plans.

IV. Technology (19 /25)

- There are online enrichment videos pertaining to each lesson and a built-in notebook including an online assessment after every lesson.
- The online content is able to be updated by Savvas as needed.
- There is a help section on the online portal as well as a professional development library. There is also available ongoing professional development provided by the publisher.
- Students can demonstrate their learning through the numerous online activities such as the games, Inquiry Quests, and open ended writing prompts.
- The online resources provide students the opportunity to create their own products through the project based learning activities.

V. Monitoring Student Progress (20 /25)

- There are answer keys provided which include possible student written responses.
- There are a variety of assessments such as multiple choice questions, extended response questions, and project based learning quests.
- There are pre-assessments in the online resources as well as post assessments at the end of lessons.
- All of the provided assessments allow teachers to collect student data in order to inform future instruction.
- Teachers can customize digital learning activities and assessments through the Savvas online platform.

Content Coordinator Name: Melony Sanford

Content Coordinator Signature: Melony Sanford

Date: 6.3.22

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: 8th Grade Social Studies CP/Honors Grade level/Cluster: 8th Grade
Title: The South Carolina Journey Author: Auspelmyer, Scott, et al.
Publisher: Gibbs Smith 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 (18 /20)

- The content is accurate and organized chronologically.
- This text has been updated to align with the current state standards for 8th Grade Social Studies.
- Throughout the text, there are opportunities to make connections to other social sciences and with other disciplines as well.
- The text addresses global, national, state, and local histories and even includes a text to world connections section.

II. Organization and Style (22 /25)

- The Lexile range is appropriate for 8th Grade students.
- The text contains maps, prints, portraits, graphs, and primary source documents to guide students' thinking.
- The resources include options for varying levels of learning.
- The text builds the learning from previous material and includes section reviews entitled "linking past to present."
- The text provides adequate time for new student learning to occur. The text often includes questions for students to observe what they read, evaluate their thinking, and make conclusions on what they have learned.

III. Instructional Supports (18 /20)

- The text and additional resources include opportunities for students to problem solve and critically think about a topic.

- Both the Teacher Guide and the Student Edition provide instructional support for a variety of learning styles and teaching techniques.
- There are many differentiated ways for students to engage in the content. There are text to speech options and online tools such as highlighters, sticky notes, and a pen which assist with student annotations.
- There are helpful guides, handbooks, and answer keys available for teachers.

IV. Technology (18 /25)

- There are various digital supports which enhance learning such as audio and annotation features and the manipulation of the text size.
- The online resources are able to be updated and adapted as needed.
- The online resources include a help tour as well as opportunities for professional development.
- There is a digital Student Activities text that provides various strategies for students to engage with the content.
- The Student Activities text includes opportunities for students to demonstrate skills such as making connections, compare & contrast, sequencing, problem solving, and analyzing.

V. Monitoring Student Progress (22 /25)

- The materials include answer keys and suggested answers for all assessments.
- There are various types of assessments such as multiple choice questions, Document Based Questions, and vocabulary connections.
- There are formal and informal assessments. The formative assessments include questions that can be used for pre-assessments. The summative assessments offer a variety of question types.
- The resources include many varied assessments which teachers can use to gauge student learning.
- The assessments include a large amount of assessment items.

Content Coordinator Name: Melony Sanford

Content Coordinator Signature: Melony Sanford

Date: 6.3.22

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: U.S. History CP/Honors Grade level/Cluster: 11th Grade
Title: American History 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 (19 /20)

- The text contains historically accurate information.
- The text aligns to the South Carolina Social Studies College-and Career-Ready U.S. History standards and includes content as well as skills.
- There is a connection to other disciplines such as Human Geography, Government, and English Language Arts.
- The text helps students contextualize events that were occurring around the world at the same time as the U.S. History events.

II. Organization and Style (24 /25)

- The Lexile Level is appropriate for 11th Grade U.S. History students.
- The book is well organized and has an abundant amount of images, maps, charts, and graphs.
- The text provides for a broad range of ability levels. The online text includes features such as a read aloud option.
- The text is structured to reinforce content from previous units as the course progresses.
- The text provides frequent reading checks as well as discussion questions at the end of each lesson and module which provides multiple opportunities for student learning.

III. Instructional Supports (18 /20)

- There are student activities which allow students to participate in relevant learning opportunities such as the section at the beginning of each section, Difficult Decisions, that make the students think critically and make choices.

- The text has a chronological and thematic approach which is helpful for interactive participation in class.
- The resources provide support for lower level and advanced level students. There is a guided reading workbook which supports lower level learners.
- There is a teacher's guide which includes ideas for differentiation as well as answer keys.

IV. Technology (23 /25)

- There is a robust online platform for teachers and students including an ebook, teacher resources, student resources, online classroom resources, and a digital resources library.
- The online resources include live events that teachers can attend virtually.
- The online platform includes a Teacher's Corner that offers online support and professional development.
- The online resources include activities that enable students to learn how to analyze primary sources like a historian and complete evidence based tasks.
- There is an online feature, Writable for American History, which provides a strong online academic writing experience for students.

V. Monitoring Student Progress (22 /25)

- The materials include specific scoring guidelines and rubrics for teachers to assess student learning.
- The resources include document based questions, guided questions, student created annotations, and multiple choice questions.
- There are formative and summative assessments such as pre and post assessments in all units.
- There are lesson level assessments with a remediation feature which allows students if they miss a question to pause, review instructional material, and go back to their work.
- All of the assessments are fully customizable.

Content Coordinator Name: Melony Sanford

Content Coordinator Signature: Melony Sanford

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

Date: 6.3.22

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: AP U.S. History Grade level/Cluster: 11th Grade
Title: American History: Connecting with the Past Author: Brinkley, Alan
15th Edition, AP Edition
Publisher: McGraw Hill Copyright Date: 2017

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 includes AP U.S. History alignment.
- The text correlates with the AP U.S. History curriculum and provides skill alignment as well.
- The text makes connections to Economics, Political Science, and other Social Science disciplines.
- The text provides students with a global perspective through the inclusion of the theme America in the World.

II. Organization and Style (22 /25)

- The Lexile level is appropriate for 11th grade readers at the AP level.
- There are multiple sources of visual stimuli such as graphs, images, and charts which help reinforce the print content.
- The text is written explicitly for the AP U.S. History course and follows the AP U.S. History course outline.
- The text connects ideas from previous units and reinforces content as the course progresses.
- The text provides reading checks throughout to assess student learning as well as sample AP U.S. History multiple choice questions, and writing prompts.

III. Instructional Supports (16 /20)

- The materials include non-lecture activities that support deeper learning for students.
- There are student activities included which provide interactive experiences for students such as debates.

- The resources are challenging and appropriate for the AP level course. There are also activities provided that teachers can use to extend material to students at a higher achievement level.
- The teacher manual supports the AP course and exam description along with a correlation chart.

IV. Technology (20 /25)

- The online resources enrich student learning by providing historical thinking and reasoning process activities which give students additional practice applying historical thinking skills.
- The online resources can be updated in accordance with any new changes to the AP College Board U.S. History course and exam description.
- There is a teacher and student digital support tab on the online platform as well as ongoing professional development support.
- There are a wide range of technology resources available such as the online text, digital guides, and practice AP assessments.
- The online resources include benchmarks and test banks which allow for modification and analysis.

V. Monitoring Student Progress (22 /25)

- There is an AP teacher manual which includes AP style questions which support the AP College Board exam description.
- The resources have a variety of assessments such as constructed response, extended response, performance tasks, and multiple choice.
- The assessments include benchmarks to monitor student progress along the way as well as AP aligned formative assessments at the end of units.
- The online platform includes the SmartBook for teachers and students. This allows teachers to collect multiple data points in order to sequence and pace learning for each student's individual needs.
- There are AP test banks with AP-style questions, and these test banks may be searched by content standard or skill.

Content Coordinator Name: Melony Sanford

Content Coordinator Signature: Melony Sanford

Date: 6.3.22

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: U.S. Government Grade level/Cluster: 12th Grade
Title: United States Government 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 text is current and has up to date examples of Supreme Court Cases.
- The content aligns to the South Carolina Social Studies College-and Career-Ready U.S. Government standards.
- The text connects to Economics and U.S. History.
- The text discusses foreign policy and U.S. involvement

II. Organization and Style (23/25)

- The Lexile Level is suited for 12th grade students.
- The text is well organized and visually appealing. There are a variety of charts, images, and graphs.
- The teacher's edition includes a differentiation section which includes differentiated instructional plans as well as modified tests and worksheets.
- The text progresses in a logical order and makes connections to prior knowledge and skills.
- There are a variety of critical thinking activities, review activities, and extension activities which support student mastery of learning.

