



Agenda

Board of Trustees

Regular Meeting

Location: Center for Advanced Technical Studies

Video Livestream: <https://www.youtube.com/watch?v=nvclOaISDDY>

April 24, 2023

1. Call to order at 5:00 p.m.
2. Approval of the agenda
3. Enter Executive Session to consider the following:
 - a. Selected employment items (Exhibit A) (Action)
 - b. Selected employment items (Exhibit B) (Information Only)
 - c. Legal advice regarding the sale of property (Exhibit C)
 - d. Legal advice regarding contractual matter for Community Support Services (Exhibit D)
 - e. Legal advice regarding contractual matter for audit services (Exhibit E)
 - f. Legal advice regarding C.A. No. 2021-CP-40-03694
4. Call to order and convene regular meeting at 7:00 p.m.
5. Welcoming remarks – Rebecca Blackburn Hines, Board Chair
6. Invocation – Kevin Scully, Board of Trustees
7. Pledge of Allegiance – Kevin Scully, Board of Trustees
8. School Board Spotlight
9. Superintendent's Report
 - a. District FOCUS: Strategic Plan Update for 2022-2023 to 2026-2027
 - b. Monthly Financial Update – February (Exhibit F)
 - c. Five-Year Master Facilities Plan Update
10. Approval of the minutes of the March 23, 2023, special-called board meeting

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"We Love and Grow Our Students!"

11. Approval of the minutes of the March 27, 2023, board meeting
12. Public Participation*

ACTION AGENDA

13. Action as Necessary or Appropriate on Matters Discussed in Executive Session
14. Approval of Strategic Plan Amendments for 2022-23 to 2026-27 (Exhibit G)
15. Approval of Spring Bond Resolution (Exhibit H) and Approval of 2023-2024 Capital Projects (Exhibit I)
16. Approval of the Memorandum of Understanding between Town of Chapin and School District Five of Lexington and Richland Counties (Exhibit J)
17. Approval of Textbook Adoption: Science: Biology CP and Honors AP Biology; CTE: Digital Multimedia, Image Editing, Nutrition and Wellness, Digital Media Marketing, Merchandising, and Digital Art and Design; Social Studies: AP European History (Exhibit K)

DISCUSSION AGENDA

18. Discussion of Evergreen Consulting Salary Study (Exhibit L)
19. Discussion of FY2023-2024 General Fund Budget (Exhibit M)
20. Discussion of Revisions to Board Policy JQ "Student Fees, Fines, and Charges" (Exhibit N)
21. Discussion of Potential Revisions to Board Policy IJ "Instructional Resources and Materials" and Board Policy IJK "Supplementary Materials Selection and Adoption" (Exhibit O)
22. Adjourn

INFORMATION AGENDA

23. Deletion of Administrative Rule GCLR "Unencumbered Time" (Exhibit P)
24. 135th -Day Enrollment Report (Exhibit Q)
25. The next regular scheduled board meeting will be May 8, 2023, at the Center for Advanced Technical Studies.

* The Board welcomes and encourages public participation. We respectfully ask that you adhere to the procedures provided in board policy BEDH "Public Participation at Meetings". Your comments should be limited to three minutes and must remain on either the topic noted on your sign-in form or a listed agenda item. Questions asked during public participation will be handled in accordance with board policy BEDH.



Minutes/March 23, 2023

The Board of Trustees of School District Five of Lexington and Richland Counties met at the School District Five District Office with the following members present:

Mrs. Elizabeth Barnhardt (Virtual)
Mrs. Rebecca Blackburn Hines, Chair
Mr. Matt Hogan, Vice Chair
Mrs. Catherine Huddle
Mike Satterfield
Kevin Scully
Kimberly Snipes, Secretary
Dr. Akil Ross, Superintendent

The following staff were in attendance:

Ms. Maddison Paul, Chief Financial Officer
Mrs. Amanda Taylor, Director of Communications

A livestream video link was provided to the public as a viewing option for the March 23, 2023, special-called board meeting.

Chair Blackburn Hines called the special-called board meeting to order and gave welcoming remarks.

The Board presented for discussion:

- Discussion on Procurement Examination and Consulting Phase III Report

Record of Voting

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

Meeting of March 23, 2023

		B A R N H A R D T	B L A C K B U R N H I N E S	H O G A N	H U D D L E	S A T T E R F I E L D	S C U L L Y	S N I P E S
1.	M. Hogan S. Satterfield Approve the agenda.	A	X	X	X	X	X	A
2.	M. Hogan S. Huddle I make the motion to enter executive session to consider the following: a.) Legal advice on FY21 Procurement Examination Report (Exhibits A & B) ; b.) Legal advice on Procurement Examination and Consulting Phase III (Exhibit C).	A	X	X	X	X	X	A
3.	M. Hogan S. Scully Adjourn at 7:29 p.m.	X	X	X	X	X	X	X

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



Minutes/March 27, 2023

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. Elizabeth Barnhardt
Mrs. Rebecca Blackburn Hines, Chair
Mr. Matt Hogan, Vice Chair
Mrs. Catherine Huddle
Mike Satterfield
Kevin Scully
Kimberly Snipes, Secretary
Dr. Akil Ross, Superintendent

The following staff were in attendance:

Mr. Michael Guilano, Director of Academic Intervention & Leadership Development
Dr. Michael Harris, Chief of Student Services and Planning Officer
Mrs. Anna Miller, Chief of Academics and Administration Officer (Absent)
Ms. Maddison Paul, Chief Financial Officer
Mrs. Amanda Taylor, Director of Communications
Dr. Tamara Turner, Chief Human Resources Officer (Absent)
Mr. Dave Weissman, Executive Director of Operations
Dr. Reggie Wicker, Director of Personnel

A livestream video link was provided to the public as a viewing option for the March 27, 2023, board meeting.

Chair Blackburn Hines called the regular meeting to order and gave welcoming remarks.

Mike Satterfield, 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 and update on District FOCUS: Strategic Plan update for 2022-2023 to 2026-2027; Miss Maddison Paul, Chief Financial Officer, presented updates on Monthly Financial (January) (Exhibit E) and FY 23-24 General Fund Budget Outlook; and Dr. Michael Harris gave an update on South Carolina Child ID Kits.

There was no public participation.

The Board presented for discussion:

- Discussion on Bond Resolutions for Spring Bond Issuance (Exhibit I)
- Discussion of Strategic Plan Amendments for 2022-23 to 2026-27 (Exhibit J)

Record of Voting

SCHOOL DISTRICT FIVE OF LEXINGTON AND RICHLAND COUNTIES

Meeting of March 27, 2023

	B A R N H A R D T	B L A C K B U R N H I N E S	H O G A N	H U D D L E	S A T T E R F I E L D	S C U L L Y	S N I P E S
1. M. Hogan S. Huddle Approve the agenda.	X	X	X	X	X	X	X
2. M. Hogan S. Huddle I make the motion to enter executive session to consider the following: a.) Selected employment items (Exhibit A) (Action); b.) 2023-2024 Reappointments (Exhibit B) (Action); c.) Selected Employment Items (Exhibit C) (Information Only); d.) Contractual matter regarding Professional Development Services (Exhibit D).	X	X	X	X	X	X	X
3. M. Hogan S. Scully I move that we approve the minutes of the March 13, 2023, board meeting.	X	X	X	X	X	X	X
4. M. Hogan S. Scully I move that we approve the selected employment items as shown in Exhibit A and 2023-2024 Reappointments shown in Exhibit B for action.	X	X	X	X	X	X	X
5. M. Huddle S. Barnhardt I move that we approve the professional development contract per Exhibit D with Kieschnick and Associates.	X	X	X	X	X	X	X

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

Meeting of March 27, 2023

	B A R N H A R D T	B L A C K B U R N H I N E S	H O G A N	H U D D L E	S A T T E R F I E L D	S C U L L Y	S N I P E S
6. M. Huddle S. Hogan I move that we approve Second and Final Reading of proposed revisions to Board Policy IE "Organization of Instruction" (Exhibit F).	X	X	X	X	X	X	X
7. M. Huddle S. Hogan I move that we approve Second and Final Reading of new Board Policy GCLE "Unencumbered Time" (Exhibit G).	X	X	X	X	X	X	X
8. M. Huddle S. Barnhardt I move that we approve the proposed revisions to the 2016-2021 Capital Projects per Exhibit H.	X	X	X	X	X	X	X
9. M. Snipes S. Hogan Adjourn at 9:12 p.m.	X	X	X	X	X	X	X

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MEMORANDUM

To: Members of the Board of Trustees

From: Maddison Paul,
Chief Financial Officer 

Date: April 20, 2023

Re: April 24, 2023 Board Meeting
Superintendent's Report
Monthly Financial Reports – February 2023

Attached for your information are the revenue and expenditure reports through February 2023.

Attachments

SCHOOL DISTRICT 5 OF LEXINGTON & RICHLAND COUNTIES
GENERAL FUND
MONTHLY REVENUE SUMMARY
FOR THE PERIOD ENDING FEBRUARY 28, 2023

	BUDGET	ACTUAL YEAR TO DATE	% Received	as of 2/28/2023
<u>LOCAL SOURCES</u>				
Property Taxes - Operations & Delinquent	74,006,640	66,890,366	90.38%	64,596,414
Property Taxes - Penalties & Interest	415,633	181,892	43.76%	160,717
Revenue in Lieu of Taxes (FILOT)	1,316,061	1,452,710	110.38%	1,300,428
Tuition - Out of District	5,000	275	5.50%	2,651
Rentals	120,000	80,568	67.14%	94,283
Medicaid	250,000	169,566	67.83%	165,677
Interest on Investments	350,000	878,484	251.00%	35,419
Other Local Revenue	285,000	437,128	153.38%	265,681
TOTAL - LOCAL SOURCES	76,748,334	70,090,989	91.33%	66,621,271
<u>STATE SOURCES</u>				
Education Finance Act (EFA)	68,404,055	45,639,713	66.72%	28,846,977
State Fringe Benefits	-	-		13,745,268
Retiree Health Insurance	6,179,835	3,924,179	63.50%	3,635,214
State Aid to Classrooms - Teacher Salary	-	-		1,975,529
Property Tax Relief - Tier I (1996: \$100,000)	10,580,071	9,522,064	90.00%	9,522,064
Homestead Exemption - Tier II (Seniors Age 65+)	1,758,200	-	0.00%	-
Homestead Exemption - Tier III - (Act 388)	34,332,638	17,166,319	50.00%	16,612,621
Merchant's Inventory Tax	213,955	160,466	75.00%	160,466
School Bus Drivers' Salaries/Fringes	1,482,722	735,643	49.61%	794,038
Manufacturer's Depr. Reimbursement & Motor Carrier	572,460	783,015	136.78%	255,980
PEBA Credits	1,190,410	1,192,418	100.17%	1,191,338
Other State Revenue	-	13,956		16,625
Teacher Step	-	-		-
TOTAL - STATE SOURCES	124,714,346	79,137,773	63.46%	76,756,120
<u>OTHER FINANCING SOURCES</u>				
E I A-State Aid to Classrooms	11,849,288	7,971,629	67.28%	3,667,325
Indirect Cost - Special Revenue Funds	400,000	184,380	46.09%	198,803
Sale of Fixed Assets	-	16,176		42,509
TOTAL OTHER FINANCING SOURCES	12,249,288	8,172,185	66.72%	3,908,637
<u>OPERATIONAL BALANCE TRANSFER</u>				
TOTAL REVENUES THROUGH 2/28/2023	\$ 213,711,968	\$ 157,400,947	73.65%	
TOTAL REVENUES THROUGH 2/28/2022	\$ 204,968,206	\$ 147,286,029	71.86%	

SCHOOL DISTRICT 5 OF LEXINGTON & RICHLAND COUNTIES
GENERAL FUND
MONTHLY EXPENDITURE SUMMARY
FOR THE PERIOD ENDING FEBRUARY 28, 2023

	ORIGINAL BUDGET	ADJUSTED BUDGET	ACTUAL YEAR TO DATE	% Expended	as of 2/28/2023
SALARIES AND FRINGE					
Instructional	\$ 119,240,477	\$ 119,389,290	\$ 67,895,347	56.87%	64,808,147
Support & Community Services	66,392,465	66,887,113	40,988,385	61.28%	39,458,625
Subtotal	185,632,942	186,276,403	108,883,732	58.45%	104,266,772
CONTRACTUAL SERVICES & Oth. Obj.					
Instructional	3,498,172	3,735,720	1,242,383	33.26%	1,931,514
Support & Community Services	13,515,274	13,439,326	8,226,590	61.21%	8,456,846
Subtotal	17,013,446	17,175,046	9,468,973	55.13%	10,388,361
SUPPLIES AND MATERIALS					
Instructional	1,650,829	1,964,943	1,256,363	63.94%	1,192,116
Support & Community Services	7,799,387	7,845,590	4,452,181	56.75%	4,174,495
Subtotal	9,450,216	9,810,533	5,708,543	58.19%	5,366,611
EQUIPMENT					
Instructional	440	7,440	6,900		5,422
Support & Community Services	96,649	154,649	649,934	420.26%	85,777
Subtotal	97,089	162,089	656,834	405.23%	91,199
TRANSFERS					
Pmts to Other Govt Entities-Per Proviso	20,000	20,000	38,107	190.54%	18,444
Food Service	267,897	267,897	-	0.00%	-
	287,897	287,897	38,107	13.24%	18,444
OPERATIONAL BALANCE					
TOTAL EXPENDITURES THROUGH 2/28/2023	\$ 212,481,590	\$ 213,711,968	\$ 124,756,190	58.38%	
TOTAL EXPENDITURES THROUGH 2/28/2022	\$ 201,694,166	\$ 204,968,206	\$ 120,131,387	58.61%	

