

Superintendent's Report

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

October 10, 2022



Celebrating National Principals Month!

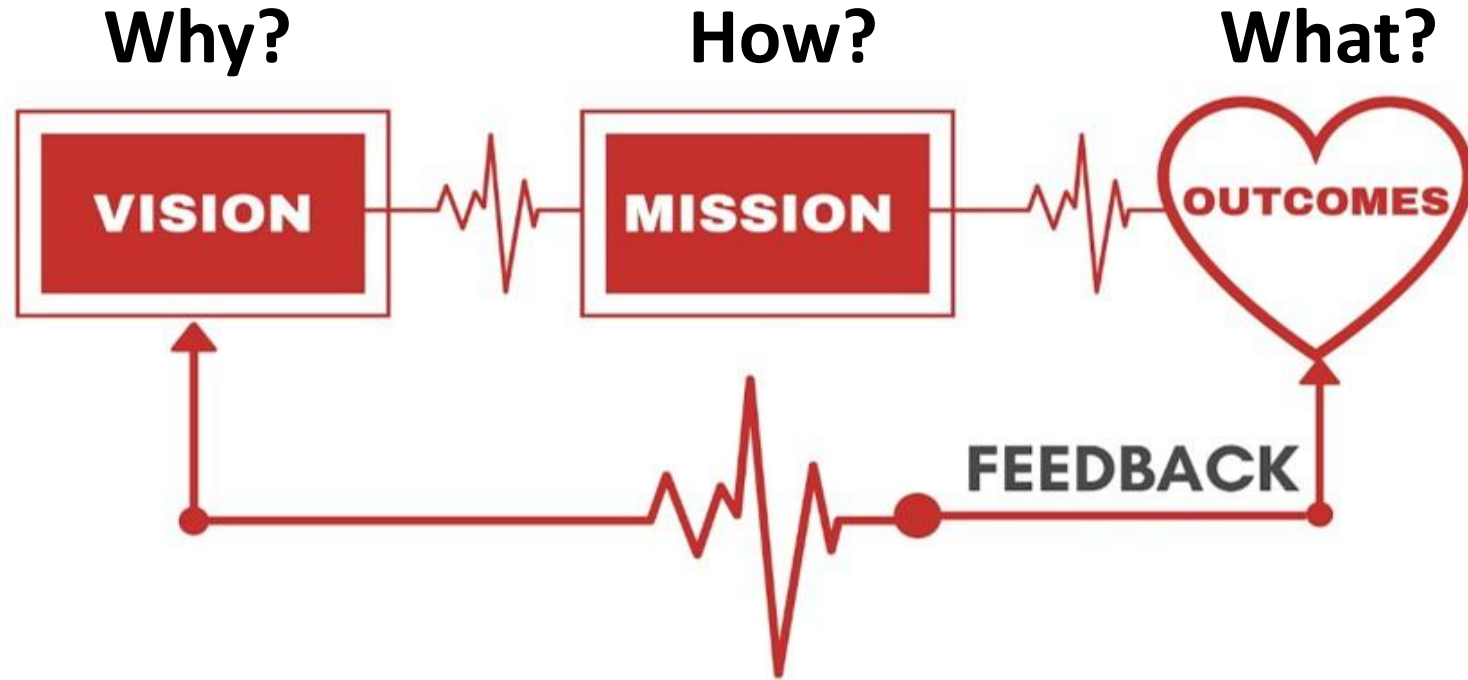
#THANKAPRINCIPAL



- Engaging in instructionally focused interactions with teachers.
- Building a productive school climate.
- Facilitating productive collaboration and professional learning communities.
- Managing personnel and resources strategically.

Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation

We Are a System



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

Source: Merriam Webster Dictionary

**WE LVE & GRW
our students!**

Our Mission

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



System Outcomes



Objective: Every student feels they are “loved” in our schools.

Performance Goal Area (1)

School Climate

6 Strategies

Performance Goal Area (3)

Teacher Administrator Quality

6 Strategies

&



Objective: Every Student has demonstrated academic growth in our schools.