III. Instructional Supports (20 /20)

- The resources include purposeful activities for students through the variety of case studies and simulations.
- The resources offer a range of activities and learning opportunities for all students.
- The online material provides a Differentiate section for teachers which includes learning activities and resources that support varying student levels.

- The teacher's edition has excellent answer keys, objectives, key vocabulary, ways to introduce each section, and engage students with the materials.

IV. Technology (20 /25)

- The online resources help enhance learning for students. There is a partnership with the History Channel which helps support the content included in the student text.
- The online platform is able to be updated by the publisher as needed.
- There is an online help section for teachers as well as professional development sessions led by the publisher.
- The online resources have interactive student activities such as virtual field trips and interactive Supreme Court case studies.
- There are inquiry based projects and analysis of primary and secondary source readings for students.

V. Monitoring Student Progress (20 /25)

- There are rubrics and scoring guidelines along with alternative assessments.
- There are a variety of assessments which include case studies, visual discoveries, writing prompts, and differentiated text readings for primary and secondary sources.
- The assessment resources include assessments to check for initial understanding through pre-assessments as well as post-assessments to check for mastery at the end of units.
- Teachers are able to administer multiple types of assessments to collect data to plan for future instruction. These assessments range from multiple choice tests, to essays, and text based questions.
- There are a large amount of assessment items and tools for creating quizzes and tests.

Content Coordinator Name: Melony Sanford

Content Coordinator Signature: Melony Sanford

Date: 6.3.22

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: AP U.S. Government Grade level/Cluster: 12th Grade
Title: American Government: Stories of a Nation,
Presidential Election Update Author: Abernathy, Scott F., and Karen Waples
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)

- This text has been updated to include the most recent presidential election material.
- It is highly aligned to the organization of the AP course and exam designed by the College Board.
- There are connections in the text to U.S. History and Economics.
- The text helps relate the content to other countries to support a global perspective.

II. Organization and Style (21 /25)

- The Lexile level is appropriate for AP level students.
- The text is well organized and is full of great visuals. There are political cartoons, photos, and a multitude of graphs and charts for student analysis.
- The resources include features such as shortened sections and smaller PDFs that assist with different instructional levels.
- The text follows the progression used by the College Board in the AP course description for AP Government.
- The text is organized in a manner which supports student learning with the inclusion of many checks for student understanding.

III. Instructional Supports (18 /20)

- The materials include engaging stories of real-life situations and current examples.
- Each unit provides opportunities for interactive student participation.
- There are additional materials which support the extension of learning for high achieving students.
- There are great resources for teachers which include assessment questions, an analyzing primary source student resource, and skills-based activities.

IV. Technology (19 /25)

- The online resources give students practice with AP content and skills.
- The online platform is able to be updated as needed based on new course content and examples.
- There is a tech support feature online along with ongoing professional development opportunities provided by Bedford, Freeman & Worth.
- The online resources promote student engagement by having the students draw on authentic experiences to complete activities.
- The online resources provide opportunities for students to practice AP style questions in preparation for the AP Government exam.

V. Monitoring Student Progress (22 /25)

- There are rubrics which align with the College Board to assess student learning as well as sample AP style multiple choice items.
- There are various types of assessments such as stimulus-based multiple choice, concept application, quantitative analysis, and free response questions.
- There are formative assessments within each chapter along with summative assessments at the end of each chapter.
- The assessments provide teachers an opportunity to collect useful data that will assist teachers in preparing students for the AP exam.
- The item banks are large and well aligned to the AP exam.

Content Coordinator Name: Melony Sanford

Content Coordinator Signature: Melony Sanford

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

Date: 6.3.22

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Human Geography CP/Honors Grade level/Cluster: 9th Grade
Title: Contemporary Human Geography Author: Rubenstein, James
Publisher: Savvas 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 (18 /20)

- The content is current and includes up to date examples.
- The content aligns with the South Carolina Social Studies College-and Career-Ready standards for Human Geography. The text is organized thematically which matches the standards.
- There are strong connections to economics, government, and physical science.
- The text includes a global perspective and has case studies and examples to study globalization.

II. Organization and Style (22 /25)

- The Lexile level is appropriate for 9th Grade students.
- The text is visually appealing and has a variety of charts, pie graphs, line graphs, and photos.
- The text comes with supplemental resources to support different instructional levels.
- The text is structured to reinforce content as each chapter progresses from a general overview to more specific details on the topic.
- The information in the text is chunked in small pieces to support student learning.

III. Instructional Supports (17 /20)

- The materials include visuals, online activities, and videos to go beyond the text content.
- There are student activities in the online resources which support interactive learning such as research opportunities and Geospatial analysis tasks.
- The text has modifications available as needed for students such as the text read aloud feature. There are also extension activities for students performing above grade level.
- The teacher's manual provides additional information for teachers along with answer keys.

IV. Technology (19 /25)

- The online resources provide additional resources for students such as the GeoTutor activities, GeoVideos, and Geospatial activities which enrich student learning.
- The online resources are able to be updated with the Google Earth activities and the BBC country reports.
- There is online technical support available through the Help icon as well as ongoing professional development opportunities.
- The technology resources allow students to participate in unique activities with the digital interactive assignments which include spatial and data analysis.
- There are technology resources which allow students to create their own products.

V. Monitoring Student Progress (20 /25)

- The instructor resources provide answers keys for question sections included in the student text, GeoVideo questions, and test bank questions.
- There are a variety of assessments included such as short answer, multiple choice, and constructed response questions.
- There are pre- assessments included such as the Pre-Lecture quizzes. There are also post-assessments included.
- Within each chapter, there are multiple assessments which teachers can administer in order to collect data points to plan future instruction.
- The online resources include test bank generators which allow teachers to edit, customize, and create their own assessments.

Content Coordinator Name: Melony Sanford

Content Coordinator Signature: Melony Sanford

Date: 6.3.22

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: AP Human Geography Grade level/Cluster: 9th-12th
Title: Human Geography for the AP Course Author: Hildebrandt, Barbara S, et al..
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 (20/20)

- The content is accurate and includes data and graphs from the most recent year.
- The content aligns with the AP Human Geography course and exam description.
- The text connects to other Social Studies courses as well as Biology and Environmental Science.
- The text makes relevant and specific connections to global perspectives throughout each chapter.

II. Organization and Style (23 /25)

- The Lexile level is appropriate and provides chances for additional understanding of course content.
- The text includes a large amount of images, maps, and graphs to reinforce course concepts.
- There are strategies included to provide suggestions for teachers on how to adapt the content for varying student levels of proficiency.
- The progression of the text is outlined to closely mirror the AP Human Geography course description.
- The text provides appropriate pacing and organized modules which support reflection of major concepts and successful student learning.

III. Instructional Supports (19 /20)

- The teacher's edition has extension activities for all lessons as well as several student activities for AP exam practice.
- The materials include student activities where students are able to make real life connections to the content.

- The resources scaffold the text and student activities to support modifications and extensions for students as needed.
- The teacher's edition includes answer keys for practice AP exam multiple choice, free response, and stimulus based questions.

IV. Technology (22 /25)

- The online platform for teachers and students includes additional resources and activities to extend student learning.
- The digital platform is able to be updated with recent world examples to support the AP Human Geography course and exam description.
- Technical support is included along with ongoing professional development provided by the publisher.
- The online resources provide students opportunities to focus their learning and review new content. Students also have numerous opportunities to practice AP style questions on the online platform.
- The online resources provide teachers with a wide range of activities to foster student learning and assessment creation.

V. Monitoring Student Progress (21 /25)

- There are sample assessments with grading guides, keys, and rubrics which align with the AP Human Geography exam description.
- There are strong assessment resources which provide a variety of writing and multiple choice questions related to the AP exam.
- The assessments include practice formative assessments to inform instruction as well as summative assessments which are modeled after AP exam style questions.
- The assessments provide student data that assess skills in addition to knowledge and application of knowledge.
- The assessment items are geared towards the AP exam which aid with student preparedness.