School District Five of Lexington and Richland

Board Report Revenue

Fiscal Year: 2022-2023

From Date: 7/1/2022

To Date: 2/28/2023

☐ Include pre encumbrance

☒ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.000.0111001.0000.000	Ad Valorem Taxes - Lexington	(\$37,848,007.00)	\$0.00	(\$37,848,007.00)	(\$37,944,615.23)	(\$37,944,615.23)	\$96,608.23	\$0.00	\$96,608.23	-0.26%
100.000.0111002.0000.000	Ad Valorem Taxes - Richland	(\$19,438,832.00)	\$0.00	(\$19,438,832.00)	(\$17,797,693.17)	(\$17,797,693.17)	(\$1,641,138.83)	\$0.00	(\$1,641,138.83)	8.44%
100.000.0112001.0000.000	Vehicle Taxes - Lexington	(\$7,710,960.00)	\$0.00	(\$7,710,960.00)	(\$5,433,886.16)	(\$5,433,886.16)	(\$2,277,073.84)	\$0.00	(\$2,277,073.84)	29.53%
100.000.0112002.0000.000	Vehicle Taxes - Richland	(\$7,200,512.00)	\$0.00	(\$7,200,512.00)	(\$4,996,921.42)	(\$4,996,921.42)	(\$2,203,590.58)	\$0.00	(\$2,203,590.58)	30.60%
100.000.0113001.0000.000	Delinquent Taxes - Lexington	(\$963,839.00)	\$0.00	(\$963,839.00)	(\$355,794.52)	(\$355,794.52)	(\$608,044.48)	\$0.00	(\$608,044.48)	63.09%
100.000.0113002.0000.000	Delinquent Taxes - Richland	(\$844,490.00)	\$0.00	(\$844,490.00)	(\$361,455.13)	(\$361,455.13)	(\$483,034.87)	\$0.00	(\$483,034.87)	57.20%
100.000.0114001.0000.000	Penalties & Interest on Taxes - Lexington	(\$298,185.00)	\$0.00	(\$298,185.00)	(\$89,984.57)	(\$89,984.57)	(\$208,200.43)	\$0.00	(\$208,200.43)	69.82%
100.000.0114002.0000.000	Penalties & Interest on Taxes - Richland	(\$117,448.00)	\$0.00	(\$117,448.00)	(\$91,907.68)	(\$91,907.68)	(\$25,540.32)	\$0.00	(\$25,540.32)	21.75%
100.000.0115001.0000.000	Sales & Use Tax Credit - Lexington	\$0.00	\$0.00	\$0.00	(\$566.54)	(\$566.54)	\$566.54	\$0.00	\$566.54	0.00%
100.000.0115002.0000.000	Sales & Use Tax Credit - Richland	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0128001.0000.000	Revenue in Lieu of Taxes - Lexington	(\$1,316,061.00)	\$0.00	(\$1,316,061.00)	(\$1,452,709.85)	(\$1,452,709.85)	\$136,648.85	\$0.00	\$136,648.85	-10.38%
100.000.0128002.0000.000	Revenue in Lieu of Taxes - Richland	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0131000.0000.000	Student Tuition Out of District	(\$5,000.00)	\$0.00	(\$5,000.00)	(\$275.00)	(\$275.00)	(\$4,725.00)	\$0.00	(\$4,725.00)	94.50%
100.000.0132000.0000.000	Tuition from Other LEAs for Regular Day School	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0151000.0000.000	Interest on Investments	(\$50,000.00)	(\$300,000.00)	(\$350,000.00)	(\$767,008.53)	(\$767,008.53)	\$417,008.53	\$0.00	\$417,008.53	-119.15%
100.000.0151001.0000.000	Interest - Lexington	\$0.00	\$0.00	\$0.00	(\$111,461.48)	(\$111,461.48)	\$111,461.48	\$0.00	\$111,461.48	0.00%
100.000.0151002.0000.000	Interest - Richland County	\$0.00	\$0.00	\$0.00	(\$14.29)	(\$14.29)	\$14.29	\$0.00	\$14.29	0.00%
100.000.0174000.0000.000	Student Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0190000.0000.000	Other Revenues from Local Sources	\$0.00	\$0.00	\$0.00	(\$53,095.22)	(\$53,095.22)	\$53,095.22	\$0.00	\$53,095.22	0.00%
100.000.0191000.0000.000	Rentals	(\$120,000.00)	\$0.00	(\$120,000.00)	(\$80,568.35)	(\$80,568.35)	(\$39,431.65)	\$0.00	(\$39,431.65)	32.86%
100.000.0192000.0000.000	Private Donations	\$0.00	\$0.00	\$0.00	(\$250.00)	(\$250.00)	\$250.00	\$0.00	\$250.00	0.00%
100.000.0193000.0000.000	Medicaid	(\$150,000.00)	(\$100,000.00)	(\$250,000.00)	(\$169,565.53)	(\$169,565.53)	(\$80,434.47)	\$0.00	(\$80,434.47)	32.17%
100.000.0195000.0000.000	Refund of Prior Year	(\$45,000.00)	\$0.00	(\$45,000.00)	(\$988.76)	(\$988.76)	(\$44,011.24)	\$0.00	(\$44,011.24)	97.80%
100.000.0196000.0000.000	Printing Revenue	\$0.00	\$0.00	\$0.00	(\$18,005.18)	(\$18,005.18)	\$18,005.18	\$0.00	\$18,005.18	0.00%
100.000.0199200.0000.000	E-Rate Revenue	\$0.00	\$0.00	\$0.00	(\$301,633.44)	(\$301,633.44)	\$301,633.44	\$0.00	\$301,633.44	0.00%
100.000.0199300.0000.000	Insurance Proceeds	\$0.00	\$0.00	\$0.00	(\$27,578.70)	(\$27,578.70)	\$27,578.70	\$0.00	\$27,578.70	0.00%
100.000.0199400.0000.000	Receipt of Legal Settlements	\$0.00	\$0.00	\$0.00	(\$210.77)	(\$210.77)	\$210.77	\$0.00	\$210.77	0.00%
100.000.0199900.0000.000	Other Local Revenue	(\$240,000.00)	\$0.00	(\$240,000.00)	(\$34,799.46)	(\$34,799.46)	(\$205,200.54)	\$0.00	(\$205,200.54)	85.50%
100.000.0199901.0000.000	Other Local Revenue - Lexington	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0199902.0000.000	Other Local Revenue - Richland	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0199990.0000.000	Operational Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0199999.0000.000	Operational Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0310300.0000.000	STATE AID TO CLASSROOMS	\$0.00	(\$68,404,055.00)	(\$68,404,055.00)	(\$45,639,712.76)	(\$45,639,712.76)	(\$22,764,342.24)	\$0.00	(\$22,764,342.24)	33.28%
100.000.0313100.0000.000	SP Contracts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%

School District Five of Lexington and Richland

Board Report Revenue

Fiscal Year: 2022-2023

From Date: 7/1/2022

To Date: 2/28/2023

☐ Include pre encumbrance

☒ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.000.0313200.0000.000	Home Schooling	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0316000.0000.000	School Bus Driver Salary	(\$1,418,222.00)	\$0.00	(\$1,418,222.00)	(\$675,988.24)	(\$675,988.24)	(\$742,233.76)	\$0.00	(\$742,233.76)	52.34%
100.000.0316100.0000.000	EAA Bus Driver Salary and Fringe	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0316200.0000.000	Workers Compensation School Bus Drivers	(\$64,500.00)	\$0.00	(\$64,500.00)	(\$59,654.87)	(\$59,654.87)	(\$4,845.13)	\$0.00	(\$4,845.13)	7.51%
100.000.0318000.0000.000	State Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0318100.0000.000	Retiree Health Insurance	(\$6,179,835.00)	\$0.00	(\$6,179,835.00)	(\$3,924,179.30)	(\$3,924,179.30)	(\$2,255,655.70)	\$0.00	(\$2,255,655.70)	36.50%
100.000.0318600.0000.000	State Aid to Classroom - Teacher Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0319900.0000.000	State Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0331000.0000.000	EFA Full Time Programs	(\$80,098,733.00)	\$80,098,733.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0331100.0000.000	EFA - Kindergarten	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0331200.0000.000	EFA - Primary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0331300.0000.000	EFA - Elementary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0331400.0000.000	EFA - High School	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0331500.0000.000	EFA - Trainable Mentally Handicapped	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0331600.0000.000	EFA - Speech Handicapped	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0331700.0000.000	EFA - Homebound	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0332100.0000.000	EFA - Emotionally Handicapped	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0332200.0000.000	EFA - Educable Mentally Handicapped	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0332300.0000.000	EFA - Learning Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0332400.0000.000	EFA - Hearing Handicapped	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0332500.0000.000	EFA - Visually Handicapped	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0332600.0000.000	EFA - Orthopedically Handicapped	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0332700.0000.000	EFA - Vocational	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0333100.0000.000	EFA - Autism	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0333200.0000.000	EFA - Gifted and Talented Education Pupils	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0333400.0000.000	EFA - Limited English Proficiency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0335100.0000.000	EFA - Academic Assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0335200.0000.000	EFA - Pupils in Poverty	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0335300.0000.000	EFA - DUAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0337500.0000.000	EFA Education Foundation Supplement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0339200.0000.000	EFA - NBC Excess EFA Formula	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0381000.0000.000	Local Property Tax Relief (Tier 1)	(\$10,580,071.00)	\$0.00	(\$10,580,071.00)	(\$9,522,063.94)	(\$9,522,063.94)	(\$1,058,007.06)	\$0.00	(\$1,058,007.06)	10.00%
100.000.0381002.0000.000	Local Property Tax Relief (Tier 1) - Richland	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0382000.0000.000	Homestead Exemption (Tier 2)	(\$1,758,200.00)	\$0.00	(\$1,758,200.00)	\$0.00	\$0.00	(\$1,758,200.00)	\$0.00	(\$1,758,200.00)	100.00%

School District Five of Lexington and Richland

Board Report Revenue

Fiscal Year: 2022-2023

From Date: 7/1/2022

To Date: 2/28/2023

☐ Include pre encumbrance

☒ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.000.0382002.0000.000	Homestead Exemption (Tier 2) - Richland	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0382500.0000.000	Property Tax Relief - Tier 3	(\$33,956,870.00)	(\$375,768.00)	(\$34,332,638.00)	(\$17,166,319.00)	(\$17,166,319.00)	(\$17,166,319.00)	\$0.00	(\$17,166,319.00)	50.00%
100.000.0383001.0000.000	Merchants Inventory Tax - Lexington	(\$194,013.00)	\$0.00	(\$194,013.00)	(\$147,660.60)	(\$147,660.60)	(\$46,352.40)	\$0.00	(\$46,352.40)	23.89%
100.000.0383002.0000.000	Merchants Inventory Tax - Richland	(\$19,942.00)	\$0.00	(\$19,942.00)	(\$12,805.74)	(\$12,805.74)	(\$7,136.26)	\$0.00	(\$7,136.26)	35.79%
100.000.0384001.0000.000	Manufacturers Depr. Reimbursement - Lexington	(\$296,231.00)	\$0.00	(\$296,231.00)	(\$406,328.33)	(\$406,328.33)	\$110,097.33	\$0.00	\$110,097.33	-37.17%
100.000.0384002.0000.000	Manufacturers Depr. Reimbursement - Richland	\$0.00	\$0.00	\$0.00	(\$128,350.99)	(\$128,350.99)	\$128,350.99	\$0.00	\$128,350.99	0.00%
100.000.0389001.0000.000	Motor Carrier Vehicle Tax - Lexington	(\$211,525.00)	\$0.00	(\$211,525.00)	(\$172,419.61)	(\$172,419.61)	(\$39,105.39)	\$0.00	(\$39,105.39)	18.49%
100.000.0389002.0000.000	Motor Carrier Vehicle Tax - Richland	(\$64,704.00)	\$0.00	(\$64,704.00)	(\$75,915.94)	(\$75,915.94)	\$11,211.94	\$0.00	\$11,211.94	-17.33%
100.000.0390000.0000.000	Other State Revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0399000.0000.000	Revenue from Other State Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0399200.0000.000	State Forest Commission Revenue	\$0.00	\$0.00	\$0.00	(\$13,955.67)	(\$13,955.67)	\$13,955.67	\$0.00	\$13,955.67	0.00%
100.000.0399300.0000.000	PEBA On-behalf Payments	(\$1,190,410.00)	\$0.00	(\$1,190,410.00)	(\$1,192,417.98)	(\$1,192,417.98)	\$2,007.98	\$0.00	\$2,007.98	-0.17%
100.000.0399900.0000.000	Revenue from Other State Agency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0499000.0000.000	Other Federal Revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0500000.0000.000	Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0520000.0000.000	Interfund Transfers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0521000.0000.000	Transfer from General Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0522000.0000.000	Transfer from Special Revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0523000.0000.000	Transfer from EIA	\$0.00	(\$11,849,288.00)	(\$11,849,288.00)	(\$7,971,629.43)	(\$7,971,629.43)	(\$3,877,658.57)	\$0.00	(\$3,877,658.57)	32.72%
100.000.0525000.0000.000	Transfer from Building Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0527000.0000.000	Transfer from Pupil Activity	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.000.0528000.0000.000	Transfer of Indirect Cost	(\$100,000.00)	(\$300,000.00)	(\$400,000.00)	(\$184,379.97)	(\$184,379.97)	(\$215,620.03)	\$0.00	(\$215,620.03)	53.91%
100.000.0530000.0000.000	Sale of Fixed Assets	\$0.00	\$0.00	\$0.00	(\$16,175.67)	(\$16,175.67)	\$16,175.67	\$0.00	\$16,175.67	0.00%
	FUND: General Fund - 100	(\$212,481,590.00)	(\$1,230,378.00)	(\$213,711,968.00)	(\$157,400,947.02)	(\$157,400,947.02)	(\$56,311,020.98)	\$0.00	(\$56,311,020.98)	26.35%
Grand Total:		(\$212,481,590.00)	(\$1,230,378.00)	(\$213,711,968.00)	(\$157,400,947.02)	(\$157,400,947.02)	(\$56,311,020.98)	\$0.00	(\$56,311,020.98)	26.35%