Performance Goal Area (2)

Student Achievement

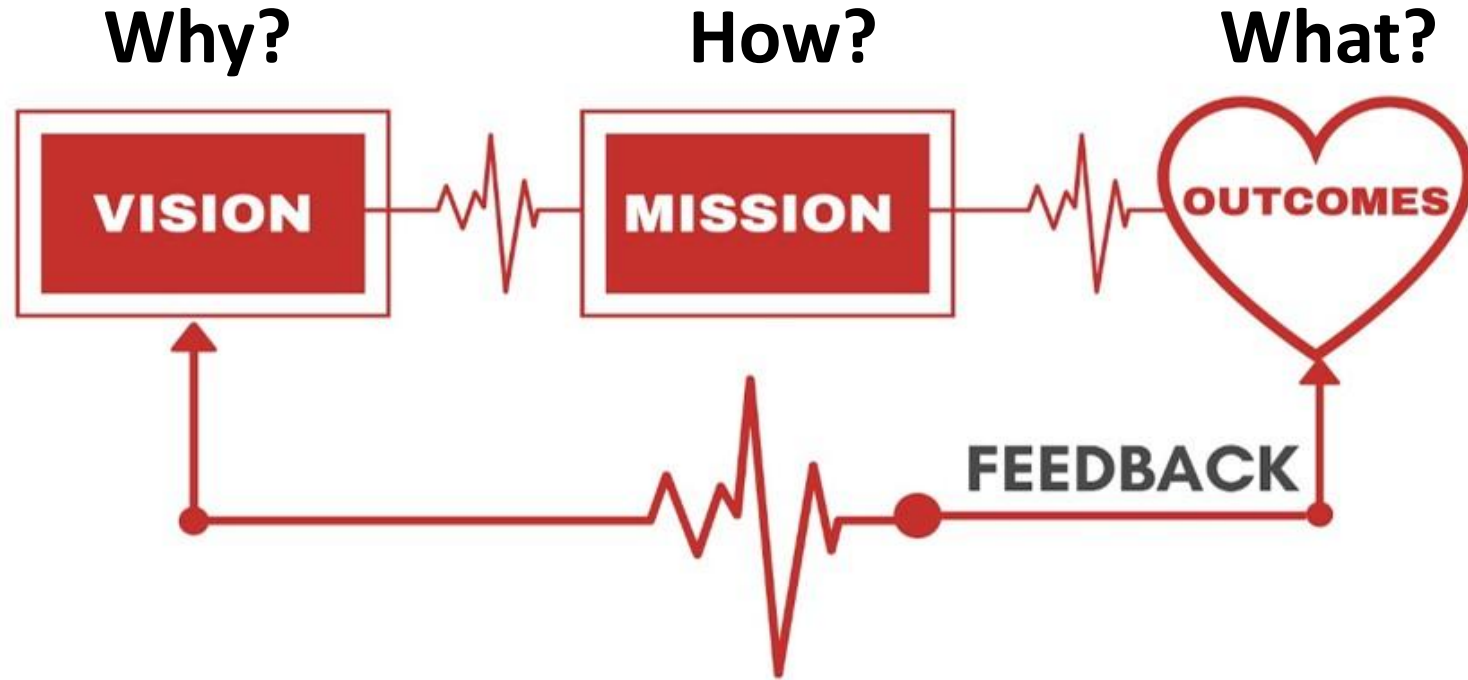
6 Strategies

Performance Goal Area (4)