Content Coordinator Name: Melony Sanford

Content Coordinator Signature: Melony Sanford

Date: 6.3.22

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



Memorandum

To: Members of the Board of Trustees

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

Date: June 9, 2022

Re: June 13, 2022 Board Meeting
Action 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 the Second Reading of the Proposed FY 2022-2023 General Fund Budget.

Recommendation: It is the recommendation of the Administration to approve the Second Reading of the FY 2022-2023 General Fund Budget as presented.

I have also included for your information a detailed revenue projections based on House 2 for FY 2022-2023.

AERsr:aw

FY 2022-2023 General Fund Second Reading

*The purpose of this presentation is to provide information to the
School Board regarding the FY 2022-2023 General Fund Budget.
This presentation includes a Recommendation for Approval.*

June 13, 2022



FY 2022-2023

Budget – House 2

- ❖ Funded Step Increase for Teachers
- ❖ SCRS Employer Contribution Increase – 1%
- ❖ Minimum Teacher Salary for Bachelor's with 0 years \$40,000
- ❖ Employer Health Insurance premium increase – 18.1%
- ❖ Bus Driver Salary Increase - 8% to the **State Minimum Bus Driver Salary Schedule**
- ❖ Hold Harmless Clause is included – continues funding at the same level as 21-22 if the New Education Formula would be lower

FY 2022-2023

Budget – House 2

- ❖ \$50M more in Education funding was added – above what the Senate provided (Board of Economic Advisors met after House 2 was complete – BEA provided an additional \$1B in revenue that *Could* be appropriated in the Budget)
- ❖ ADM weighting for CTE students is 1.0 and the weighted add-on for Dual Enrollment is removed
- ❖ At Risk Students and Aid to Districts Funding (formerly included in EIA at 100%) will be part of EFA funding at 75%

FY 2022-2023

Budget – House 2

- ❖ \$50M more in Education funding was added – above what the Senate provided
- ❖ ADM weighting for CTE students is 1.0 and the weighted add-on for Dual Enrollment is removed
- ❖ At Risk Students and Aid to Districts Funding (formerly included in EIA at 100%) will be part of EFA funding at 75%

FY 2022-2023

Budget – Conference Committee

- ❖ Conference Committee met on May 24 to hear the updated BEA revenue information from Frank Rainwater.
- ❖ Committee met on June 7 – no final information
- ❖ Committee stands adjourned and will return upon the Call of the Chair

FY 2022-2023

D5 Revenue based on Senate/House 2

- ❖ D5 Revenue in Senate Version = \$216,354,443 (as presented at last Board Meeting)
- ❖ D5 Revenue in House 2 Version = \$212,481,990

**The following Budget is based House 2 –
the more conservative amount**

FY 2022-2023

Budget – 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 (included in this budget)
- ❖ National Board Supplement of \$5,000 to continue (included in this budget)
- ❖ Assignments of available Fund Balance over Board Policy recommended percentages (Board decision)

FY 2022-2023

Projected General Fund Revenues (House 2)

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	35.93%

State Revenues:

State Aid to Classrooms	\$80,098,733		
Homestead Exemptions (Tier I, II, III)	\$46,295,141		
PEBA Credit	\$1,190,410		
Other State Revenues	\$8,448,972		
Total Estimated State Revenues		\$136,033,256	64.02%

Other Financing Sources:

Transfers (Indirect Cost)		\$100,000	0.05%
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TOTAL PROJECTED REVENUES – HOUSE 2 - 2022-2023		<u>\$212,481,590</u>	100.00%
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* Based on 135th day enrollment

Comparisons FY 22 vs FY 23

Revenue Budget (House 2)

	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	\$80,098,733	7.06%	EIA included, higher ADM, \$277M 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	\$212,481,590	3.67%	

FY 2022-2023

Projected General Fund Expenditures (House 2)

Salaries	\$129,476,684	60.93%
Fringe Benefits	\$58,156,258	26.43%
Contracted Services	\$15,945,742	7.51%
Supplies & Materials	\$9,459,366	4.45%
Capital Outlay	\$102,499	0.05%
Other Objects	\$1,053,144	0.50%
Transfers & Payments	\$287,897	0.13%
TOTAL PROJECTED EXPENDITURES 2022-2023	<u>\$212,481,590</u>	100.00%

Comparisons FY 22 vs FY 23 Expenditure Budget (House 2)

	2021-2022 as of May 4, 2022	2022-2023 <i>projected</i>	% increase/decrease
Salaries	125,246,533	129,476,684	3.38%
Fringe	51,364,573	56,156,258	9.33%
Contractual Services	17,074,903	15,945,742	-6.61%
Supplies	9,561,101	9,459,366	-1.06%
Capital	101,649	102,499	0.84%
Other Objects	1,331,550	1,053,144	-20.91%
Transfers	287,897	287,897	0.00%
TOTAL	204,968,206	212,481,590	3.67%

FY 2022-2023

Balanced Budget – House 2

❖ Projected Revenue	\$212,481,590
❖ Projected Expenditures	\$212,481,590
❖ Difference	\$0

FY 2022-2023

Revenue Items included in this Budget

- ❖ 135th day Average Daily Membership of 16,735 (Weighted Pupil Units of 26,053)
- ❖ Operating Millage of 246.10 mills – NO CHANGE
- ❖ Total Operating Millage Assessed Value is approx. \$301M which is a 2.7% increase (*Reminder – Operating Millage Assessed Value does not include owner-occupied real property.*)
- ❖ Increase in Tier I, Tier II & Tier III Homestead Exemptions = \$1,422,299

FY 2022-2023

Expenditure Items included in this Budget

- ❖ Step Increase for ALL ELIGIBLE staff = approx. \$2,100,000 + fringe (\$715K)
 - ❖ Teachers will be funded by the State = approx. \$1,500,000 + fringe (\$506K)
- ❖ Increase in Teacher Salary Schedule (approx. 4.5%) – 2% increase in Support Salary Schedule
- ❖ 1% increase in Employer Cost of Retirement
- ❖ 18.1% increase in Employer Cost of Health Insurance

FY 2022-2023

Expenditure Items included in this Budget

- ❖ Additional FTE for Mental Health Coordinator
- ❖ Additional Contract days for District Nurse & Student Services Officer
- ❖ NERI Program – New Educator Retention Incentive
- ❖ Continue \$5,000 Local Supplement for National Board Certified Teachers
- ❖ Increase in cost of Utilities expected
- ❖ Inflation – increase in cost of supplies

FY 2022-2023

Mid-Year Review/Amendment

- ❖ No approved Statewide General Fund Budget – General Assembly
 - ❖ Session Ended
 - ❖ Week of June 6 – Conference Committee to meet to negotiate a final version
 - ❖ Mid June– adopt conference report and send to the Governor
 - ❖ June ?? – consider Governor’s vetoes
- ❖ House 2 & Senate versions are substantially different
- ❖ Board of Economic Advisors met on May 24 & will meet on June 16 – additional \$1B provided that COULD be appropriated in recurring and non-recurring funding

FY 2022-2023

Mid-Year Review/Amendment

- ❖ Loading Service & Supply Budgets at 75% of allocations
- ❖ Review available Fund Balance over required amounts
- ❖ Unknown increase/decrease in cost in filling vacancies
- ❖ State Revenues will be adjusted based on the 45th day ADM of next school year – if enrollment increases then Revenues will increase.
- ❖ Final Tax Assessment values will be available in July 2022.