End of Report

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2022-2023

From Date: 7/1/2022

To Date: 2/28/2023

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.111.1000000.0000.000	Salaries	\$4,924,704.00	\$0.00	\$4,924,704.00	\$2,782,071.88	\$2,782,071.88	\$2,142,632.12	\$2,257,093.03	(\$114,460.91)	-2.32%
100.111.2000000.0000.000	Employee Benefits	\$2,414,734.00	(\$14,538.00)	\$2,400,196.00	\$1,360,129.01	\$1,360,129.01	\$1,040,066.99	\$1,196,120.58	(\$156,053.59)	-6.50%
100.111.3000000.0000.000	Purchased Services	\$55,640.00	\$0.00	\$55,640.00	\$223,987.38	\$223,987.38	(\$168,347.38)	\$0.00	(\$168,347.38)	-302.57%
100.111.4000000.0000.000	Supplies and Materials	\$43,614.00	\$16,731.90	\$60,345.90	\$39,236.75	\$39,236.75	\$21,109.15	(\$2,372.55)	\$23,481.70	38.91%
	FUNCTION: Kindergarten Programs - 111	\$7,438,692.00	\$2,193.90	\$7,440,885.90	\$4,405,425.02	\$4,405,425.02	\$3,035,460.88	\$3,450,841.06	(\$415,380.18)	-5.58%
100.112.1000000.0000.000	Salaries	\$14,337,596.00	\$184,413.00	\$14,522,009.00	\$8,099,749.08	\$8,099,749.08	\$6,422,259.92	\$6,508,079.72	(\$85,819.80)	-0.59%
100.112.2000000.0000.000	Employee Benefits	\$6,497,026.00	\$20,563.80	\$6,517,589.80	\$3,645,793.84	\$3,645,793.84	\$2,871,795.96	\$3,135,382.76	(\$263,586.80)	-4.04%
100.112.3000000.0000.000	Purchased Services	\$136,263.00	\$0.00	\$136,263.00	\$188,042.38	\$188,042.38	(\$51,779.38)	\$0.00	(\$51,779.38)	-38.00%
100.112.4000000.0000.000	Supplies and Materials	\$213,052.00	\$51,910.00	\$264,962.00	\$161,947.04	\$161,947.04	\$103,014.96	(\$2,495.45)	\$105,510.41	39.82%
100.112.6000000.0000.000	Other Objects	\$0.00	\$3,299.50	\$3,299.50	\$3,299.50	\$3,299.50	\$0.00	\$0.00	\$0.00	0.00%
	FUNCTION: Primary Programs - 112	\$21,183,937.00	\$260,186.30	\$21,444,123.30	\$12,098,831.84	\$12,098,831.84	\$9,345,291.46	\$9,640,967.03	(\$295,675.57)	-1.38%
100.113.1000000.0000.000	Salaries	\$24,719,297.00	\$0.00	\$24,719,297.00	\$13,707,266.05	\$13,707,266.05	\$11,012,030.95	\$11,075,542.00	(\$63,511.05)	-0.26%
100.113.2000000.0000.000	Employee Benefits	\$10,345,990.00	(\$92,756.00)	\$10,253,234.00	\$6,134,777.98	\$6,134,777.98	\$4,118,456.02	\$5,264,192.48	(\$1,145,736.46)	-11.17%
100.113.3000000.0000.000	Purchased Services	\$182,151.00	\$0.00	\$182,151.00	\$288,170.99	\$288,170.99	(\$106,019.99)	\$30.00	(\$106,049.99)	-58.22%
100.113.4000000.0000.000	Supplies and Materials	\$391,917.00	\$88,033.25	\$479,950.25	\$306,781.82	\$306,781.82	\$173,168.43	(\$16,172.91)	\$189,341.34	39.45%
100.113.6000000.0000.000	Other Objects	\$0.00	\$8,299.50	\$8,299.50	\$8,299.50	\$8,299.50	\$0.00	\$0.00	\$0.00	0.00%
	FUNCTION: Elementary Programs - 113	\$35,639,355.00	\$3,576.75	\$35,642,931.75	\$20,445,296.34	\$20,445,296.34	\$15,197,635.41	\$16,323,591.57	(\$1,125,956.16)	-3.16%
100.114.1000000.0000.000	Salaries	\$19,688,552.00	(\$119,314.00)	\$19,569,238.00	\$11,043,498.70	\$11,043,498.70	\$8,525,739.30	\$8,889,528.03	(\$363,788.73)	-1.86%
100.114.2000000.0000.000	Employee Benefits	\$7,986,576.00	\$8,329.49	\$7,994,905.49	\$4,745,425.61	\$4,745,425.61	\$3,249,479.88	\$4,055,868.97	(\$806,389.09)	-10.09%
100.114.3000000.0000.000	Purchased Services	\$285,312.00	\$0.00	\$285,312.00	\$248,604.90	\$248,604.90	\$36,707.10	\$47,317.36	(\$10,610.26)	-3.72%
100.114.4000000.0000.000	Supplies and Materials	\$554,466.00	\$142,559.20	\$697,025.20	\$406,246.21	\$406,246.21	\$290,778.99	\$33,087.35	\$257,691.64	36.97%
100.114.5000000.0000.000	Capital Outlay	\$0.00	\$7,000.00	\$7,000.00	\$6,900.43	\$6,900.43	\$99.57	\$7,820.74	(\$7,721.17)	-110.30%
100.114.6000000.0000.000	Other Objects	\$0.00	\$2,500.00	\$2,500.00	\$4,287.99	\$4,287.99	(\$1,787.99)	\$0.00	(\$1,787.99)	-71.52%
	FUNCTION: High School Programs - 114	\$28,514,906.00	\$41,074.69	\$28,555,980.69	\$16,454,963.84	\$16,454,963.84	\$12,101,016.85	\$13,033,622.45	(\$932,605.60)	-3.27%
100.115.1000000.0000.000	Salaries	\$2,903,401.00	\$0.00	\$2,903,401.00	\$1,664,605.15	\$1,664,605.15	\$1,238,795.85	\$1,271,481.74	(\$32,685.89)	-1.13%
100.115.2000000.0000.000	Employee Benefits	\$1,252,695.00	(\$14,362.00)	\$1,238,333.00	\$716,990.17	\$716,990.17	\$521,342.83	\$574,727.79	(\$53,384.96)	-4.31%
100.115.3000000.0000.000	Purchased Services	\$28,888.00	(\$16,888.00)	\$12,000.00	\$37,020.96	\$37,020.96	(\$25,020.96)	\$5,468.25	(\$30,489.21)	-254.08%
100.115.4000000.0000.000	Supplies and Materials	\$93,750.00	\$31,250.00	\$125,000.00	\$108,253.82	\$108,253.82	\$16,746.18	\$3,361.44	\$13,384.74	10.71%
	FUNCTION: Career and Technology Education (Vocational) Prog - 115	\$4,278,734.00	\$0.00	\$4,278,734.00	\$2,526,870.10	\$2,526,870.10	\$1,751,863.90	\$1,855,039.22	(\$103,175.32)	-2.41%
100.118.1000000.0000.000	Salaries	\$307,492.00	\$0.00	\$307,492.00	\$208,571.53	\$208,571.53	\$98,920.47	\$167,108.90	(\$68,188.43)	-22.18%
100.118.2000000.0000.000	Employee Benefits	\$173,602.00	\$0.00	\$173,602.00	\$109,644.49	\$109,644.49	\$63,957.51	\$95,542.40	(\$31,584.89)	-18.19%
100.118.3000000.0000.000	Purchased Services	\$1,563.00	\$0.00	\$1,563.00	\$1,287.33	\$1,287.33	\$275.67	\$0.00	\$275.67	17.64%
100.118.4000000.0000.000	Supplies and Materials	\$750.00	\$0.00	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2022-2023

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

From Date: 7/1/2022

To Date: 2/28/2023

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
FUNCTION: Montessori Programs - 118		\$483,407.00	\$0.00	\$483,407.00	\$319,503.35	\$319,503.35	\$163,903.65	\$262,651.30	(\$98,747.65)	-20.43%
100.121.1000000.0000.000	Salaries	\$2,112,449.00	\$68,923.00	\$2,181,372.00	\$1,472,209.71	\$1,472,209.71	\$709,162.29	\$1,131,002.57	(\$421,840.28)	-19.34%
100.121.2000000.0000.000	Employee Benefits	\$912,496.00	\$27,569.00	\$940,065.00	\$622,771.39	\$622,771.39	\$317,293.61	\$507,399.70	(\$190,106.09)	-20.22%
100.121.3000000.0000.000	Purchased Services	\$125,000.00	\$0.00	\$125,000.00	\$26,122.99	\$26,122.99	\$98,877.01	\$0.00	\$98,877.01	79.10%
100.121.4000000.0000.000	Supplies and Materials	\$1,937.00	(\$151.95)	\$1,785.05	\$55,251.92	\$55,251.92	(\$53,466.87)	\$8,245.29	(\$61,712.16)	-3457.17%
FUNCTION: Educable Mentally Handicapped - 121		\$3,151,882.00	\$96,340.05	\$3,248,222.05	\$2,176,356.01	\$2,176,356.01	\$1,071,866.04	\$1,646,647.56	(\$574,781.52)	-17.70%
100.122.1000000.0000.000	Salaries	\$465,214.00	\$0.00	\$465,214.00	\$274,880.03	\$274,880.03	\$190,333.97	\$212,946.08	(\$22,612.11)	-4.86%
100.122.2000000.0000.000	Employee Benefits	\$188,970.00	(\$7,500.00)	\$181,470.00	\$120,827.26	\$120,827.26	\$60,642.74	\$103,214.87	(\$42,572.13)	-23.46%
100.122.3000000.0000.000	Purchased Services	\$750.00	\$0.00	\$750.00	\$2,562.76	\$2,562.76	(\$1,812.76)	\$0.00	(\$1,812.76)	-241.70%
100.122.4000000.0000.000	Supplies and Materials	\$1,998.00	(\$72.30)	\$1,925.70	\$3,447.25	\$3,447.25	(\$1,521.55)	\$0.00	(\$1,521.55)	-79.01%
100.122.6000000.0000.000	Other Objects	\$0.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	0.00%
FUNCTION: Trainable Mentally Handicapped - 122		\$656,932.00	(\$5,072.30)	\$651,859.70	\$404,217.30	\$404,217.30	\$247,642.40	\$316,160.95	(\$68,518.55)	-10.51%
100.123.3000000.0000.000	Purchased Services	\$150.00	\$0.00	\$150.00	\$0.00	\$0.00	\$150.00	\$0.00	\$150.00	100.00%
100.123.4000000.0000.000	Supplies and Materials	\$2,200.00	(\$374.95)	\$1,825.05	\$595.10	\$595.10	\$1,229.95	\$0.00	\$1,229.95	67.39%
FUNCTION: Orthopedically Handicapped - 123		\$2,350.00	(\$374.95)	\$1,975.05	\$595.10	\$595.10	\$1,379.95	\$0.00	\$1,379.95	69.87%
100.124.1000000.0000.000	Salaries	\$74,242.00	\$0.00	\$74,242.00	\$36,393.54	\$36,393.54	\$37,848.46	\$29,948.46	\$7,900.00	10.64%
100.124.2000000.0000.000	Employee Benefits	\$30,335.00	\$0.00	\$30,335.00	\$14,150.86	\$14,150.86	\$16,184.14	\$12,110.54	\$4,073.60	13.43%
100.124.4000000.0000.000	Supplies and Materials	\$2,020.00	\$153.95	\$2,173.95	\$231.53	\$231.53	\$1,942.42	\$0.00	\$1,942.42	89.35%
FUNCTION: Visually Handicapped - 124		\$106,597.00	\$153.95	\$106,750.95	\$50,775.93	\$50,775.93	\$55,975.02	\$42,059.00	\$13,916.02	13.04%
100.125.1000000.0000.000	Salaries	\$264,827.00	\$0.00	\$264,827.00	\$139,727.21	\$139,727.21	\$125,099.79	\$113,999.78	\$11,100.01	4.19%
100.125.2000000.0000.000	Employee Benefits	\$111,139.00	\$0.00	\$111,139.00	\$60,641.32	\$60,641.32	\$50,497.68	\$52,473.36	(\$1,975.68)	-1.78%
100.125.3000000.0000.000	Purchased Services	\$68,500.00	\$0.00	\$68,500.00	\$90,807.01	\$90,807.01	(\$22,307.01)	\$42,348.99	(\$64,656.00)	-94.39%
100.125.4000000.0000.000	Supplies and Materials	\$4,037.00	(\$230.45)	\$3,806.55	\$618.89	\$618.89	\$3,187.66	(\$111.84)	\$3,299.50	86.68%
FUNCTION: Hearing Handicapped - 125		\$448,503.00	(\$230.45)	\$448,272.55	\$291,794.43	\$291,794.43	\$156,478.12	\$208,710.29	(\$52,232.17)	-11.65%
100.126.1000000.0000.000	Salaries	\$1,773,716.00	\$0.00	\$1,773,716.00	\$1,069,560.73	\$1,069,560.73	\$704,155.27	\$868,641.26	(\$164,485.99)	-9.27%
100.126.2000000.0000.000	Employee Benefits	\$744,068.00	\$0.00	\$744,068.00	\$466,187.24	\$466,187.24	\$277,880.76	\$403,591.73	(\$125,710.97)	-16.90%
100.126.3000000.0000.000	Purchased Services	\$431,815.00	\$0.00	\$431,815.00	\$0.00	\$0.00	\$431,815.00	\$0.00	\$431,815.00	100.00%
100.126.4000000.0000.000	Supplies and Materials	\$90,395.00	\$8,677.35	\$99,072.35	\$41,669.15	\$41,669.15	\$57,403.20	(\$4,609.15)	\$62,012.35	62.59%
FUNCTION: Speech Handicapped - 126		\$3,039,994.00	\$8,677.35	\$3,048,671.35	\$1,577,417.12	\$1,577,417.12	\$1,471,254.23	\$1,267,623.84	\$203,630.39	6.68%
100.127.1000000.0000.000	Salaries	\$4,130,498.00	\$62,489.00	\$4,192,987.00	\$2,398,379.08	\$2,398,379.08	\$1,794,607.92	\$1,890,838.06	(\$96,230.14)	-2.30%
100.127.2000000.0000.000	Employee Benefits	\$1,707,325.00	\$24,996.00	\$1,732,321.00	\$1,058,579.36	\$1,058,579.36	\$673,741.64	\$891,237.04	(\$217,495.40)	-12.56%
100.127.3000000.0000.000	Purchased Services	\$48,790.00	\$0.00	\$48,790.00	\$12,877.69	\$12,877.69	\$35,912.31	\$0.00	\$35,912.31	73.61%