Gifted and Talented

8 Strategies

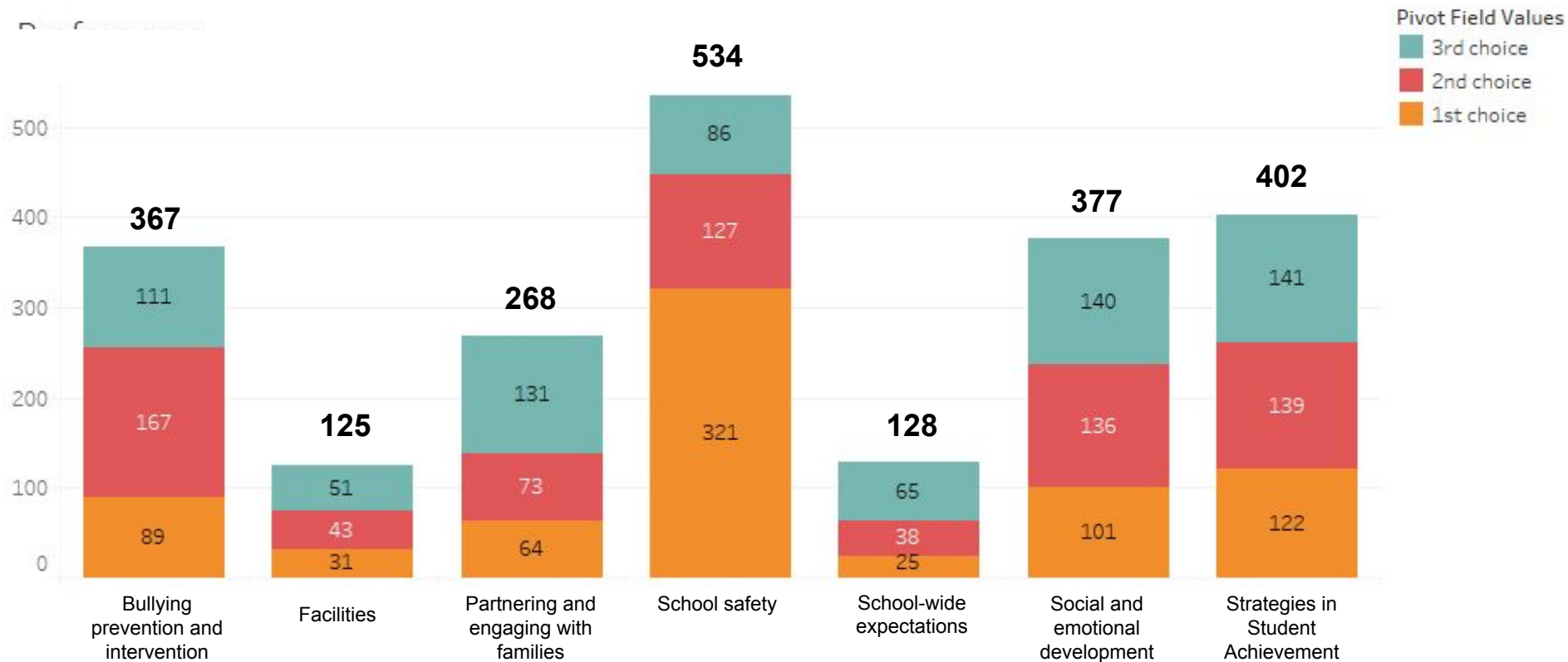
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Parent/Guardian Engagement Survey Results





Multi-layered School Security System

1. Communication

- Lexington and Richland County Sheriff's Departments
- Safety Team
- STOPiT App

2. Compartmentalization

- Screening (Opengate Weapons Detection Systems), Cameras, Door Sensors, Barricades, Security Personnel

3. Awareness

- Threat Assessment Team and SLED Behavior Unit
- Mental Health and Mental Illness Treatment



Addressing Student Aggression in Our Schools



Peer Conflict

Bullying

Fighting

Hazing

Harassment

Assault

D5LR experienced a 4x increase in expulsion hearings from FY20 to FY21



Addressing and Improving Student Behaviors

1. Prevention

- Social Emotional Learning (SEL) - SEL is a prevention strategy that is evidence-based, peer-reviewed, and affirmed through meta-analysis to prevent student aggression and improve school culture and climate

2. Intervention

- STOPit App & Behavior Code
- Academy for Success & The NEST
- Threat Assessments

3. Recovery

- Target/Victim Services - meets with targets of student aggression to provide support and coping strategies
- Therapeutic Day Program



There is a need
for a system-wide
plan for
Prevention and
Recovery
services



Introduction to Therapeutic Day Programs



What is a Therapeutic Day Program?

TDPs

- offer a daily blend of academic, vocational, and behavioral supports.
- provide mental health supports to students with serious behavioral challenges.
- allow schools to support these students while meeting the least restrictive environment (LRE) provisions of the Individuals with Disabilities Education Act (IDEA).