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%
<i>Lex/Rich 5 Population Growth *</i>	<u>1.26%</u>
Allowable Percentage Increase *	5.96%
FY 2021-2022 Operating Millage Rate	246.10 mills
FY 2022-2023 Operating Millage Increase Cap	14.67 mills
<i>Allowed but not Previously Imposed Mills (look back)(Section 6-1-320 (A)(2)</i>	<i>11.16 mills</i>
<i>Total millage increase allowed (including lookback mills) =</i>	<i>25.83 mills</i>
Estimated Value of 1 Mill	\$300,369

*Source: SC Revenue And Fiscal Affairs Office

Dates to Remember

April 2022

- April 14
- April 28

Senate Finance finalizes their version of the Budget to send to the Senate Floor
Senate passes their version of the Budget

May 2022

- May 9
- May 13
- May 23

Discussion of the General Fund Budget
Recess of the Legislative Session – sine die
First Reading of the FY 2022-2023 General Fund Budget based on Senate version

June 2022

- June 13
- Early June
- Mid/Late June
- June 27

Second Reading of the FY 2022-2023 General Fund Budget based on the House 2 version
Conference Committee is named to deliberate the differences in the House & Senate Versions
Final Budget is passed and Signed by the Governor
Public Hearing and Final Reading for the FY 2022-2023 General Fund Budget

General Fund – Fund Balance Recap

Total Fund Balance June 30, 2021	\$51,205,287
Non-Spendable	\$4,930,894
Assigned (not used)	\$10,804,715
Unassigned	\$35,469,778
Estimated addition for 2021-2022	<u>\$1,250,000</u>
Projected Fund Balance June 30, 2022	\$52,455,287

Proposed Fund Balance Assignment

Additional FTEs needed (average salaries)

❖ 6 Teachers (Reg Ed & Spec Ed) @ \$55,760 + benefits	\$485,112
❖ 10 Teacher Assistants (NEST) @ \$35,000 + benefits	\$507,500
❖ 6 Expectations Coaches (NEST) @ \$35,000 + benefits	\$304,500
❖ 1 Assistant Principal (IHS NEST – 220 days) @ \$90,000 + benefits	\$130,500
❖ 1 Admin Asst Principal (DFES – 210 days) @ \$70,000 + benefits	<u>\$101,500</u>
TOTAL	\$1,529,112

Recommendation

Recommendation:

It is the Recommendation of the Administration to approve the Second Reading of the FY 2022-2023 General Fund Budget as presented.

School District 5 of Lexington & Richland Counties
General Fund Budget - Revenue Projections NEW FUNDING MODEL
FY 2022-2023

	Preliminary General Fund Budget FY 2022-2023	Current General Fund Budget FY 2021-2022	Variance Favorable (Unfavorable)	% Change
Local Revenue:				
Current Tax Levies	57,286,839	56,826,941	459,898	0.81%
Vehicle Taxes	14,911,472	14,532,714	378,758	2.61%
Delinquent Tax Levies	1,808,329	1,808,329	0	0.00%
Property Taxes - Penalties & Interest	415,633	415,633	0	0.00%
Revenue in Lieu of Taxes (FILOT)	1,316,061	1,724,029	(407,968)	-23.66%
Tuition	5,000	5,000	0	0.00%
Interest on Investments	50,000	90,000	(40,000)	-44.44%
Rentals	120,000	120,000	0	0.00%
Medicaid	150,000	195,000	(45,000)	-23.08%
Refund of Prior Year Expenditures	45,000	45,000	0	0.00%
Receipt of Insurance Proceeds	0	0	0	#DIV/0!
Other Local Revenue	240,000	200,000	40,000	20.00%
Total Revenue from Local Sources	76,348,334	75,962,646	385,688	0.51%
State Revenue:				
School Bus Driver Salaries	1,418,222	1,339,432	78,790	5.88%
School Bus Driver Worker's Compensation	64,500	64,500	0	0.00%
Aid to Classrooms (Calculation Below)	80,098,733	0	80,098,733	#DIV/0!
Fringe Benefits Contributions	0	20,271,722	(20,271,722)	-100.00%
Retiree Insurance	6,179,835	5,456,118	723,717	13.26%
State Aid to Classrooms - Teacher Salary	0	5,912,215	(5,912,215)	-100.00%
Education Finance Act	0	42,864,472	(42,864,472)	-100.00%
Reimbursement for Prop. Tax Relief (Tier I)	10,580,071	10,580,071	0	0.00%
Homestead Exemption (Tier II)	1,758,200	1,758,200	0	0.00%
Reimbursement for Prop. Tax Relief (Tier III)	33,956,870	32,534,571	1,422,299	4.37%
Merchant's Inventory Tax	213,955	213,955	0	0.00%
Manufacturer's Depr. Reimbursement & Motor Carrier	296,231	296,231	0	0.00%
Motor Carrier Revenue	276,229	276,229	0	0.00%
Other State Revenue	0	0	0	#DIV/0!
PEBA On-behalf Payments	1,190,410	1,190,410	0	0.00%
Total Revenue from State Sources	136,033,256	122,758,126	13,275,130	10.81%
Transfers In:				
Indirect Costs Transfer and Other	100,000	480,000	(380,000)	-79.17%
Transfer From EIA	0	5,767,434	(5,767,434)	-100.00%
Total Other Financing Sources	100,000	6,247,434	(6,147,434)	-98.40%
Operational Balance			0	
Total General Fund Revenue All Sources	212,481,590	204,968,206	7,513,384	3.67%
	36%	37%		

Policy BEDH Public Participation at Meetings

Issued 5/18

Appearance of Individuals or Groups Before the Board

Purpose: To establish the basic structure for public participation in board meetings. The policy will not be used to circumvent the South Carolina Freedom of Information Act (FOIA).

The board values and encourages community involvement. Public participation at board meetings is one of many ways the community may ask questions. The board encourages the citizens of this community to appear and bring before the board any matter directed toward the improvement of the school system and the agenda of the board. This policy provides for any individual or group to be heard on a subject pertaining to the policies or administration of the school system.

Any individual desiring to speak is required to sign in. The board chair will recognize those who have signed in and wish to speak to an agenda topic, or non-agenda topic, during public participation. Each speaker will use the microphone provided and will begin their remarks by announcing their name and group, if any group is being represented.

The presentation should be as brief as possible, yet include all information considered important by the speaker. Unless the board chair allows additional time, each speaker will be limited to three minutes.

If one spokesperson has presented a matter, it is not necessary for others to repeat the same ideas, but anyone may speak who has comments to add that are pertinent.

Persons appearing before the board are reminded, as a point of information, that the members of the board are without the authority to act independently as individuals in official matters; thus, questions may be directed to the board, but answers must be deferred pending consideration by the entire board. At the discretion of the board chair, an individual board member may offer a clarifying statement. The clarifying statement is not to be considered the opinion or policy of the entire board. Any board member may request the administration provide an oral response to the questions asked, or statements made, during public participation at the next meeting of the board.

Questions asked during public participation will be given due consideration and care. Questions will be addressed as follows:

- Questions will be reviewed and answered in a timely manner following the FOIA time line.
- Questions requiring document research, document production, or the redaction of information will be considered a Freedom of Information Request and will be addressed through the district's FOIA process.
- Questions asked and answered in the last twelve months will not be answered again but will be directed to the district's website for previous answers.
- Questions deemed inappropriate will not be answered. Factors that would make a question inappropriate include but are not limited to:
 - Asking a staff member to interpret the "will" or "mind" of the board is considered inappropriate. Decisions of the board are made after thoughtful and careful consideration of the entire board and only the board may speak to those matters.
 - Asking questions that would inappropriately identify a student or family will not be addressed. Matters pertaining to protected personnel records will not be addressed.
 - Asking questions that suggest illegal or unethical activity of a district employee or board member will not be addressed and will be considered inappropriate.

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. The board chair or presiding officer is authorized to terminate the remarks of any person should the chair determine that the speaker's remarks violate the spirit or the letter of this policy. No political campaigning or commercial solicitations will be permitted during public participation.

Note: For hearing procedures before the board, see KE, Complaints.

Adopted 1973; Revised 11/16/81, 1/21/85, 10/11/04, 5/22/06, 5/21/18

Legal References:

S.C. Code, 1976, as amended:

Section 30-4-10, *et seq.* - South Carolina Freedom of Information Act.

School District Five of Lexington and Richland Counties

PUBLIC PARTICIPATION AT MEETINGS

(Policy Committee Suggestions from 3/23/22 and 5/4/22 meetings)

Code **BEDH** Issued **DRAFT/195/48**

~~Appearance of Individuals or Groups Before the Board~~

~~Purpose: To establish the basic structure for public participation in board meetings. The policy will not be used to circumvent the South Carolina Freedom of Information Act (FOIA).~~

The board values and encourages community involvement. Public participation at board meetings is one of many ways the community may ask questions. The board encourages the citizens of this community to appear and bring before the board any matter directed toward the improvement of the ~~school system~~district and the agenda of the board. This policy provides for any individual or group to be heard on a subject pertaining to the policies or administration of the -school system.

Orderly conduct of a meeting does not permit spontaneous discussion from the audience. All persons who wish to participate will do so through established procedures. These procedures are designed to encourage participation and ensure the orderly management of the meetings. The board is committed to compliance with the South Carolina Freedom of Information Act (FOIA) as well as all other federal and state laws which regulate or affect board actions and policy.