School District Five of Lexington and Richland

Board Report Expenditures

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☐ Include pre encumbrance

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☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.127.4000000.0000.000	Supplies and Materials	\$117,354.00	(\$2,523.50)	\$114,830.50	\$92,209.25	\$92,209.25	\$22,621.25	(\$745.28)	\$23,366.53	20.35%
100.127.6000000.0000.000	Other Objects	\$0.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	0.00%
	FUNCTION: Learning Disabilities - 127	\$6,003,967.00	\$89,961.50	\$6,093,928.50	\$3,567,045.38	\$3,567,045.38	\$2,526,883.12	\$2,781,329.82	(\$254,446.70)	-4.18%
100.128.1000000.0000.000	Salaries	\$627,308.00	\$0.00	\$627,308.00	\$246,498.19	\$246,498.19	\$380,809.81	\$198,431.07	\$182,378.74	29.07%
100.128.2000000.0000.000	Employee Benefits	\$300,165.00	\$0.00	\$300,165.00	\$109,596.25	\$109,596.25	\$190,568.75	\$95,071.72	\$95,497.03	31.81%
100.128.3000000.0000.000	Purchased Services	\$6,500.00	\$0.00	\$6,500.00	\$2,631.60	\$2,631.60	\$3,868.40	\$0.00	\$3,868.40	59.51%
100.128.4000000.0000.000	Supplies and Materials	\$3,951.00	\$84.85	\$4,035.85	\$3,288.21	\$3,288.21	\$747.64	(\$449.12)	\$1,196.76	29.65%
	FUNCTION: Emotionally Handicapped - 128	\$937,924.00	\$84.85	\$938,008.85	\$362,014.25	\$362,014.25	\$575,994.60	\$293,053.67	\$282,940.93	30.16%
100.129.1000000.0000.000	Salaries	\$644,741.00	\$0.00	\$644,741.00	\$435,756.72	\$435,756.72	\$208,984.28	\$319,724.80	(\$110,740.52)	-17.18%
100.129.2000000.0000.000	Employee Benefits	\$300,081.00	\$0.00	\$300,081.00	\$196,061.21	\$196,061.21	\$104,019.79	\$152,651.73	(\$48,631.94)	-16.21%
100.129.3000000.0000.000	Purchased Services	\$6,918.00	\$0.00	\$6,918.00	\$0.00	\$0.00	\$6,918.00	\$0.00	\$6,918.00	100.00%
100.129.4000000.0000.000	Supplies and Materials	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
	FUNCTION: Coordinated Early Intervening Services (CEIS) - 129	\$953,240.00	\$0.00	\$953,240.00	\$631,817.93	\$631,817.93	\$321,422.07	\$472,376.53	(\$150,954.46)	-15.84%
100.135.1000000.0000.000	Salaries	\$2,500.00	\$0.00	\$2,500.00	\$1,300.00	\$1,300.00	\$1,200.00	\$0.00	\$1,200.00	48.00%
100.135.2000000.0000.000	Employee Benefits	\$200.00	\$0.00	\$200.00	\$104.98	\$104.98	\$95.02	\$0.00	\$95.02	47.51%
100.135.4000000.0000.000	Supplies and Materials	\$100.00	\$0.00	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
	JUNCTION: Preschool Handicapped Speech (3 and 4 year olds) - 135	\$2,800.00	\$0.00	\$2,800.00	\$1,404.98	\$1,404.98	\$1,395.02	\$0.00	\$1,395.02	49.82%
100.136.1000000.0000.000	Salaries	\$7,940.00	\$0.00	\$7,940.00	\$2,364.68	\$2,364.68	\$5,575.32	\$1,607.07	\$3,968.25	49.98%
100.136.2000000.0000.000	Employee Benefits	\$2,536.00	\$0.00	\$2,536.00	\$1,226.51	\$1,226.51	\$1,309.49	\$740.01	\$569.48	22.46%
100.136.3000000.0000.000	Purchased Services	\$750.00	\$0.00	\$750.00	\$35,553.00	\$35,553.00	(\$34,803.00)	\$0.00	(\$34,803.00)	-4840.40%
100.136.4000000.0000.000	Supplies and Materials	\$400.00	\$0.00	\$400.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00	100.00%
	FUNCTION: Preschool Handicapped Itinerant (3 and 4 yr olds) - 136	\$11,626.00	\$0.00	\$11,626.00	\$39,144.19	\$39,144.19	(\$27,518.19)	\$2,347.08	(\$29,865.27)	-256.88%
100.137.1000000.0000.000	Salaries	\$1,118,233.00	\$0.00	\$1,118,233.00	\$615,611.90	\$615,611.90	\$502,621.10	\$490,038.13	\$12,582.97	1.13%
100.137.2000000.0000.000	Employee Benefits	\$526,651.00	\$0.00	\$526,651.00	\$287,540.51	\$287,540.51	\$239,110.49	\$245,465.89	(\$6,355.40)	-1.21%
100.137.3000000.0000.000	Purchased Services	\$30,474.00	\$0.00	\$30,474.00	\$6,215.55	\$6,215.55	\$24,258.45	\$0.00	\$24,258.45	79.60%
100.137.4000000.0000.000	Supplies and Materials	\$540.00	\$0.00	\$540.00	\$0.00	\$0.00	\$540.00	\$0.00	\$540.00	100.00%
	JUNCTION: Preschool Handicapped Self Contained (3 & 4 yr old) - 137	\$1,675,898.00	\$0.00	\$1,675,898.00	\$909,367.96	\$909,367.96	\$766,530.04	\$735,504.02	\$31,026.02	1.85%
100.138.1000000.0000.000	Salaries	\$2,390.00	\$0.00	\$2,390.00	\$1,125.47	\$1,125.47	\$1,264.53	\$591.20	\$673.33	28.17%
100.138.2000000.0000.000	Employee Benefits	\$1,036.00	\$0.00	\$1,036.00	\$476.56	\$476.56	\$559.44	\$60.92	\$498.52	48.12%
	JUNCTION: Preschool Handicapped Homebased (3 & 4 yr olds) - 138	\$3,426.00	\$0.00	\$3,426.00	\$1,602.03	\$1,602.03	\$1,823.97	\$652.12	\$1,171.85	34.20%
100.139.1000000.0000.000	Salaries	\$1,145,599.00	\$0.00	\$1,145,599.00	\$604,408.32	\$604,408.32	\$541,190.68	\$466,002.27	\$75,188.41	6.56%
100.139.2000000.0000.000	Employee Benefits	\$524,703.00	\$0.00	\$524,703.00	\$285,749.79	\$285,749.79	\$238,953.21	\$240,699.90	(\$1,746.69)	-0.33%

School District Five of Lexington and Richland

Board Report Expenditures

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.139.3000000.0000.000	Purchased Services	\$26,258.00	(\$3,400.00)	\$22,858.00	\$13,575.66	\$13,575.66	\$9,282.34	\$2,190.50	\$7,091.84	31.03%
100.139.4000000.0000.000	Supplies and Materials	\$21,851.00	\$3,400.00	\$25,251.00	\$20,861.18	\$20,861.18	\$4,389.82	(\$547.38)	\$4,937.20	19.55%
100.139.6000000.0000.000	Other Objects	\$3,500.00	\$0.00	\$3,500.00	\$424.00	\$424.00	\$3,076.00	\$0.00	\$3,076.00	87.88%
FUNCTION: Early Childhood Programs - 139		\$1,721,911.00	\$0.00	\$1,721,911.00	\$925,018.95	\$925,018.95	\$796,892.05	\$708,345.29	\$88,546.76	5.14%
100.141.1000000.0000.000	Salaries	\$1,114,330.00	\$0.00	\$1,114,330.00	\$551,099.58	\$551,099.58	\$563,230.42	\$452,114.29	\$111,116.13	9.97%
100.141.2000000.0000.000	Employee Benefits	\$494,745.00	\$0.00	\$494,745.00	\$236,600.62	\$236,600.62	\$258,144.38	\$207,738.64	\$50,405.74	10.19%
100.141.3000000.0000.000	Purchased Services	\$6,650.00	\$100.00	\$6,750.00	\$5,343.93	\$5,343.93	\$1,406.07	\$0.00	\$1,406.07	20.83%
100.141.4000000.0000.000	Supplies and Materials	\$12,725.00	(\$469.00)	\$12,256.00	\$2,479.29	\$2,479.29	\$9,776.71	\$25.00	\$9,751.71	79.57%
100.141.6000000.0000.000	Other Objects	\$0.00	\$369.00	\$369.00	\$369.00	\$369.00	\$0.00	\$0.00	\$0.00	0.00%
FUNCTION: Gifted and Talented Academic - 141		\$1,628,450.00	\$0.00	\$1,628,450.00	\$795,892.42	\$795,892.42	\$832,557.58	\$659,877.93	\$172,679.65	10.60%
100.143.1000000.0000.000	Salaries	\$254,537.00	\$0.00	\$254,537.00	\$110,199.37	\$110,199.37	\$144,337.63	\$90,986.53	\$53,351.10	20.96%
100.143.2000000.0000.000	Employee Benefits	\$110,435.00	\$0.00	\$110,435.00	\$45,273.34	\$45,273.34	\$65,161.66	\$39,140.71	\$26,020.95	23.56%
100.143.3000000.0000.000	Purchased Services	\$750.00	\$0.00	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
100.143.4000000.0000.000	Supplies and Materials	\$250.00	\$0.00	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
FUNCTION: Advanced Placement - 143		\$365,972.00	\$0.00	\$365,972.00	\$155,472.71	\$155,472.71	\$210,499.29	\$130,127.24	\$80,372.05	21.96%
100.144.3000000.0000.000	Purchased Services	\$10,000.00	\$0.00	\$10,000.00	\$7,306.58	\$7,306.58	\$2,693.42	\$0.00	\$2,693.42	26.93%
100.144.4000000.0000.000	Supplies and Materials	\$50,000.00	(\$11,650.00)	\$38,350.00	\$2,363.01	\$2,363.01	\$35,986.99	\$0.00	\$35,986.99	93.84%
100.144.6000000.0000.000	Other Objects	\$0.00	\$11,650.00	\$11,650.00	\$12,090.00	\$12,090.00	(\$440.00)	\$0.00	(\$440.00)	-3.78%
FUNCTION: International Baccalaureate - 144		\$60,000.00	\$0.00	\$60,000.00	\$21,759.59	\$21,759.59	\$38,240.41	\$0.00	\$38,240.41	63.73%
100.145.1000000.0000.000	Salaries	\$71,289.00	\$0.00	\$71,289.00	\$39,013.25	\$39,013.25	\$32,275.75	\$15,173.00	\$17,102.75	23.99%
100.145.2000000.0000.000	Employee Benefits	\$22,189.00	\$0.00	\$22,189.00	\$13,689.26	\$13,689.26	\$8,499.74	\$5,279.78	\$3,219.96	14.51%
100.145.3000000.0000.000	Purchased Services	\$6,000.00	\$0.00	\$6,000.00	\$2,100.00	\$2,100.00	\$3,900.00	\$5,675.00	(\$1,775.00)	-29.58%
FUNCTION: Homebound - 145		\$99,478.00	\$0.00	\$99,478.00	\$54,802.51	\$54,802.51	\$44,675.49	\$26,127.78	\$18,547.71	18.65%
100.147.1000000.0000.000	Salaries	\$100,000.00	\$0.00	\$100,000.00	\$0.00	\$0.00	\$100,000.00	\$0.00	\$100,000.00	100.00%
100.147.2000000.0000.000	Employee Benefits	\$50,000.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00	100.00%
FUNCTION: Full Day 4K - 147		\$150,000.00	\$0.00	\$150,000.00	\$0.00	\$0.00	\$150,000.00	\$0.00	\$150,000.00	100.00%
100.148.1000000.0000.000	Salaries	\$180,876.00	\$0.00	\$180,876.00	\$76,272.69	\$76,272.69	\$104,603.31	\$63,319.71	\$41,283.60	22.82%
100.148.2000000.0000.000	Employee Benefits	\$72,884.00	\$0.00	\$72,884.00	\$32,215.52	\$32,215.52	\$40,668.48	\$27,990.35	\$12,678.13	17.39%
100.148.3000000.0000.000	Purchased Services	\$7,000.00	\$0.00	\$7,000.00	\$984.49	\$984.49	\$6,015.51	\$155.60	\$5,859.91	83.71%
100.148.4000000.0000.000	Supplies and Materials	\$2,875.00	\$0.00	\$2,875.00	\$1,434.81	\$1,434.81	\$1,440.19	\$0.00	\$1,440.19	50.09%
FUNCTION: Gifted and Talented Artistic - 148		\$263,635.00	\$0.00	\$263,635.00	\$110,907.51	\$110,907.51	\$152,727.49	\$91,465.66	\$61,261.83	23.24%
100.149.1000000.0000.000	Salaries	\$634,290.00	\$0.00	\$634,290.00	\$524,771.04	\$524,771.04	\$109,518.96	\$254,974.86	(\$145,455.90)	-22.93%

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.149.2000000.0000.000	Employee Benefits	\$308,789.00	\$0.00	\$308,789.00	\$183,467.69	\$183,467.69	\$125,321.31	\$106,347.02	\$18,974.29	6.14%
100.149.3000000.0000.000	Purchased Services	\$2,000,000.00	\$228,248.00	\$2,228,248.00	\$0.00	\$0.00	\$2,228,248.00	\$0.00	\$2,228,248.00	100.00%
100.149.4000000.0000.000	Supplies and Materials	\$3,500.00	\$0.00	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
FUNCTION: Other Special Programs - 149		\$2,946,579.00	\$228,248.00	\$3,174,827.00	\$708,238.73	\$708,238.73	\$2,466,588.27	\$361,321.88	\$2,105,266.39	66.31%
100.161.1000000.0000.000	Salaries	\$754,446.00	\$0.00	\$754,446.00	\$434,701.47	\$434,701.47	\$319,744.53	\$340,930.62	(\$21,186.09)	-2.81%
100.161.2000000.0000.000	Employee Benefits	\$424,222.00	\$0.00	\$424,222.00	\$206,057.53	\$206,057.53	\$218,164.47	\$177,741.12	\$40,423.35	9.53%
100.161.3000000.0000.000	Purchased Services	\$4,250.00	\$0.00	\$4,250.00	\$8,714.62	\$8,714.62	(\$4,464.62)	\$0.00	(\$4,464.62)	-105.05%
100.161.4000000.0000.000	Supplies and Materials	\$30,639.00	\$3,035.75	\$33,674.75	\$7,931.66	\$7,931.66	\$25,743.09	(\$512.64)	\$26,255.73	77.97%
FUNCTION: Other Exceptional Programs - 161		\$1,213,557.00	\$3,035.75	\$1,216,592.75	\$657,405.28	\$657,405.28	\$559,187.47	\$518,159.10	\$41,028.37	3.37%
100.172.1000000.0000.000	Salaries	\$16,230.00	\$0.00	\$16,230.00	\$0.00	\$0.00	\$16,230.00	\$0.00	\$16,230.00	100.00%
100.172.2000000.0000.000	Employee Benefits	\$3,046.00	\$0.00	\$3,046.00	\$0.00	\$0.00	\$3,046.00	\$0.00	\$3,046.00	100.00%
FUNCTION: Elementary Summer School - 172		\$19,276.00	\$0.00	\$19,276.00	\$0.00	\$0.00	\$19,276.00	\$0.00	\$19,276.00	100.00%
100.173.1000000.0000.000	Salaries	\$126,450.00	\$0.00	\$126,450.00	\$43,880.00	\$43,880.00	\$82,570.00	\$0.00	\$82,570.00	65.30%
100.173.2000000.0000.000	Employee Benefits	\$32,436.00	\$0.00	\$32,436.00	\$13,997.26	\$13,997.26	\$18,438.74	\$0.00	\$18,438.74	56.85%
FUNCTION: High School Summer School - 173		\$158,886.00	\$0.00	\$158,886.00	\$57,877.26	\$57,877.26	\$101,008.74	\$0.00	\$101,008.74	63.57%
100.175.1000000.0000.000	Salaries	\$995.00	\$0.00	\$995.00	\$0.00	\$0.00	\$995.00	\$0.00	\$995.00	100.00%
100.175.2000000.0000.000	Employee Benefits	\$324.00	\$0.00	\$324.00	\$0.00	\$0.00	\$324.00	\$0.00	\$324.00	100.00%
JUNCTION: Instructional Programs Beyond Regular School Day - 175		\$1,319.00	\$0.00	\$1,319.00	\$0.00	\$0.00	\$1,319.00	\$0.00	\$1,319.00	100.00%
100.181.1000000.0000.000	Salaries	\$116,542.00	\$0.00	\$116,542.00	\$78,483.91	\$78,483.91	\$38,058.09	\$39,380.41	(\$1,322.32)	-1.13%
100.181.2000000.0000.000	Employee Benefits	\$54,437.00	\$0.00	\$54,437.00	\$24,384.74	\$24,384.74	\$30,052.26	\$12,564.13	\$17,488.13	32.13%
100.181.3000000.0000.000	Purchased Services	\$3,500.00	(\$1,130.00)	\$2,370.00	\$0.00	\$0.00	\$2,370.00	\$0.00	\$2,370.00	100.00%
100.181.4000000.0000.000	Supplies and Materials	\$750.00	(\$750.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100.181.5000000.0000.000	Capital Outlay	\$440.00	\$0.00	\$440.00	\$0.00	\$0.00	\$440.00	\$0.00	\$440.00	100.00%
FUNCTION: Adult Basic Education Programs - 181		\$175,669.00	(\$1,880.00)	\$173,789.00	\$102,868.65	\$102,868.65	\$70,920.35	\$51,944.54	\$18,975.81	10.92%
100.182.1000000.0000.000	Salaries	\$7,500.00	\$0.00	\$7,500.00	\$4,250.00	\$4,250.00	\$3,250.00	\$1,250.00	\$2,000.00	26.67%
100.182.2000000.0000.000	Employee Benefits	\$750.00	\$0.00	\$750.00	\$343.76	\$343.76	\$406.24	\$101.26	\$304.98	40.66%
100.182.4000000.0000.000	Supplies and Materials	\$3,974.00	\$0.00	\$3,974.00	\$916.42	\$916.42	\$3,057.58	\$0.00	\$3,057.58	76.94%
FUNCTION: Adult Secondary Education Programs - 182		\$12,224.00	\$0.00	\$12,224.00	\$5,510.18	\$5,510.18	\$6,713.82	\$1,351.26	\$5,362.56	43.87%
100.188.1000000.0000.000	Salaries	\$24,357.00	\$0.00	\$24,357.00	\$43,439.20	\$43,439.20	(\$19,082.20)	\$23,619.87	(\$42,702.07)	-175.32%
100.188.2000000.0000.000	Employee Benefits	\$24,538.00	\$0.00	\$24,538.00	\$19,631.02	\$19,631.02	\$4,906.98	\$12,302.06	(\$7,395.08)	-30.14%
100.188.4000000.0000.000	Supplies and Materials	\$284.00	\$0.00	\$284.00	\$599.45	\$599.45	(\$315.45)	\$0.00	(\$315.45)	-111.07%
FUNCTION: Parenting/Family Literacy - 188		\$49,179.00	\$0.00	\$49,179.00	\$63,669.67	\$63,669.67	(\$14,490.67)	\$35,921.93	(\$50,412.60)	-102.51%