Why is a Therapeutic Day Program Needed?

Tier 3 students

- are some of the most challenging students we serve. They can cause the most strain and stress for staff of any other population of students.
- **need individual and small group supports** for academic and emotional needs in order to be successful in school and at work.
- need a **flexible learning space** with staff who can **support academic and social/emotional needs**.
- **need high rates of positive reinforcement** in a **very structured and predictable environment**.

Key Elements

- Approximately 15 middle and high school students with diagnosed mental health disorders; must qualify for SPED services
- School day blends academics, counseling, and vocational/volunteering opportunities
- Space separate from general population of students where students can be contained
- Common practices and language must be practiced by all staff and students
- All students and staff have the same behavioral expectations
- Ratio of approximately 1:1:3 (1 teacher, 1 assistant, 3 students)
- Served during the traditional school day

Key Elements

- Diploma, Credential and Certificate students
- Students are encouraged to apply for community resources such as SC Vocational Rehabilitation and the Department of Mental Health for direct services that can be available after they graduate from high school.
- Required to participate in individual and family counseling
- Entry and Exit Criteria-Committee Placement
- Goal for all students is to return to home school
- Action plans are created from discipline issues instead of referrals
- The District will explore community partners to support best practices. Possible partners may include local universities, hospital systems and others.

Shop Local Campaign



School Finance 101

Millage – a tax on real estate or other property

Operations Millage-

Salaries, Benefits,
Supplies, Utilities,
Maintenance



4% Property

Does not provide
FTEs or
Construction



6% Property

Provides FTEs &
Construction

Debt Service Millage -

Construction,
Technology, Equipment
and Renovations



4% Property

Provides
Construction



6% Property

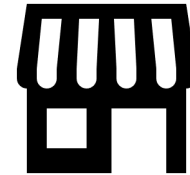
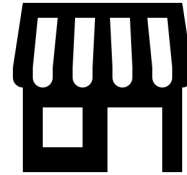
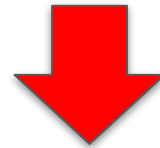
Provides
Construction



FTEs depend on the Economic Health of Businesses in our community



SALES



VALUE



SOUTH CAROLINA FISCAL UPDATE

“Never make predictions, especially about the future”

Presented to



August 31, 2022

Frank A. Rainwater, Executive Director
South Carolina Revenue and Fiscal Affairs Office
1000 Assembly Street
Rembert Dennis Building, Suite 402
Columbia, SC 29201
(803) 734-2265
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Annual General Fund Revenue Growth

FY 22 revenue grew \$2.57 billion over FY 21; the impact on FY 23 is unclear

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ANNUAL GROWTH IN GENERAL FUND REVENUE



Source: Revenue and Fiscal Affairs - 103A/30/08/25/2022

Augu





Shop Local Campaign

Objective: Establish a catalog of goods and services from local vendors to service D5 Schools and offices.