Any individual desiring to speak is required to sign in by showing ID and filling out a form that includes the individual's name and address and their specific topic. If the form is not completed in its entirety the speaker will not be invited to speak. The board chair will recognize those who have signed in and wish to speak to an agenda topic, or non-agenda topic, during public participation. Each speaker will use the microphone provided and will begin their remarks by announcing their name and group, if any group is being represented. The speaker will not be permitted to stray from the stated subject that was reported on the form or speak to a non-agenda item. Speakers will not be permitted to cede their time to another speaker.

The presentation should be as brief as possible, yet include all information considered important by the speaker. Unless the board chair allows additional time, each speaker will be limited to three (3) minutes. Public participation will not exceed 60 minutes unless waived by a majority vote of the board.

If one spokesperson has presented a matter, it is not necessary for others to repeat the same ideas, but anyone may speak who has comments to add that are pertinent.

Persons appearing before the board are reminded, as a point of information, that the members of the board are without the authority to act independently as individuals in official matters; thus, questions may be directed to the board, but answers must will be deferred pending consideration by the entire board. At the discretion of the board chair, an individual board member may offer a clarifying correction statement. The clarifying statement is not to be considered the opinion or policy of the entire board. Any board member may request the administration provide an oral response to the questions asked, or statements made, during current public participation or at the next meeting of the board.

School District Five of Lexington and Richland Counties (see next page)

PAGE 2 - BEDH - PUBLIC PARTICIPATION AT MEETINGS

Questions asked during public participation will be given due consideration and care. Questions will be addressed as follows:

• Questions from participants should be written down by the participant along with contact information and turned in to the administration or board chair after addressing the board.

• Questions will be reviewed and answered in a timely manner following the FOIA timeline.

• Questions requiring document research, document production, or the redaction of information will be considered a Freedom of Information Request and will be addressed through the district's FOIA process.

• Questions asked and answered in the last twelve (12) months will not be answered again but will be directed to the district's website for previous answers.

• Questions deemed inappropriate will not be answered. Factors that would make a question inappropriate include but are not limited to:

— Asking a staff member to interpret the "will" or "mind" of the board is considered inappropriate. Decisions of the board are made after thoughtful and careful consideration of the entire board and only the board may speak to those matters.

— Asking questions that would inappropriately identify a student or family will not be addressed. Matters pertaining to protected personnel records will not be addressed.

— Asking questions that suggest illegal or unethical activity of a district ~~employee~~staff member or board member will not be addressed and will be considered inappropriate.

~~The privilege of addressing~~ In order that the board ~~does~~may ~~conduct the meeting in a civil and professional manner, comments from the public should~~ not include gossip, defamatory words, or abusive and vulgar language. The board reserves the right to terminate any presentation which violates the ability to make personal attacks on ~~any board member, district employee, or other member of the public. The board chair or presiding officer is authorized to terminate the remarks of any person should the chair determine that the speaker's remarks violate~~ the spirit or the letter of this policy. No political campaigning or commercial solicitations will be permitted during public participation. The board chair or presiding officer may direct or terminate a speaker whose remarks are not consistent with their completed form or who yell shout, use foul or obscene language, or disrupt the meeting in any way.

Note: For hearing procedures before the board, see KE, Complaints.

Adopted 1973; Revised 11/16/81, 1/21/85, 10/11/04, 5/22/06, 5/21/18, [^]

Legal References:

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

1. Section 30-4-10, *et seq.* - South Carolina Freedom of Information Act.

Policy KEC Public Concerns And Complaints About Instructional Resources

Issued 9/13

Purpose: To establish the basic structure for receiving and handling public concerns and complaints about instructional resources.

The board recognizes its responsibility in the matter of selection and provision of instructional materials. Any parent/legal guardian or citizen who resides within the district's boundaries may lodge a complaint against any books or instructional materials being used in the school system.

The complainant must submit criticism of books or other instructional materials in writing to the superintendent using the "Citizens Request for Review of Educational Materials" form [KEC-E](#). Committees will review all complaints (building level and district level) in accordance with approved administrative rule [KEC-R](#).

The board directs that any challenged materials remain in the school pending final action upon the complaint. However, the school may observe the request of a parent/legal guardian that his/her own child not be assigned a specific book or instructional resources.

The superintendent will inform the board of all complaints about instructional materials.

Adopted 3/17/75; Revised 6/7/82, 4/16/90, 9/23/13

Legal references:

S.C. Code, 1976, as amended:

[Section 59-19-90\(7\)](#) - The board of trustees shall control the educational interests of the district.

Case Law:

[Board of Education v. Pico](#), 457 U.S. 853 (1982).

School District Five of Lexington and Richland Counties

Policy IJL Library/Media Center Materials Selection And Adoption

Issued 3/12

Purpose: To establish the board's vision and the basic structure for the selection and adoption of library/media center materials.

The function of the school library/media center is to support and enrich the instructional program of the school. The library/media center must provide a broad range of materials with a diversity of viewpoints, abilities and interests.

The board has the legal responsibility for the purchase of all instructional materials. The selection and ordering of library books, audiovisuals and other materials for the library/media centers are the responsibility of the school library/media specialists in accordance with this adopted policy.

Library/Media specialists will identify, order and organize materials that will implement, enrich and support the educational program of the school district. Principals, teachers, supervisors and other school personnel will give suggestions, recommendations and other assistance. The final decision for materials to be purchased will ultimately be the responsibility of the principal.

The library/media specialist will evaluate the existing collection and consult reputable, unbiased professionally prepared selection aides approved by the state department of education.

Materials selection criteria

The basic selection criterion is the appropriateness of the materials for use at the grade levels served. In addition, the library/media specialist will judge the materials using the following criteria.

- needs of the school and value to the collection
- validity, accuracy, objectivity, currency and appropriateness of text
- organization and presentation of contents
- clarity, adequacy and scope of text
- representative of many viewpoints
- high artistic quality and/or literary style
- high degree of readability and/or comprehensibility
- reputation and significance of author and producer
- value commensurate with cost

Adopted 3/29/82; Revised 3/26/12

School District Five of Lexington and Richland Counties

Policy

SECOND AND FINAL READING OF COMBINING BOARD POLICIES KEC "PUBLIC CONCERNS AND COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES & IJL "LIBRARY/MEDIA CENTER MATERIALS SELECTION AND ADOPTION" – JUNE 13, 2022

Model Policy for Library/Media Center Materials Selection and Reconsideration Process with updates from the Policy Committee on 5/4/22

Purpose.

To establish ~~the local board's~~ direction for selection and use of library/media center materials and the basic structure of handling questioned or challenged library/media center materials.

Role of the School Library/Media Center Professionals.

The function of the school library/media center is to support and enrich the instructional program and recreational reading needs of the school and must provide a broad range of materials.

The ~~local~~ board has the legal responsibility for the approval of all instructional materials. The selection and ordering of library books, audiovisuals, electronic resources, and other materials for the library/media centers are the responsibility of the school librarian in accordance with this adopted policy.

The school librarian will identify, order and organize materials that will implement, enrich and support the educational program of the school district. Principals, teachers, supervisors, students, and members of the community may give suggestions, recommendations and other assistance.

Materials Selection Criteria.

Materials should be consistent with the district's general educational goals and the educational goals and objectives of each individual school. Consideration should be given for purchase based on the work as a whole and on the basis of the following:

1. educational significance;
2. appropriateness for students in each school, such as grade and age level;
3. needs of the school and value to the collection;
4. reputation and significance of author and producer;
5. clarity, adequacy, and scope of text;
6. validity, accuracy, objectivity, currency, and appropriateness of text;
7. organization and presentation of contents;
8. high degree of readability and/or comprehensibility;
9. high artistic quality and/or literary style; and
10. value commensurate with cost
11. included in the South Carolina Department of Education's approved selection guide.

The school librarian shall use their professional training and expertise to evaluate the existing collection and consult reputable, unbiased, professionally prepared selection aides **approved by the South Carolina Department of Education (SCDOE)** when selecting materials for the library/media centers.

A list of all library books and materials will be easily accessible to parents/guardians or members of the community via access to the district's website. A notice of newly added materials will be easily identifiable.

Procedures for Handling Questioned or Challenged Library/Media Center Materials.