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2022-2023

From Date: 7/1/2022

To Date: 2/28/2023

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.190.1000000.0000.000	Salaries	\$719,270.00	\$0.00	\$719,270.00	\$360,002.83	\$360,002.83	\$359,267.17	\$270,216.10	\$89,051.07	12.38%
100.190.2000000.0000.000	Employee Benefits	\$249,543.00	\$0.00	\$249,543.00	\$112,920.27	\$112,920.27	\$136,622.73	\$86,160.62	\$50,462.11	20.22%
100.190.6000000.0000.000	Other Objects	\$20,800.00	\$0.00	\$20,800.00	\$4,203.64	\$4,203.64	\$16,596.36	\$480.50	\$16,115.86	77.48%
	FUNCTION: Instructional Pupil Activity - 190	\$989,613.00	\$0.00	\$989,613.00	\$477,126.74	\$477,126.74	\$512,486.26	\$356,857.22	\$155,629.04	15.73%
100.211.1000000.0000.000	Salaries	\$1,227,802.00	\$80,309.00	\$1,308,111.00	\$827,623.60	\$827,623.60	\$480,487.40	\$559,691.31	(\$79,203.91)	-6.05%
100.211.2000000.0000.000	Employee Benefits	\$629,449.00	\$32,123.00	\$661,572.00	\$390,635.95	\$390,635.95	\$270,936.05	\$288,961.35	(\$18,025.30)	-2.72%
100.211.3000000.0000.000	Purchased Services	\$75,000.00	\$0.00	\$75,000.00	\$4,669.93	\$4,669.93	\$70,330.07	(\$1,918.63)	\$72,248.70	96.33%
100.211.4000000.0000.000	Supplies and Materials	\$26,110.00	\$0.00	\$26,110.00	\$252.74	\$252.74	\$25,857.26	\$0.00	\$25,857.26	99.03%
	FUNCTION: Attendance and Social Work Services - 211	\$1,958,361.00	\$112,432.00	\$2,070,793.00	\$1,223,182.22	\$1,223,182.22	\$847,610.78	\$846,734.03	\$876.75	0.04%
100.212.1000000.0000.000	Salaries	\$3,833,594.00	\$0.00	\$3,833,594.00	\$2,216,031.24	\$2,216,031.24	\$1,617,562.76	\$1,552,295.78	\$65,266.98	1.70%
100.212.2000000.0000.000	Employee Benefits	\$1,666,184.00	\$0.00	\$1,666,184.00	\$973,004.24	\$973,004.24	\$693,179.76	\$715,342.52	(\$22,162.76)	-1.33%
100.212.3000000.0000.000	Purchased Services	\$3,500.00	\$0.00	\$3,500.00	\$1,456.17	\$1,456.17	\$2,043.83	\$0.00	\$2,043.83	58.40%
100.212.4000000.0000.000	Supplies and Materials	\$51,390.00	\$940.00	\$52,330.00	\$20,832.00	\$20,832.00	\$31,498.00	(\$4,629.93)	\$36,127.93	69.04%
	FUNCTION: Guidance Services - 212	\$5,554,668.00	\$940.00	\$5,555,608.00	\$3,211,323.65	\$3,211,323.65	\$2,344,284.35	\$2,263,008.37	\$81,275.98	1.46%
100.213.1000000.0000.000	Salaries	\$2,216,979.00	\$0.00	\$2,216,979.00	\$1,249,369.41	\$1,249,369.41	\$967,609.59	\$976,385.83	(\$8,776.24)	-0.40%
100.213.2000000.0000.000	Employee Benefits	\$989,803.00	\$0.00	\$989,803.00	\$573,974.74	\$573,974.74	\$415,828.26	\$485,472.61	(\$69,644.35)	-7.04%
100.213.3000000.0000.000	Purchased Services	\$155,532.00	\$0.00	\$155,532.00	\$80,216.81	\$80,216.81	\$75,315.19	\$180,000.00	(\$104,684.81)	-67.31%
100.213.4000000.0000.000	Supplies and Materials	\$53,952.00	(\$628.72)	\$53,323.28	\$26,237.40	\$26,237.40	\$27,085.88	(\$3,860.96)	\$30,946.84	58.04%
100.213.6000000.0000.000	Other Objects	\$125.00	\$120.00	\$245.00	\$116.00	\$116.00	\$129.00	(\$116.00)	\$245.00	100.00%
	FUNCTION: Health Services - 213	\$3,416,391.00	(\$508.72)	\$3,415,882.28	\$1,929,914.36	\$1,929,914.36	\$1,485,967.92	\$1,637,881.48	(\$151,913.56)	-4.45%
100.214.1000000.0000.000	Salaries	\$1,315,832.00	\$0.00	\$1,315,832.00	\$832,566.32	\$832,566.32	\$483,265.68	\$571,744.96	(\$88,479.28)	-6.72%
100.214.2000000.0000.000	Employee Benefits	\$551,780.00	\$0.00	\$551,780.00	\$346,027.59	\$346,027.59	\$205,752.41	\$250,602.95	(\$44,850.54)	-8.13%
100.214.3000000.0000.000	Purchased Services	\$102,374.00	\$0.00	\$102,374.00	\$1,788.00	\$1,788.00	\$100,586.00	\$0.00	\$100,586.00	98.25%
100.214.4000000.0000.000	Supplies and Materials	\$5,850.00	\$0.00	\$5,850.00	\$5,660.08	\$5,660.08	\$189.92	\$0.00	\$189.92	3.25%
	FUNCTION: Psychological Services - 214	\$1,975,836.00	\$0.00	\$1,975,836.00	\$1,186,041.99	\$1,186,041.99	\$789,794.01	\$822,347.91	(\$32,553.90)	-1.65%
100.217.1000000.0000.000	Salaries	\$105,935.00	\$0.00	\$105,935.00	\$71,279.13	\$71,279.13	\$34,655.87	\$30,123.36	\$4,532.51	4.28%
100.217.2000000.0000.000	Employee Benefits	\$35,863.00	\$0.00	\$35,863.00	\$29,149.42	\$29,149.42	\$6,713.58	\$14,447.76	(\$7,734.18)	-21.57%
	FUNCTION: Career Specialist Services - 217	\$141,798.00	\$0.00	\$141,798.00	\$100,428.55	\$100,428.55	\$41,369.45	\$44,571.12	(\$3,201.67)	-2.26%
100.221.1000000.0000.000	Salaries	\$1,982,148.00	\$0.00	\$1,982,148.00	\$1,455,518.90	\$1,455,518.90	\$526,629.10	\$881,588.80	(\$354,959.70)	-17.91%
100.221.2000000.0000.000	Employee Benefits	\$762,239.00	\$0.00	\$762,239.00	\$579,702.31	\$579,702.31	\$182,536.69	\$368,979.75	(\$186,443.06)	-24.46%
100.221.3000000.0000.000	Purchased Services	\$615,100.00	(\$44,330.00)	\$570,770.00	\$342,587.41	\$342,587.41	\$228,182.59	\$10,586.76	\$217,595.83	38.12%
100.221.4000000.0000.000	Supplies and Materials	\$53,115.00	\$43,979.00	\$97,094.00	\$98,107.42	\$98,107.42	(\$1,013.42)	(\$214.07)	(\$799.35)	-0.82%

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2022-2023

From Date: 7/1/2022

To Date: 2/28/2023

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.221.6000000.0000.000	Other Objects	\$31,930.00	\$0.00	\$31,930.00	\$31,352.00	\$31,352.00	\$578.00	(\$120.00)	\$698.00	2.19%
FUNCTION: Improvement of Instruction Curriculum Development - 221		\$3,444,532.00	(\$351.00)	\$3,444,181.00	\$2,507,268.04	\$2,507,268.04	\$936,912.96	\$1,260,821.24	(\$323,908.28)	-9.40%
100.222.1000000.0000.000	Salaries	\$1,987,961.00	\$0.00	\$1,987,961.00	\$1,096,812.02	\$1,096,812.02	\$891,148.98	\$905,844.41	(\$14,695.43)	-0.74%
100.222.2000000.0000.000	Employee Benefits	\$971,380.00	\$0.00	\$971,380.00	\$502,296.07	\$502,296.07	\$469,083.93	\$442,575.89	\$26,508.04	2.73%
100.222.3000000.0000.000	Purchased Services	\$0.00	\$1,200.00	\$1,200.00	\$3,500.43	\$3,500.43	(\$2,300.43)	\$0.00	(\$2,300.43)	-191.70%
100.222.4000000.0000.000	Supplies and Materials	\$418,351.00	\$7,016.00	\$425,367.00	\$255,913.96	\$255,913.96	\$169,453.04	\$47,950.58	\$121,502.46	28.56%
100.222.6000000.0000.000	Other Objects	\$175.00	\$0.00	\$175.00	\$175.00	\$175.00	\$0.00	\$0.00	\$0.00	0.00%
FUNCTION: Library and Media Services - 222		\$3,377,867.00	\$8,216.00	\$3,386,083.00	\$1,858,697.48	\$1,858,697.48	\$1,527,385.52	\$1,396,370.88	\$131,014.64	3.87%
100.223.1000000.0000.000	Salaries	\$1,040,915.00	\$82,551.00	\$1,123,466.00	\$613,224.42	\$613,224.42	\$510,241.58	\$353,931.67	\$156,309.91	13.91%
100.223.2000000.0000.000	Employee Benefits	\$411,172.00	\$33,020.00	\$444,192.00	\$236,589.87	\$236,589.87	\$207,602.13	\$143,482.84	\$64,119.29	14.44%
100.223.3000000.0000.000	Purchased Services	\$6,198.00	\$0.00	\$6,198.00	\$0.00	\$0.00	\$6,198.00	\$0.00	\$6,198.00	100.00%
100.223.4000000.0000.000	Supplies and Materials	\$3,646.00	\$1,200.00	\$4,846.00	\$3,925.66	\$3,925.66	\$920.34	(\$172.96)	\$1,093.30	22.56%
100.223.6000000.0000.000	Other Objects	\$962.00	\$680.00	\$1,642.00	\$1,080.00	\$1,080.00	\$562.00	\$0.00	\$562.00	34.23%
FUNCTION: Supervision of Special Programs - 223		\$1,462,893.00	\$117,451.00	\$1,580,344.00	\$854,819.95	\$854,819.95	\$725,524.05	\$497,241.55	\$228,282.50	14.45%
100.224.3000000.0000.000	Purchased Services	\$75,622.00	(\$1,238.73)	\$74,383.27	\$23,789.76	\$23,789.76	\$50,593.51	(\$385.00)	\$50,978.51	68.53%
100.224.4000000.0000.000	Supplies and Materials	\$10,342.00	\$1,700.00	\$12,042.00	\$8,049.45	\$8,049.45	\$3,992.55	(\$105.82)	\$4,098.37	34.03%
100.224.6000000.0000.000	Other Objects	\$350.00	(\$350.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
FUNCTION: Improvement of Instruction Inservice & Staff Train - 224		\$86,314.00	\$111.27	\$86,425.27	\$31,839.21	\$31,839.21	\$54,586.06	(\$490.82)	\$55,076.88	63.73%
100.231.1000000.0000.000	Salaries	\$68,922.00	\$0.00	\$68,922.00	\$41,845.50	\$41,845.50	\$27,076.50	\$22,974.00	\$4,102.50	5.95%
100.231.2000000.0000.000	Employee Benefits	\$21,336.00	\$0.00	\$21,336.00	\$12,177.94	\$12,177.94	\$9,158.06	\$6,741.92	\$2,416.14	11.32%
100.231.3000000.0000.000	Purchased Services	\$387,450.00	\$0.00	\$387,450.00	\$416,834.76	\$416,834.76	(\$29,384.76)	\$17,957.37	(\$47,342.13)	-12.22%
100.231.6000000.0000.000	Other Objects	\$550,000.00	\$0.00	\$550,000.00	\$609,209.00	\$609,209.00	(\$59,209.00)	\$0.00	(\$59,209.00)	-10.77%
FUNCTION: Board of Education - 231		\$1,027,708.00	\$0.00	\$1,027,708.00	\$1,080,067.20	\$1,080,067.20	(\$52,359.20)	\$47,673.29	(\$100,032.49)	-9.73%
100.232.1000000.0000.000	Salaries	\$295,419.00	\$0.00	\$295,419.00	\$201,746.08	\$201,746.08	\$93,672.92	\$99,872.92	(\$6,200.00)	-2.10%
100.232.2000000.0000.000	Employee Benefits	\$108,081.00	\$0.00	\$108,081.00	\$69,547.76	\$69,547.76	\$38,533.24	\$36,585.70	\$1,947.54	1.80%
100.232.3000000.0000.000	Purchased Services	\$23,500.00	\$0.00	\$23,500.00	\$22,854.27	\$22,854.27	\$645.73	\$61,954.01	(\$61,308.28)	-260.89%
100.232.4000000.0000.000	Supplies and Materials	\$9,723.00	\$0.00	\$9,723.00	\$1,835.45	\$1,835.45	\$7,887.55	\$661.61	\$7,225.94	74.32%
100.232.6000000.0000.000	Other Objects	\$7,500.00	\$0.00	\$7,500.00	\$1,427.84	\$1,427.84	\$6,072.16	\$0.00	\$6,072.16	80.96%
FUNCTION: Office of Superintendent - 232		\$444,223.00	\$0.00	\$444,223.00	\$297,411.40	\$297,411.40	\$146,811.60	\$199,074.24	(\$52,262.64)	-11.76%
100.233.1000000.0000.000	Salaries	\$11,852,120.00	\$30,185.00	\$11,882,305.00	\$7,578,491.53	\$7,578,491.53	\$4,303,813.47	\$4,270,067.53	\$33,745.94	0.28%
100.233.2000000.0000.000	Employee Benefits	\$5,029,520.00	\$112,073.61	\$5,141,593.61	\$3,222,096.52	\$3,222,096.52	\$1,919,497.09	\$1,934,916.32	(\$15,419.23)	-0.30%
100.233.3000000.0000.000	Purchased Services	\$217,705.00	(\$14,192.89)	\$203,512.11	\$49,296.75	\$49,296.75	\$154,215.36	(\$122.10)	\$154,337.46	75.84%