Price - Money Paid

Cost - Expense Incurred



Vender A

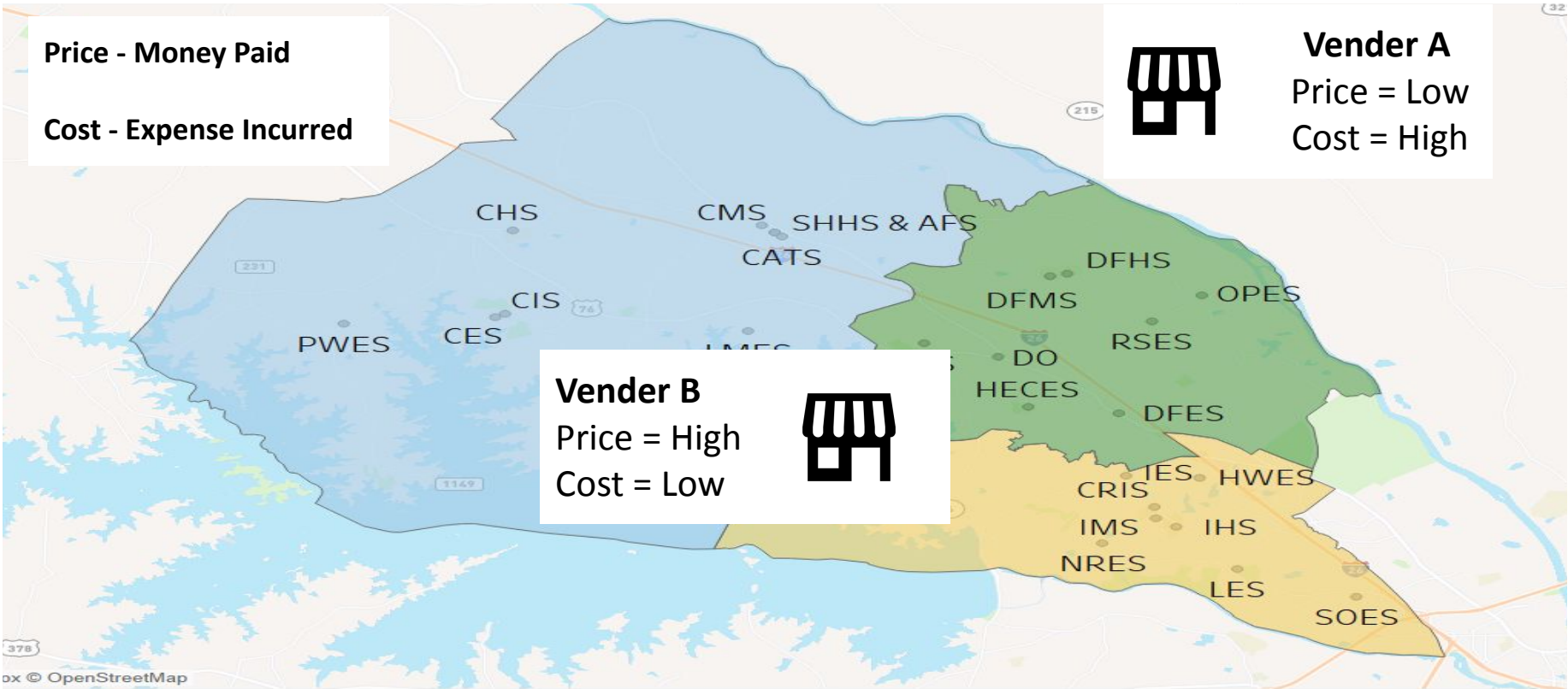
Price = Low

Cost = High

Vender B

Price = High

Cost = Low





Objective:

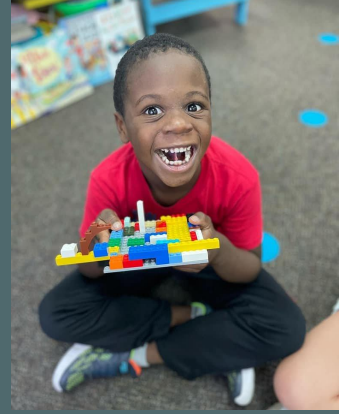
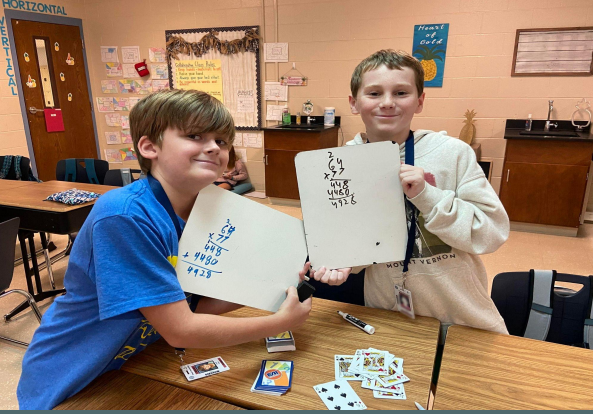
Establish a catalog of goods and services from local vendors to service D5 Schools and offices.



Principals and school bookkeepers are compiling a list of goods and services to share with the Chapin and Irmo Chambers of Commerce.

During FY21 District Five of Lexington and Richland spent \$7.7 Million in goods and services that qualify for the Shop Local Campaign

WE L**VE & GR****W**
our students!



#OurD5Story