Any individual residing within the attendance area of the school district or who has a child who attends a school in the school district may lodge a complaint against any material used in the school library/media center within the district **by filing an official materials challenge. Prior to lodging the complaint, the complainant shall read the material in full.??**

¶A student who objects to or finds offensive any material located in the library/media center should be provided alternatives. If the **student's** complaint cannot be resolved satisfactorily during an informal conference with the principal and school librarian or teacher concerned, then **the following procedure will be used: an official materials challenge shall be filed.**

A materials challenge shall be filed by completing and returning to the principal of the school in which the material is being used a form entitled "Reconsideration of Library/Media Center Materials Form". (See attached for sample form.) A separate form must be completed for each material being requested for reconsideration. This form shall be attached to this policy, posted prominently on the district website, and available upon request at schools.

To evaluate the challenged resource(s), the Superintendent shall annually appoint a review committee composed of an odd number of individuals. Depending on the membership size of the district, there may be a school level and/or district level committee established. **The composition of this committee will have more non-district employed members than district personnel.** An example of an appropriate composition for the committee(s) is the following:

1. The district supervisor of library media services (if applicable);
2. **At least One** school library media specialist within the district/school;
3. **At least One** teacher within the district/school;
4. **One or more non-district employed** parents representing a school family other than complainant;
5. **At least One** principal within the district/school; and
6. **At least One or more non-district employed At least one** members of a School Improvement Council within the district/school.

Members of the committee shall read the materials referred to them in its entirety. Pending review by the committee, the challenged books or materials shall be withdrawn for use throughout the district.

The committee shall complete its review and issue a report within **?? fifteen (15) ?? thirty (30)** business days after receipt of the complaint. A copy in writing shall be sent to the complainant, the district Superintendent, and the local board.

If the materials are deemed to be inappropriate, the district must ensure no other copies exist in circulation within the district for the school level(s) in which it is found to be inappropriate. If the materials are deemed to be acceptable and appropriate, the district must immediately place such materials back into circulation.

The complainant may appeal the committee's decision to the board. It will be placed on the next full board meeting agenda and presented to the board by a review committee representative and the complainant with equal measure of time for the board to make an informed decision of whether to uphold the committee's report or remove the challenged materials.

~~The local board shall be responsible for determining an appeals process. Such process shall not extend longer than 15 business days, effective from the date the appeal is requested.~~

The committee's decision, and if applicable, the ~~local~~ board's review, regarding the appropriateness of a book or reading material cannot be challenged again until the expiration of five years from the original challenge date.

~~Local board policies shall list all relevant policies connected to library/media centers to this policy. Local boards shall periodically review and update this policy.~~

FILE: KEC-E

CITIZEN'S REQUEST FOR REVIEW OF EDUCATION MATERIALS

Author _____ Type of material _____

Title _____

Publisher or producer _____

Request initiated by _____

Telephone _____ Address _____

City and state _____ ZIP code _____

Do you represent Yourself ____ An organization (name) _____

Other group (name) _____

1. To what in the work do you object? Please be specific. List pages. _____

2. What of value is there in this work? _____

3. What do you feel might be the result of using this material? _____

4. If you did not examine the entire body of this work, why not? _____

5. Are you aware of the judgements of this work by literary critics? _____

6. If the material was obtained from the media center as a result of a class assignment, are you aware of the teacher's purpose for using it? _____

7. What do you believe is the theme or purpose of this work? _____

8. What do you prefer the school to do about this material?

_____ Do not assign/lend it to my child.

_____ Re-evaluate this material.

_____ Withdraw it from the use of all students.

Other (Explain)

9. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

Reconsideration of Library/Media Center Materials Form

School in which the material is being used: _____

Your Name (*please print and sign*): _____

Date: _____

Do you currently reside within the attendance area of the school district? **(Yes/No)**

Telephone #: _____

Address: _____

Do you have a student who attends the school listed above? **(Yes/No)**

Please check the type of material in question:

☐ Book

☐ Magazine

☐ Pamphlet

☐ Video

☐ Audio

☐ Software

☐ Kit

☐ Other

Title of material: _____

Author/Distributor: _____ Copyright Year: _____

The following questions are to be answered after the complainant has read, viewed, or listened to the material. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. Did you read, view, or listen to the material in its entirety? If not, why?

2. Are students required to use the material? (Yes/No/Unsure)

3. Have you read reviews of this material by reputable sources? If so, please list sources.

4. To what do you object? (Please be specific. Cite pages or particular sequences of material.)

5. What do you believe is the theme or purpose of this material?

6. What do you feel might be the result of a student using this material?

7. Would you recommend this material for a different age group? If so, which age group?

~~8. What other materials of the same subject and format would you recommend?~~


~~9. What is your request in regard to this material?~~

- ~~• Do not assign/lend this material to my student~~
- ~~• Refer to an official committee to re-evaluate material for use by all students~~



Memorandum

To: Members of the Board of Trustees

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

Date: June 9, 2022

Re: June 13, 2022 Board Meeting
Action Item
2022-2023 Superintendent Goals

Item: 2022-2023 Superintendent Goals

Background: I have attached for your review my goals for 2022-2023 school year. These goals are aligned with our five-year strategic plan.

I look forward to having further discussion with the Board regarding my goals at the June 13, 2022 meeting at The Center for Advanced Technical Studies.

AERsr:aw



SUPERINTENDENT'S GOALS

2022-2023

Dr. Akil E. Ross, Sr.

MISSION

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

VISION

School District Five of Lexington & Richland Counties will empower all students to meet or exceed expectations for academic, social, and emotional growth and success. We will provide opportunities for students to develop creative and critical problem-solving skills, as innovative learners, to meet dynamic global changes. We will maximize our use of resources through collaborative partnerships with our community, our business and education partners. School District Five's students will be prepared to pursue excellence for tomorrow's challenges.

MOTTO

"We Love and Grow Our Students!"

GOAL I

We will maintain a safe and secure environment focused on the social and emotional growth and development of all students as measured by:

- I. The percentage of parents, students, and teachers satisfied with the social and physical environment on the annual State Department of Education Report Card Opinion Survey increasing from 88.78% to 89% (parents), 84.03% to 84.6% (students), and 92.35% to 94.1% (teachers) by 2027.

GOAL II

We will provide challenging curricula focused on the academic development and college and career readiness of all students as measured by:

- I. Students in grades 2-8 will have a Median Student Growth Percentile of 55 or above on MAP Growth Math and 56 or above on MAP Growth Reading by 2027.
- II. The graduation rate will increase from 90.06% to 91.16% by 2026.
- III. The percentage of students who are college or career ready will meet or exceed 78% through 2026.

GOAL III

We will recruit, retain, and develop a highly effective, diverse staff as measured by:

- I. The annual teacher retention rate increasing from 90.24% to 91.3%.
- II. The percentage of teachers who are satisfied with current working conditions increasing from 90.95% to 92% on the annual State Department of Education Survey.
- III. The percentage of teachers who agree that there are relevant professional development opportunities offered at their school increasing from 92.23% to 93% on the annual Statement Department of Education Survey.

GOAL IV


We will provide challenging curricula focused on the academic development of students in gifted programs and provide equitable opportunities for participation in gifted programs as measured by:

- I. Students in grades 2-8 in the Initial Achievement Band of 90th percentile or above will have a Median Student Growth Percentile of 58 or above on MAP Growth Math and 55 or above on MAP Growth Reading by 2027.
- II. The Advanced Placement passage rate will meet or exceed 68% through 2026.
- III. The proportion of students who are coded as Black or African American, Hispanic, Latino, or Two or More Races who participate in AGP, Honors, AP, IB, and Dual Enrollment courses will increase from 17.1% to 27.1% (grades 3-5), 35.7% to 45.7% (grades 6-8), and 49.1 to 59.1% (grades 9-12) by 2027.



Memorandum

To: Members of the Board of Trustees

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

Date: June 9, 2022

Re: June 13, 2022 Board Meeting
Action Item
Consideration and Action as Necessary Regarding a Potential Bond Referendum

Item: Consideration and action as necessary regarding a potential bond referendum in the amount not to exceed \$150,000,000 to be held on November 8, 2022.

Background: The purpose of this the presentation (to be presented at the 06/13/22 meeting) is to provide information for the Board to consider/take action as necessary regarding a potential bond referendum. I have included for your review a "draft ballot question" and "draft resolution."

Recommendation: It is the recommendation of the Administration that the Board approves the Administration to seek guidance from the bond attorney and the financial advisor to graft a bond resolution and referendum question to be presented to the Board no later than the July 11, 2022 Board Meeting.