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2022-2023

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.233.4000000.0000.000	Supplies and Materials	\$256,952.00	\$13,248.34	\$270,200.34	\$193,569.44	\$193,569.44	\$76,630.90	(\$6,471.25)	\$83,102.15	30.76%
100.233.6000000.0000.000	Other Objects	\$24,026.00	\$61.00	\$24,087.00	\$21,183.53	\$21,183.53	\$2,903.47	\$466.56	\$2,436.91	10.12%
	FUNCTION: School Administration - 233	\$17,380,323.00	\$141,375.06	\$17,521,698.06	\$11,064,637.77	\$11,064,637.77	\$6,457,060.29	\$6,198,857.06	\$258,203.23	1.47%
100.251.1000000.0000.000	Salaries	\$73,206.00	\$0.00	\$73,206.00	\$25,546.07	\$25,546.07	\$47,659.93	\$21,246.84	\$26,413.09	36.08%
100.251.2000000.0000.000	Employee Benefits	\$54,505.00	\$0.00	\$54,505.00	\$14,369.89	\$14,369.89	\$40,135.11	\$12,231.66	\$27,903.45	51.19%
100.251.3000000.0000.000	Purchased Services	\$326,600.00	\$0.00	\$326,600.00	\$97,761.75	\$97,761.75	\$228,838.25	\$127,150.00	\$101,688.25	31.14%
100.251.4000000.0000.000	Supplies and Materials	\$77,500.00	(\$49,000.00)	\$28,500.00	\$920.14	\$920.14	\$27,579.86	\$0.00	\$27,579.86	96.77%
100.251.5000000.0000.000	Capital Outlay	\$0.00	\$49,000.00	\$49,000.00	\$0.00	\$0.00	\$49,000.00	\$48,300.72	\$699.28	1.43%
	UNCTION: Student Transportation (Federal/District Mandated) - 251	\$531,811.00	\$0.00	\$531,811.00	\$138,597.85	\$138,597.85	\$393,213.15	\$208,929.22	\$184,283.93	34.65%
100.252.1000000.0000.000	Salaries	\$971,162.00	\$0.00	\$971,162.00	\$634,591.43	\$634,591.43	\$336,570.57	\$320,728.74	\$15,841.83	1.63%
100.252.2000000.0000.000	Employee Benefits	\$450,617.00	\$0.00	\$450,617.00	\$273,262.89	\$273,262.89	\$177,354.11	\$144,392.43	\$32,961.68	7.31%
100.252.3000000.0000.000	Purchased Services	\$194,807.00	\$0.00	\$194,807.00	\$87,246.97	\$87,246.97	\$107,560.03	\$14,098.33	\$93,461.70	47.98%
100.252.4000000.0000.000	Supplies and Materials	\$53,655.00	\$0.00	\$53,655.00	\$6,291.83	\$6,291.83	\$47,363.17	\$1,029.93	\$46,333.24	86.35%
100.252.5000000.0000.000	Capital Outlay	\$12,964.00	\$0.00	\$12,964.00	\$5,265.00	\$5,265.00	\$7,699.00	\$0.00	\$7,699.00	59.39%
100.252.6000000.0000.000	Other Objects	\$7,500.00	\$0.00	\$7,500.00	\$5,640.00	\$5,640.00	\$1,860.00	\$298.00	\$1,562.00	20.83%
	FUNCTION: Fiscal Services - 252	\$1,690,705.00	\$0.00	\$1,690,705.00	\$1,012,298.12	\$1,012,298.12	\$678,406.88	\$480,547.43	\$197,859.45	11.70%
100.253.1000000.0000.000	Salaries	\$184,896.00	\$0.00	\$184,896.00	\$0.00	\$0.00	\$184,896.00	\$0.00	\$184,896.00	100.00%
100.253.2000000.0000.000	Employee Benefits	\$86,042.00	\$0.00	\$86,042.00	\$0.00	\$0.00	\$86,042.00	\$0.00	\$86,042.00	100.00%
100.253.3000000.0000.000	Purchased Services	\$15,000.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
100.253.4000000.0000.000	Supplies and Materials	\$15,000.00	\$0.00	\$15,000.00	\$4,378.49	\$4,378.49	\$10,621.51	\$189.21	\$10,432.30	69.55%
100.253.5000000.0000.000	Capital Outlay	\$0.00	\$0.00	\$0.00	\$613,076.08	\$613,076.08	(\$613,076.08)	\$0.00	(\$613,076.08)	0.00%
	FUNCTION: Facilities Acquisition and Construction - 253	\$300,938.00	\$0.00	\$300,938.00	\$617,454.57	\$617,454.57	(\$316,516.57)	\$189.21	(\$316,705.78)	-105.24%
100.254.1000000.0000.000	Salaries	\$7,251,251.00	\$0.00	\$7,251,251.00	\$4,807,534.34	\$4,807,534.34	\$2,443,716.66	\$2,297,782.44	\$145,934.22	2.01%
100.254.2000000.0000.000	Employee Benefits	\$3,722,444.00	\$0.00	\$3,722,444.00	\$2,382,952.86	\$2,382,952.86	\$1,339,491.14	\$1,216,948.46	\$122,542.68	3.29%
100.254.3000000.0000.000	Purchased Services	\$5,261,973.00	\$0.00	\$5,261,973.00	\$3,342,244.00	\$3,342,244.00	\$1,919,729.00	\$1,662,808.32	\$256,920.68	4.88%
100.254.4000000.0000.000	Supplies and Materials	\$6,514,538.00	\$0.00	\$6,514,538.00	\$3,348,115.79	\$3,348,115.79	\$3,166,422.21	\$431,397.35	\$2,735,024.86	41.98%
100.254.5000000.0000.000	Capital Outlay	\$83,685.00	\$0.00	\$83,685.00	\$31,592.46	\$31,592.46	\$52,092.54	\$16,984.67	\$35,107.87	41.95%
100.254.6000000.0000.000	Other Objects	\$500.00	\$0.00	\$500.00	\$577.50	\$577.50	(\$77.50)	\$0.00	(\$77.50)	-15.50%
	FUNCTION: Operation and Maintenance of Plant - 254	\$22,834,391.00	\$0.00	\$22,834,391.00	\$13,913,016.95	\$13,913,016.95	\$8,921,374.05	\$5,825,921.24	\$3,295,452.81	14.43%
100.255.1000000.0000.000	Salaries	\$5,397,535.00	\$0.00	\$5,397,535.00	\$2,686,392.09	\$2,686,392.09	\$2,711,142.91	\$1,766,330.51	\$944,812.40	17.50%
100.255.2000000.0000.000	Employee Benefits	\$2,390,347.00	\$0.00	\$2,390,347.00	\$1,250,514.65	\$1,250,514.65	\$1,139,832.35	\$921,850.26	\$217,982.09	9.12%
100.255.3000000.0000.000	Purchased Services	\$180,000.00	\$0.00	\$180,000.00	\$57,430.23	\$57,430.23	\$122,569.77	\$51,167.57	\$71,402.20	39.67%
100.255.4000000.0000.000	Supplies and Materials	\$56,500.00	\$0.00	\$56,500.00	\$19,593.74	\$19,593.74	\$36,906.26	(\$1,953.76)	\$38,860.02	68.78%

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2022-2023

From Date: 7/1/2022

To Date: 2/28/2023

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.255.6000000.0000.000	Other Objects	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
FUNCTION: Student Transportation (State Mandated) - 255		\$8,025,382.00	\$0.00	\$8,025,382.00	\$4,013,930.71	\$4,013,930.71	\$4,011,451.29	\$2,737,394.58	\$1,274,056.71	15.88%
100.256.1000000.0000.000	Salaries	\$0.00	\$0.00	\$0.00	\$144,053.58	\$144,053.58	(\$144,053.58)	\$0.00	(\$144,053.58)	0.00%
100.256.2000000.0000.000	Employee Benefits	\$0.00	\$0.00	\$0.00	\$18,516.27	\$18,516.27	(\$18,516.27)	\$0.00	(\$18,516.27)	0.00%
100.256.4000000.0000.000	Supplies and Materials	\$0.00	\$0.00	\$0.00	\$351,530.84	\$351,530.84	(\$351,530.84)	\$948,469.16	(\$1,300,000.00)	0.00%
FUNCTION: Food Services - 256		\$0.00	\$0.00	\$0.00	\$514,100.69	\$514,100.69	(\$514,100.69)	\$948,469.16	(\$1,462,569.85)	0.00%
100.257.1000000.0000.000	Salaries	\$331,152.00	\$0.00	\$331,152.00	\$185,085.92	\$185,085.92	\$146,066.08	\$90,542.74	\$55,523.34	16.77%
100.257.2000000.0000.000	Employee Benefits	\$108,476.00	\$0.00	\$108,476.00	\$76,315.34	\$76,315.34	\$32,160.66	\$39,049.37	(\$6,888.71)	-6.35%
100.257.3000000.0000.000	Purchased Services	\$508,294.00	\$0.00	\$508,294.00	\$311,838.88	\$311,838.88	\$196,455.12	\$4,146.02	\$192,309.10	37.83%
100.257.4000000.0000.000	Supplies and Materials	\$44,911.00	\$0.00	\$44,911.00	\$14,350.18	\$14,350.18	\$30,560.82	(\$2,032.23)	\$32,593.05	72.57%
FUNCTION: Internal Services - 257		\$992,833.00	\$0.00	\$992,833.00	\$587,590.32	\$587,590.32	\$405,242.68	\$131,705.90	\$273,536.78	27.55%
100.258.1000000.0000.000	Salaries	\$216,253.00	\$45,147.00	\$261,400.00	\$145,500.40	\$145,500.40	\$115,899.60	\$90,189.97	\$25,709.63	9.84%
100.258.2000000.0000.000	Employee Benefits	\$90,293.00	\$23,239.00	\$113,532.00	\$57,548.33	\$57,548.33	\$55,983.67	\$34,746.41	\$21,237.26	18.71%
100.258.3000000.0000.000	Purchased Services	\$2,384,234.00	\$0.00	\$2,384,234.00	\$1,047,537.85	\$1,047,537.85	\$1,336,696.15	\$1,235,267.22	\$101,428.93	4.25%
100.258.4000000.0000.000	Supplies and Materials	\$25,000.00	\$0.00	\$25,000.00	\$15,297.82	\$15,297.82	\$9,702.18	\$16,300.85	(\$6,598.67)	-26.39%
100.258.6000000.0000.000	Other Objects	\$410.00	\$0.00	\$410.00	\$0.00	\$0.00	\$410.00	\$0.00	\$410.00	100.00%
FUNCTION: Security - 258		\$2,716,190.00	\$68,386.00	\$2,784,576.00	\$1,265,884.40	\$1,265,884.40	\$1,518,691.60	\$1,376,504.45	\$142,187.15	5.11%
100.259.1000000.0000.000	Salaries	\$0.00	\$40,000.00	\$40,000.00	\$0.00	\$0.00	\$40,000.00	\$0.00	\$40,000.00	100.00%
100.259.2000000.0000.000	Employee Benefits	\$0.00	\$16,000.00	\$16,000.00	\$0.00	\$0.00	\$16,000.00	\$0.00	\$16,000.00	100.00%
FUNCTION: Internal Auditing Services - 259		\$0.00	\$56,000.00	\$56,000.00	\$0.00	\$0.00	\$56,000.00	\$0.00	\$56,000.00	100.00%
100.262.1000000.0000.000	Salaries	\$757,597.00	\$0.00	\$757,597.00	\$523,040.53	\$523,040.53	\$234,556.47	\$256,422.80	(\$21,866.33)	-2.89%
100.262.2000000.0000.000	Employee Benefits	\$370,120.00	\$0.00	\$370,120.00	\$211,510.60	\$211,510.60	\$158,609.40	\$101,219.24	\$57,390.16	15.51%
100.262.3000000.0000.000	Purchased Services	\$25,000.00	\$0.00	\$25,000.00	\$30,000.00	\$30,000.00	(\$5,000.00)	\$20,342.50	(\$25,342.50)	-101.37%
FUNCTION: Planning - 262		\$1,152,717.00	\$0.00	\$1,152,717.00	\$764,551.13	\$764,551.13	\$388,165.87	\$377,984.54	\$10,181.33	0.88%
100.263.1000000.0000.000	Salaries	\$412,349.00	\$0.00	\$412,349.00	\$304,459.70	\$304,459.70	\$107,889.30	\$141,907.59	(\$34,018.29)	-8.25%
100.263.2000000.0000.000	Employee Benefits	\$188,907.00	\$0.00	\$188,907.00	\$131,326.07	\$131,326.07	\$57,580.93	\$61,321.44	(\$3,740.51)	-1.98%
100.263.3000000.0000.000	Purchased Services	\$184,886.00	\$0.00	\$184,886.00	\$80,292.33	\$80,292.33	\$104,593.67	\$0.00	\$104,593.67	56.57%
100.263.4000000.0000.000	Supplies and Materials	\$40,000.00	\$0.00	\$40,000.00	\$39,165.31	\$39,165.31	\$834.69	(\$1,411.16)	\$2,245.85	5.61%
100.263.6000000.0000.000	Other Objects	\$12,000.00	\$0.00	\$12,000.00	(\$2,582.14)	(\$2,582.14)	\$14,582.14	(\$60.00)	\$14,642.14	122.02%
FUNCTION: Information Services - 263		\$838,142.00	\$0.00	\$838,142.00	\$552,661.27	\$552,661.27	\$285,480.73	\$201,757.87	\$83,722.86	9.99%
100.264.1000000.0000.000	Salaries	\$782,105.00	\$0.00	\$782,105.00	\$545,583.91	\$545,583.91	\$236,521.09	\$253,828.21	(\$17,307.12)	-2.21%
100.264.2000000.0000.000	Employee Benefits	\$301,236.00	\$0.00	\$301,236.00	\$229,425.04	\$229,425.04	\$71,810.96	\$110,682.70	(\$38,871.74)	-12.90%

School District Five of Lexington and Richland

Board Report Expenditures

Fiscal Year: 2022-2023

From Date: 7/1/2022

To Date: 2/28/2023

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.264.3000000.0000.000	Purchased Services	\$34,700.00	\$0.00	\$34,700.00	\$18,806.37	\$18,806.37	\$15,893.63	\$15,577.86	\$315.77	0.91%
100.264.4000000.0000.000	Supplies and Materials	\$30,402.00	\$0.00	\$30,402.00	\$22,944.64	\$22,944.64	\$7,457.36	(\$171.23)	\$7,628.59	25.09%
100.264.6000000.0000.000	Other Objects	\$1,750.00	\$0.00	\$1,750.00	\$1,150.00	\$1,150.00	\$600.00	\$0.00	\$600.00	34.29%
	FUNCTION: Staff Services - 264	\$1,150,193.00	\$0.00	\$1,150,193.00	\$817,909.96	\$817,909.96	\$332,283.04	\$379,917.54	(\$47,634.50)	-4.14%
100.266.1000000.0000.000	Salaries	\$1,723,291.00	\$0.00	\$1,723,291.00	\$1,152,976.85	\$1,152,976.85	\$570,314.15	\$515,904.85	\$54,409.30	3.16%
100.266.2000000.0000.000	Employee Benefits	\$714,750.00	\$0.00	\$714,750.00	\$471,117.06	\$471,117.06	\$243,632.94	\$224,453.68	\$19,179.26	2.68%
100.266.3000000.0000.000	Purchased Services	\$1,476,867.00	(\$25,000.00)	\$1,451,867.00	\$1,010,423.53	\$1,010,423.53	\$441,443.47	\$214,291.39	\$227,152.08	15.65%
100.266.4000000.0000.000	Supplies and Materials	\$25,000.00	\$25,000.00	\$50,000.00	\$15,091.29	\$15,091.29	\$34,908.71	\$594.32	\$34,314.39	68.63%
100.266.6000000.0000.000	Other Objects	\$176.00	\$0.00	\$176.00	\$200.00	\$200.00	(\$24.00)	\$0.00	(\$24.00)	-13.64%
	FUNCTION: Technology and Data Processing Services - 266	\$3,940,084.00	\$0.00	\$3,940,084.00	\$2,649,808.73	\$2,649,808.73	\$1,290,275.27	\$955,244.24	\$335,031.03	8.50%
100.271.1000000.0000.000	Salaries	\$2,076,449.00	\$0.00	\$2,076,449.00	\$1,190,485.11	\$1,190,485.11	\$885,963.89	\$679,892.84	\$206,071.05	9.92%
100.271.2000000.0000.000	Employee Benefits	\$633,048.00	\$0.00	\$633,048.00	\$406,565.93	\$406,565.93	\$226,482.07	\$240,825.85	(\$14,343.78)	-2.27%
100.271.3000000.0000.000	Purchased Services	\$217,528.00	\$351.00	\$217,879.00	\$151,484.67	\$151,484.67	\$66,394.33	\$9,491.43	\$56,902.90	26.12%
100.271.4000000.0000.000	Supplies and Materials	\$21,600.00	\$0.00	\$21,600.00	\$117.02	\$117.02	\$21,482.98	\$0.00	\$21,482.98	99.46%
100.271.6000000.0000.000	Other Objects	\$390,000.00	\$0.00	\$390,000.00	\$375,000.00	\$375,000.00	\$15,000.00	\$0.00	\$15,000.00	3.85%
	FUNCTION: Pupil Service Activities - 271	\$3,338,625.00	\$351.00	\$3,338,976.00	\$2,123,652.73	\$2,123,652.73	\$1,215,323.27	\$930,210.12	\$285,113.15	8.54%
100.390.3000000.0000.000	Purchased Services	\$15,000.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
100.390.4000000.0000.000	Supplies and Materials	\$5,850.00	\$0.00	\$5,850.00	\$0.00	\$0.00	\$5,850.00	\$0.00	\$5,850.00	100.00%
	FUNCTION: Other Community Services - 390	\$20,850.00	\$0.00	\$20,850.00	\$0.00	\$0.00	\$20,850.00	\$0.00	\$20,850.00	100.00%
100.412.7000000.0000.000	Transfers	\$20,000.00	\$0.00	\$20,000.00	\$38,107.37	\$38,107.37	(\$18,107.37)	\$0.00	(\$18,107.37)	-90.54%
	FUNCTION: Payments to Other Governmental Units - 412	\$20,000.00	\$0.00	\$20,000.00	\$38,107.37	\$38,107.37	(\$18,107.37)	\$0.00	(\$18,107.37)	-90.54%
100.425.7000000.0000.000	Transfers	\$267,897.00	\$0.00	\$267,897.00	\$0.00	\$0.00	\$267,897.00	\$0.00	\$267,897.00	100.00%
	FUNCTION: Transfer to Food Service Fund - 425	\$267,897.00	\$0.00	\$267,897.00	\$0.00	\$0.00	\$267,897.00	\$0.00	\$267,897.00	100.00%
Grand Total:		\$212,481,590.00	\$1,230,378.00	\$213,711,968.00	\$124,756,189.92	\$124,756,189.92	\$88,955,778.08	\$84,843,543.19	\$4,112,234.89	1.92%

End of Report

District or School Plans Table of Contents

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Read to Succeed

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District Summer School Programs Site Identification (Districts only)

School Renewal Plan Signature Page

Strategic Plan for 5 Year Cycle: 2022/23 to 2026/27

Upcoming School Year: 2022/23

District:	School District 5 of Lexington and Richland Counties
SIDN:	3205
Plan Submission	School Utilizes Cognia
Address 1:	1020 Dutch Fork Road
Address 2:	
City:	Irmo, SC
Zip Code:	29063
School Renewal Contact Person:	Vann Holden
School Plan Contact Phone:	803-476-8189
School Plan E-mail Address:	vholden@lexrich5.org

Required Signature Page

The district strategic plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 et seq. (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 et seq. (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the district strategic planning contact, the district Read to Succeed Leadership Team Lead, and the district Gifted and Talented coordinator are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the District Strategic Plans

The assurance pages following this page have been completed and the district superintendent signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 (S.C. Code Ann. §59-139-10 et seq. (Supp. 2004)); EAA (S.C. Code Ann. §59-18-1300 et seq. (Supp. 2004)); District and School Planning (SBE Regulation 43-261); Student Health and Fitness Act (S.C. Code Ann. § 59-10-330); Read to Succeed (S.C. Code Ann. § 59-155-180 et seq.); Gifted and Talented (SBE Regulation 43-220); and Proficiency-Based System Plans (SBE Regulation 43-234); and General Grant including Terms and Conditions for SCDE Grant Programs as seen on the following assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Dr. Akil E. Ross, Sr.</u> Printed Name	_____ Signature	_____ Date
<i>Principal</i>		
<i>Chairperson, District Board of Trustees</i>		
<u>Mrs. Rebecca Blackburn Hines</u> Printed Name	_____ Signature	_____ Date
<i>District Read To Succeed Literacy Leadership Team Lead</i>		
<u>Mrs. Tina McCaskill</u> Printed Name	_____ Signature	_____ Date
<i>District Gifted and Talented Coordinator</i>		
<u>Mrs. Lisa Duda</u> Printed Name	_____ Signature	_____ Date
<i>District Strategic Planning Contact Person</i>		
<u>Dr. Vann Holden</u> Printed Name	_____ Signature	_____ Date

Stakeholders Involvement for Plan

List the name of persons who were involved in the development of the District Strategic Plan. A participant for each numbered position is required.

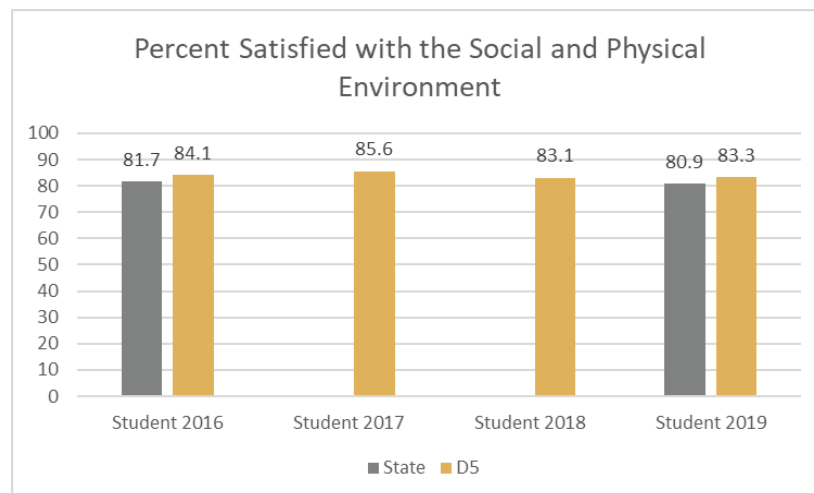
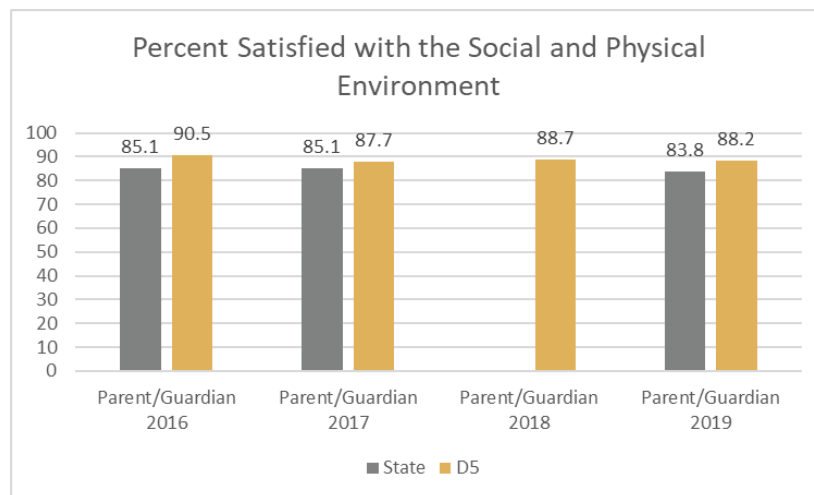
	Position	Name
1.	Superintendent	Dr. Akil E. Ross, Sr.
2.	Principal	Mr. Jason Pollock
3.	Teacher	Mr. Ramiro R. Salazar
4.	Parent/Guardian	Ava R. Dean, BSN MPH
5.	Community Member	Mrs. Lucy Bailey
6.	Private School Representative	n/a
7.	District Level Administrator	Dr. Vann Holden
8.	Paraprofessional	Ms. Kim Weber
9.	District Read To Succeed Literacy Leadership Team Lead	Mrs. Tina McCaskill
10.	District Read To Succeed Literacy Leadership Team Member	Dr. Robin Cox
11.	School Improvement Council Member	Mrs. Beth White
12.	District Gifted and Talented Coordinator	Mrs. Lisa Duda
13.	District Federal Programs Coordinator	Mrs. Lisa Duda
	OTHERS: (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	
	Director of Communications	Mrs. Amanda Taylor
	Chief of Academics and Administration	Mrs. Anna M. Miller
	Chief Student Services and Planning Officer	Dr. Michael R. Harris
	Chief Human Resources Officer	Dr. Tamara D. Turner
	Chief Finance Officer	Ms. Maddison Paul
	Executive Director of Operations	Mr. David Weissman

NEEDS ASSESSMENT DATA

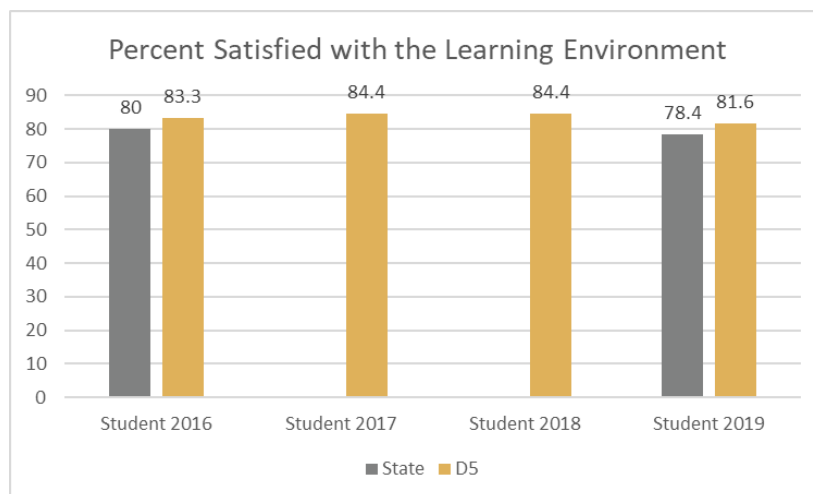
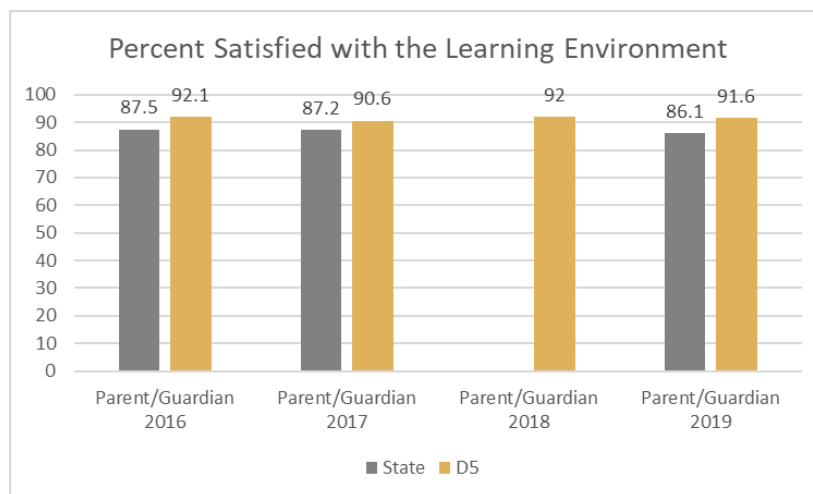
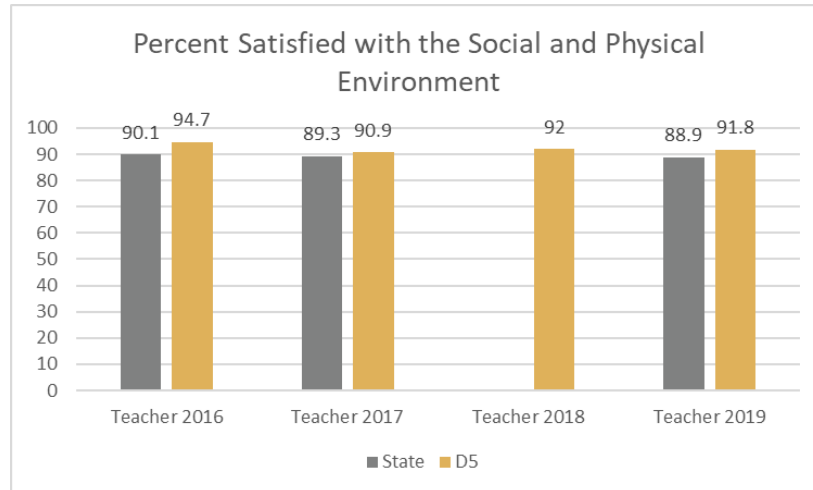
Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning, **especially if any performance goals are using data not found in the state report card.** (Charts, graphs, or other formats of data may be used.)