AERsr:aw

Draft Ballot Question

**SCHOOL DISTRICT NO. 5 OF LEXINGTON COUNTY AND RICHLAND COUNTY,
SOUTH CAROLINA BOND REFERENDUM**

Shall the Board of Trustees of School District No. 5 of Lexington County and Richland County, South Carolina (the "School District") be empowered to issue, at one time or from time to time, general obligation bonds of the School District, in a principal amount of not exceeding \$150,000,000, the proceeds of which shall be used to finance the costs (including architectural, engineering, legal and related fees) of the following:

Chapin Attendance Zone

Constructing and equipping a new Fine Arts Building at Chapin High School.

Dutch Fork Attendance Zone

Constructing and equipping a new 6th Grade Academy on the Dutch Fork Middle School campus, including land acquisition, if necessary;

Renovating and equipping Dutch Fork High School;

Constructing and equipping a new Dutch Fork Elementary School in the current attendance zone, including land acquisition; and

Renovating and equipping Dutch Fork High School Stadium.

Irmo Attendance Zone

Constructing and equipping a new 6th Grade Academy on the Irmo Middle School campus, including land acquisition, if necessary;

Constructing site improvements at Seven Oaks Elementary;

Remodeling and equipping CrossRoads Intermediate School to be used as an elementary school initially as a temporary Nursery Road Elementary School and permanently as a new Harbison West Elementary School;

Renovating and equipping Nursery Road Elementary School;

Renovating and equipping Harbison West Elementary School into an early childhood education center; and

Renovating and equipping Irmo High Stadium.

District Wide

Renovating and equipping existing Dutch Fork Elementary School to house alternative education programs; and

Constructing and equipping a new Professional Development Wing at the District Office?

A RESOLUTION

ORDERING A REFERENDUM IN SCHOOL DISTRICT NO. 5 OF LEXINGTON COUNTY AND RICHLAND COUNTY, SOUTH CAROLINA TO SUBMIT THE QUESTION OF WHETHER THE SCHOOL DISTRICT SHALL ISSUE NOT EXCEEDING \$150,000,000 GENERAL OBLIGATION BONDS; PROVIDING FOR THE FORM OF BALLOT TO BE USED; PROVIDING FOR NOTICE OF THE REFERENDUM; AND PROVIDING FOR ALL OTHER MATTERS NECESSARY TO SUBMIT THE AFORESAID QUESTION.

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF SCHOOL DISTRICT NO. 5 OF LEXINGTON COUNTY AND RICHLAND COUNTY, SOUTH CAROLINA, AS FOLLOWS:

SECTION 1. Findings. The Board of Trustees (the "Board"), as the governing body of School District No. 5 of Lexington County and Richland County, South Carolina (the "School District"), hereby finds and determines:

(a) The School District was organized by action of the Lexington County Board of Education in 1951 and the Richland County Board of Education in 1952. The School District is also known as Richland-Lexington School District No. 5.

(b) Article X, Section 15 of the Constitution of the State of South Carolina, 1895, as amended (the "Constitution"), provides that school districts of the State of South Carolina (the "State") shall have the power to incur general obligation debt only in such manner and upon such terms and conditions as the General Assembly shall prescribe by law.

(c) Article X, Section 15, subsection (5) of the Constitution provides that if general obligation debt is authorized by a majority vote of the qualified electors of a school district voting in a referendum authorized by law, there shall be no conditions or restrictions limiting the incurring of such indebtedness except: (i) those restrictions and limitations imposed in the authorization to incur such indebtedness; (ii) such general obligation debt shall be issued within five years of the date of such referendum; and (iii) general obligation debt may be incurred only for a purpose which is a public purpose and which is a corporate purpose of a school district and such debt shall mature within thirty years from the time such indebtedness shall be incurred.

(d) The provisions of Title 11, Chapter 27, Code of Laws of South Carolina 1976, as amended (the "S.C. Code"), empower the board of a school district to order any such referendum as is required by Article X of the Constitution, to prescribe the notice thereof and to conduct or cause to be conducted such referendum in the manner prescribed by Title 59, Chapter 71, Article 1 of the S.C. Code (the "School Bond Act").

(e) There is a need to construct, improve, expand, equip, renovate and repair school buildings or other school facilities within the School District, the costs of which must be defrayed with the proceeds of general obligation bonds of the School District. Under the School District's present constitutional debt limitation, the amount of bonds authorized to be issued is limited unless the question of issuing such bonds is submitted and approved by the qualified electors of the School District.

(f) It is in the best interest of the School District for the Board to order a referendum to be held in the School District to submit to the qualified electors of the School District the question of whether the School District shall be authorized to issue, at one time or from time to time, general obligation bonds of the School District in a principal amount of not exceeding \$150,000,000, the proceeds of which shall be used as set forth in Section 1(e) above.

SECTION 2. Order to Hold Referendum. Pursuant to the aforesaid provisions of the Constitution and laws of the State, there is hereby ordered a referendum to be held in the School District on November 8, 2022 (the "Referendum"), at which time there shall be submitted to all persons qualified to vote under the Constitution and laws of the State the question set forth in Section 4 hereof.

SECTION 3. Declaration of Intent to Reimburse Certain Expenditures. This Resolution shall constitute the School District's declaration of official intent pursuant to Regulation §1.150-2 of the Internal Revenue Code of 1986, as amended (the "Code"), to reimburse the School District from a portion of the proceeds of general obligation bonds for expenditures it anticipates incurring (the "Expenditures") with respect to the projects identified in the ballot question herein prior to the issuance of the general obligation bonds. The Expenditures which are reimbursed are limited to Expenditures which are: (1) properly chargeable to a capital account (or would be so chargeable with a proper election or with the application of the definition of placed in service under Regulation §1.150-2 of the Code) under general federal income tax principals; or (2) certain de minimis or preliminary Expenditures satisfying the requirements of Regulation §1.150-2(f) of the Code. The source of funds for the Expenditures with respect to these projects will be the School District's reserve funds. To be eligible for reimbursement of the Expenditures, the reimbursement allocation must be made not later than 18 months after the later of (a) the date on which the Expenditures were paid; or (b) the date such projects were placed in service, but in no event more than three (3) years after the original Expenditures.

SECTION 4. Voting and Polling Places. The voting precincts or any portion thereof in the School District for the Referendum shall be those designated by Section 7-7-320 of the S.C. Code. The polling places in each of such precincts shall be designated by the Board of Voter Registration & Elections for Lexington County and the Board of Voter Registration & Elections for Richland County (the "Elections Boards").

The polls shall be opened at seven o'clock in the forenoon and closed at seven o'clock in the afternoon on the date fixed for the Referendum and shall be held open during said hours without intermission or adjournment.

SECTION 5. Form of Ballot. The Elections Boards are requested to cause to be printed a sufficient number of ballots for each voting machine used in the Referendum and a sufficient number of emergency ballots for use in the Referendum. The instructions must appear conspicuously at the top of the ballot face and must be printed in bold-faced type at least as large as the largest type on the ballot. Upon approval by the Elections Boards, the form of the question on the ballot label to be used in the Referendum and the instructions to voters appearing thereon shall be in substantially the form set forth below. The format of the ballot may be changed to accommodate voting machines, but the form of the question shall remain the same.

(FORM OF BALLOT)
OFFICIAL BALLOT, REFERENDUM
\$150,000,000 GENERAL OBLIGATION BONDS
SCHOOL DISTRICT NO. 5 OF
LEXINGTON COUNTY AND RICHLAND COUNTY, SOUTH CAROLINA
November 8, 2022

[INSERT QUESTION]

OFFICIAL BALLOT, REFERENDUM
\$150,000,000 GENERAL OBLIGATION BONDS
SCHOOL DISTRICT NO. 5 OF
LEXINGTON COUNTY AND RICHLAND COUNTY, SOUTH CAROLINA
November 8, 2022

No. _____

Initials of Issuing Officer

SECTION 6. Qualifications of Voters. Every person offering to vote must be at least eighteen (18) years of age and must be duly registered on the books of registration for Lexington County ("Lexington County") or for Richland County ("Richland County") as an elector in the precinct in which he or she resides and offers to vote on or before the date on which said books of registration are closed for the Referendum, and must present such documents and/or forms of identification as required by State law. Any registered elector who has moved his or her place of residence within the School District after the date on which said books of registration are closed for the Referendum, but before the date of the Referendum, shall be entitled to vote, fair and safe, providing they qualify to vote in the election at the County Registration & Elections Office on election day.

Absentee ballots for the Referendum shall be available at the Lexington County Voter Registration & Elections Office and the Richland county Voter Registration & Elections Office. The books of registration shall be closed thirty (30) days before the Referendum.

SECTION 7. Notice of Referendum. The Board hereby authorizes the publication of a Notice of Referendum to be published in a newspaper of general circulation in Lexington County and Richland County, in compliance with Section 7-13-35 of the S.C. Code. Such notice must be published not later than sixty (60) days before the date of the Referendum and again not later than two weeks after the first notice. A Notice of Referendum, substantially in the form attached hereto as Exhibit A, shall be published in a newspaper of general circulation in Lexington County and Richland County at least once not less than fifteen (15) days prior to the occasion set for the holding of the Referendum in compliance with the School Bond Act.

The Elections Boards are authorized to insert the location of any omitted polling places or change any of the locations of polling places for the Referendum as deemed necessary or advisable. Appropriate changes are authorized to be made in the Notice of Referendum.

SECTION 8. Election Authorities. A certified copy of this Resolution shall be filed with the Elections Board, and the Elections Boards are hereby requested as follows:

- (a) To join in the action of the School District in providing for the respective Notices of Referendum required by Section 7-13-35 of the S.C. Code;
- (b) To prescribe the form of ballot to be used in the Referendum;
- (c) To arrange for polling places in each precinct, or any part of a precinct within the School District;
- (d) To appoint Managers of Election;
- (e) To provide ballots and ballot boxes or voting machines for the Referendum;
- (f) To conduct the Referendum, receive the returns thereof, canvass such returns, declare the results thereof, and certify such results to the Board; and
- (g) To take other steps and prepare such other means as shall be necessary or required by law in order to properly conduct the Referendum.

SECTION 9. Miscellaneous. The Board hereby authorizes the Chair and Secretary of the Board and the Superintendent of the School District to execute such documents and instruments as may be necessary with regard to the Referendum. The Board hereby retains Burr & Forman LLP, as Bond Counsel, in connection with the Referendum and, if approved, in connection with the issuance of the general obligation bonds. The Superintendent is authorized to execute such contracts, documents or engagement letters as may be necessary and appropriate to effectuate said engagements.

SECTION 10. Effective Date of Resolution. This Resolution shall take effect and be in full force from and after its adoption.

Adopted this _____ day of _____, 2022.

SCHOOL DISTRICT NO. 5 OF LEXINGTON
COUNTY AND RICHLAND COUNTY,
SOUTH CAROLINA

Chairman, Board of Trustees

(SEAL)

ATTEST:

Secretary, Board of Trustees

EXHIBIT A

FORM OF NOTICE OF REFERENDUM

NOTICE OF REFERENDUM
\$150,000,000 GENERAL OBLIGATION BONDS
SCHOOL DISTRICT NO. 5 OF
LEXINGTON COUNTY AND RICHLAND COUNTY, SOUTH CAROLINA

NOTICE IS HEREBY GIVEN that a Referendum will be held in School District No. 5 of Lexington County and Richland County, South Carolina (the "School District"), on November 8, 2022, for the purpose of submitting to all persons qualified to vote in the School District, under the Constitution and laws of the State of South Carolina, the following question:

[INSERT QUESTION]

Such question is being submitted pursuant to Article X, Section 15 of the Constitution of the State of South Carolina, 1895, as amended; Section 11-27-50 of the Code of Laws of South Carolina 1976 as amended; Title 59, Chapter 71, Article 1, Code of Laws of South Carolina, 1976, as amended; and a Resolution of the Board of Trustees of the School District adopted _____, 2022. If a majority of the qualified electors of the School District voting in the Referendum approve the issuance of not exceeding \$150,000,000 General Obligation Bonds (the "Bonds"), the Bonds may be issued by the School District either as a single issue or from time to time as several separate issues. The Bonds (exclusive of refunding bonds) shall be issued within five (5) years of the date of the Referendum. The proceeds of the Bonds will be used to defray the costs of the projects identified in the ballot question above, along with all related costs such as architectural and engineering fees and costs of issuance of the Bonds.

The polls shall be open from 7:00 a.m. until 7:00 p.m. at the polling places designated below and shall be open during these hours without intermission or adjournment. Appropriate vote recorders will be provided at the polling places for the casting of ballots on the aforesaid question. Managers of Election for Lexington County will be appointed by the Board of Voter Registration & Elections of Lexington County. Managers of Election for Richland County will be appointed by the Board of Voter Registration & Elections of Richland County. The Managers of Election shall see that each person offering to vote takes the oath that he is qualified to vote at this election according to the Constitution of this State, and that he has not voted before in this election. The precincts (or portions thereof) within the School District and locations of the several polling places for such Referendum are as follows:

(LEXINGTON COUNTY)

Precinct

Polling Place

(RICHLAND COUNTY)

Precinct

Polling Place

Every person offering to vote (a) must be at least 18 years of age on the date of the Referendum; (b) must reside in the School District; and (c) must be duly registered on the books of registration for Lexington County or Richland County as an elector in the precinct in which he or she resides and offers to vote on or before the date on which said books of registration are closed for the Referendum; and (d) must present his or her registration certificate, valid South Carolina driver's license, or other form of identification containing a photograph issued by the South Carolina Department of Transportation if not licensed to drive.

Any person eligible to register who has been discharged or separated from his service in the Armed Forces of the United States prior to November 8, 2022, and returned home too late to register at the time when registration is required, is entitled to register for the purpose of voting in the Referendum after the discharge or separation from service, up to _____ p.m. on the day of the Referendum. This application for registration must be made at the Voter Registration & Elections Office in Lexington County or Richland County, as applicable, on notification stating the precinct in which he or she is entitled to vote and a certification of the managers of the precinct that he or she is entitled to vote and should be placed on the registration rolls of the precinct. Persons who become of age during the 30-day period preceding the Referendum shall be entitled to register before the closing of the books if otherwise qualified.

Any person wishing to register to vote in this election, if registering by mail, must have such registration application postmarked not later than _____, 2022, to the Board of Voter Registration & Elections of Lexington County if a resident of Lexington County, or to the Board of Voter Registration & Elections of Richland County, if a resident of Richland County, or if registering in person, must do so no later than _____ on _____, 2022 (Lexington County) or not later than _____ on _____, 2022 (Richland County). Any registered elector who has moved his or her place of residence after the date on which said books of registration are closed for the Referendum, but before the date of the Referendum, shall be entitled to vote in his or her previous precinct of residence in the Referendum.

Voters who are blind, who are otherwise physically handicapped, or who are unable to read or write are entitled to assistance in casting their ballot. This assistance may be given by anyone the voter chooses except his or her employer, an agent of his or her employer, or an officer or agent of his or her union. The Managers of Election must be notified if assistance is needed. Voters who are unable to enter their polling place due to physical handicap or age may vote in the vehicle in which they drove or were driven to the polls. When notified, the Managers will help voters effectuate this curbside voting provision. Registered voters may be eligible to vote by absentee ballot. Residents of Lexington County wishing to vote by absentee ballot should contact the Lexington County Registration & Elections Office at (803) 785-8361 for instructions. Residents of Richland County wishing to vote by absentee ballot should contact the Richland County Registration & Elections Office at (803) 576-2240 for instructions.

The Board of Voter Registration and Election shall hold a hearing on ballots challenged in the election on _____, _____, 2022 at _____, at the Registrations & Elections Office of Lexington County, Auxiliary Administration Building, 605 West Main St., Suite C, Lexington, South Carolina. The Board of Voter Registration & Elections of Richland County shall hold a hearing on ballots challenged in the election on _____, _____, 2022 at _____, at the Richland County Registrations & Elections Office, 2020 Hampton Street, Columbia, South Carolina.

The Lexington County Board of Canvassers shall hold a hearing on ballots challenged in the Referendum on _____, _____, at _____ a.m., at _____. The Richland County Board of Canvassers shall hold a hearing on ballots challenged in the Referendum on _____, _____, at _____ a.m., at _____.

By order of the Board of Trustees of School District No. 5 of Lexington County and Richland County, South Carolina, the Board of Voter Registration & Elections of Lexington County and the Board of Voter Registration & Elections of Richland County.

DRAFT