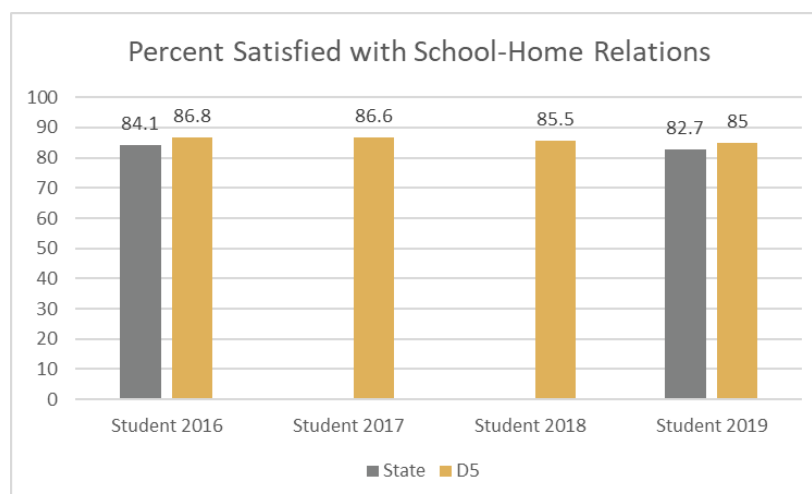
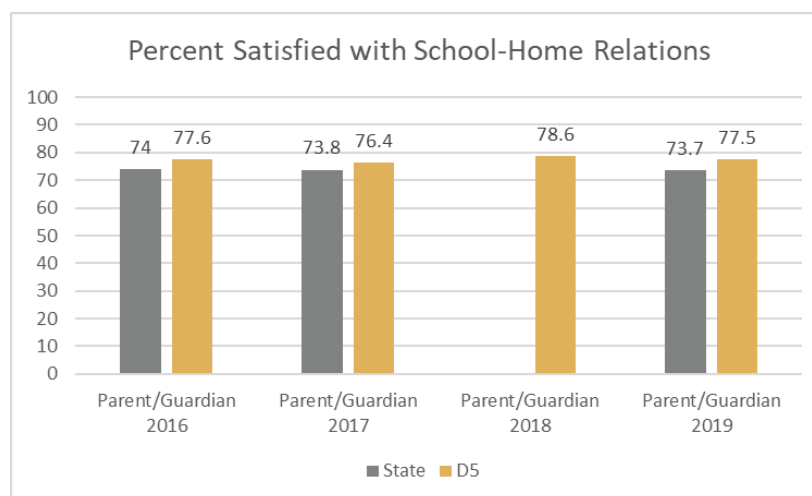
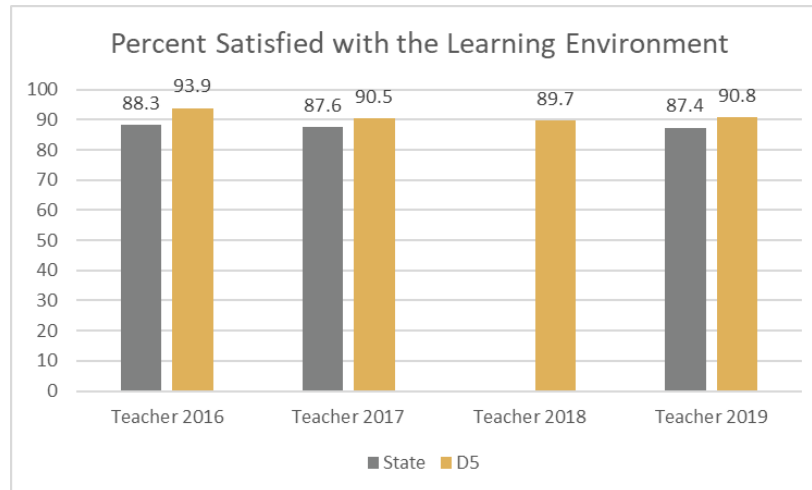
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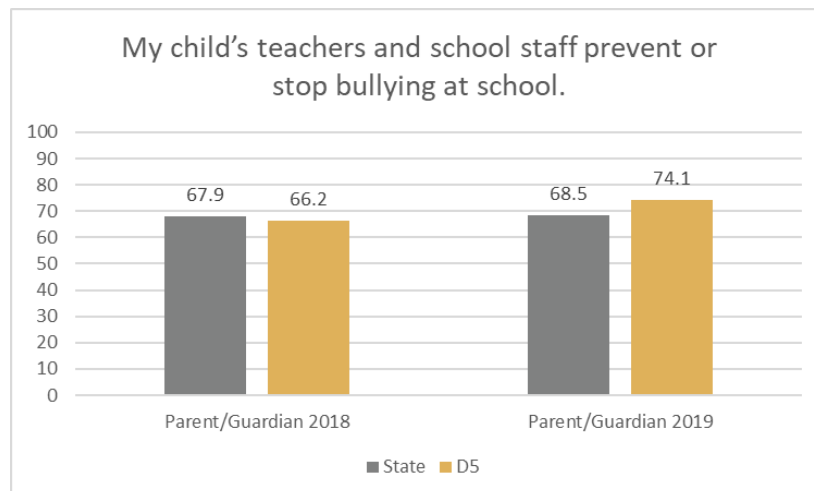
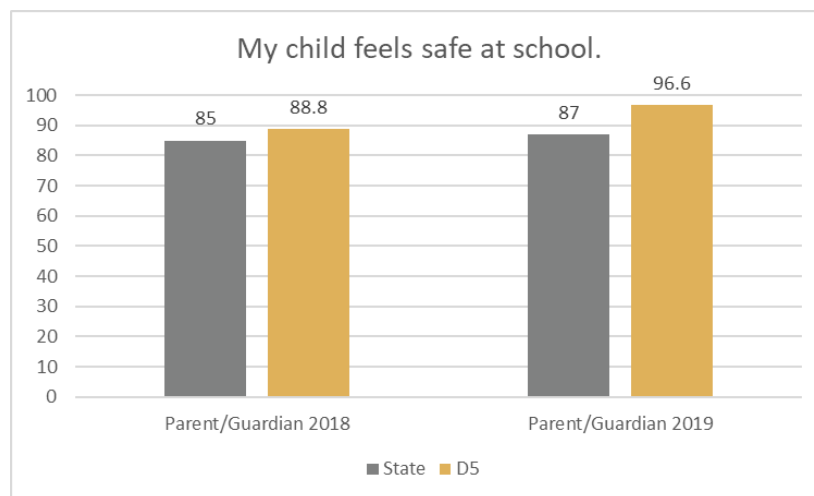
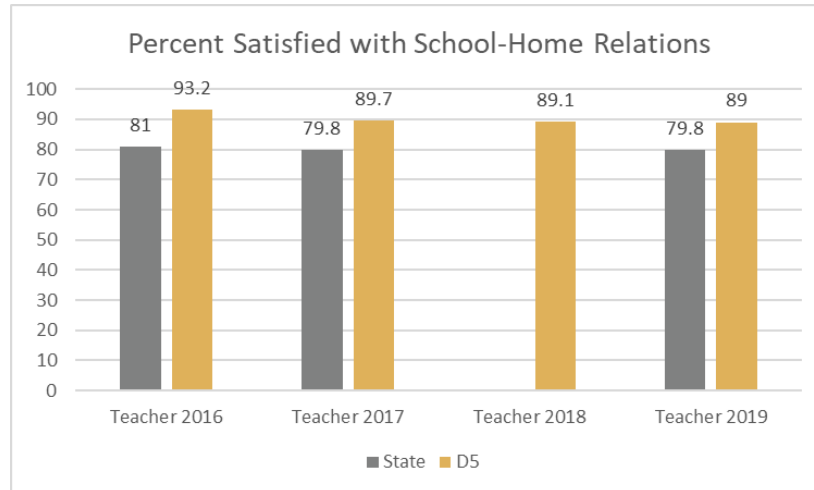
School Climate

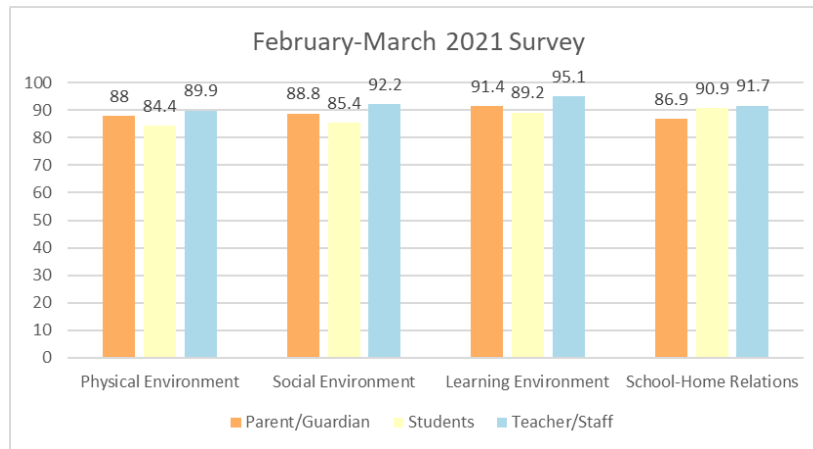
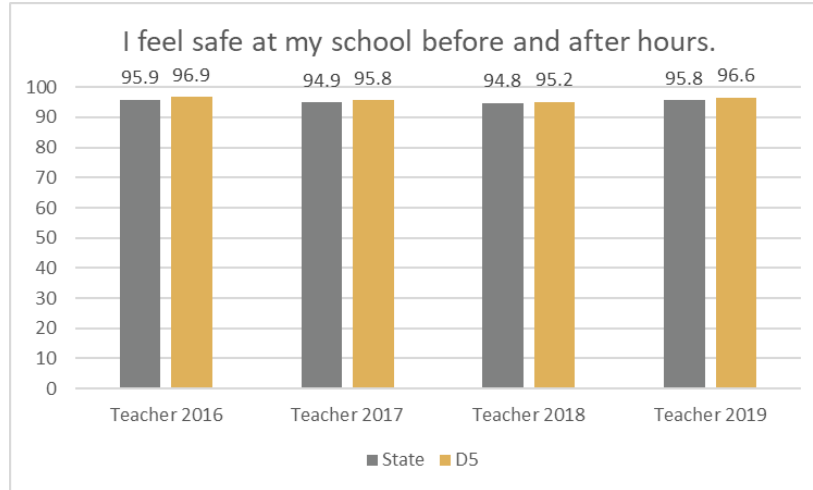


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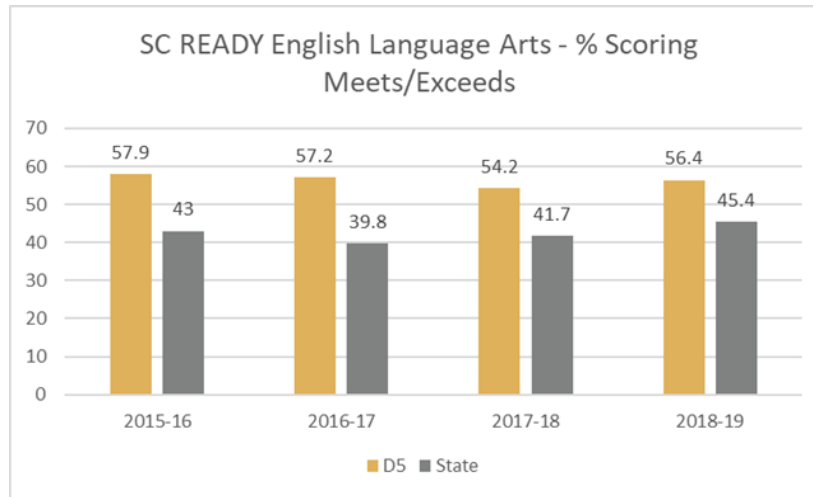




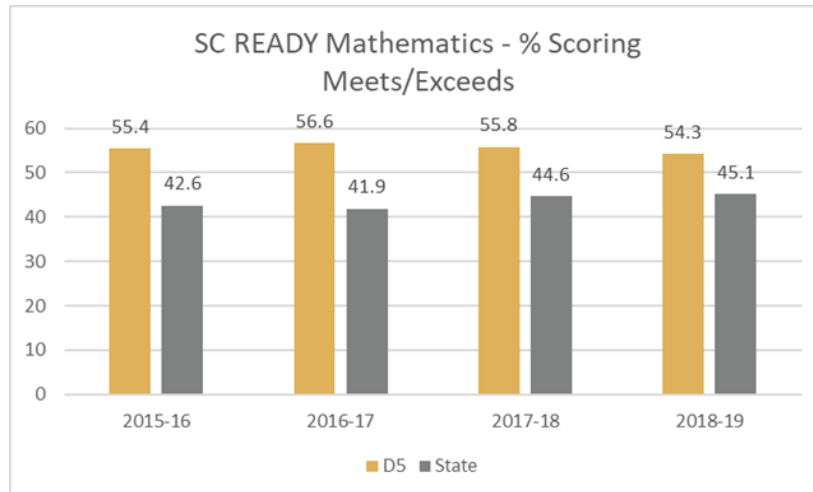




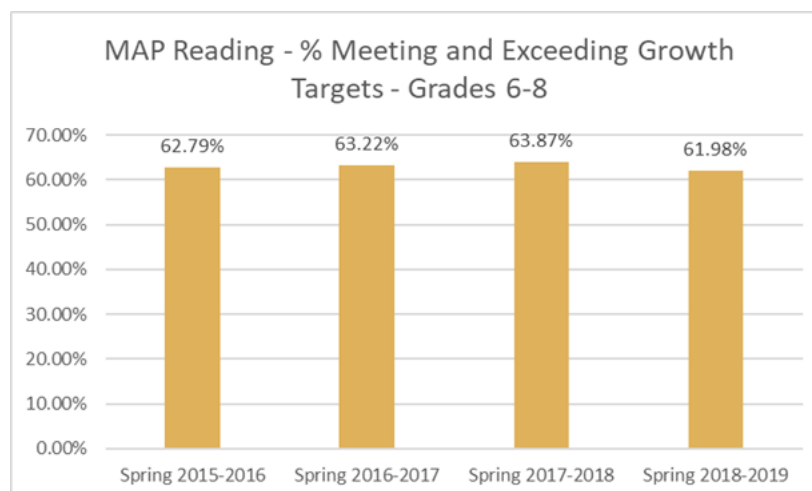
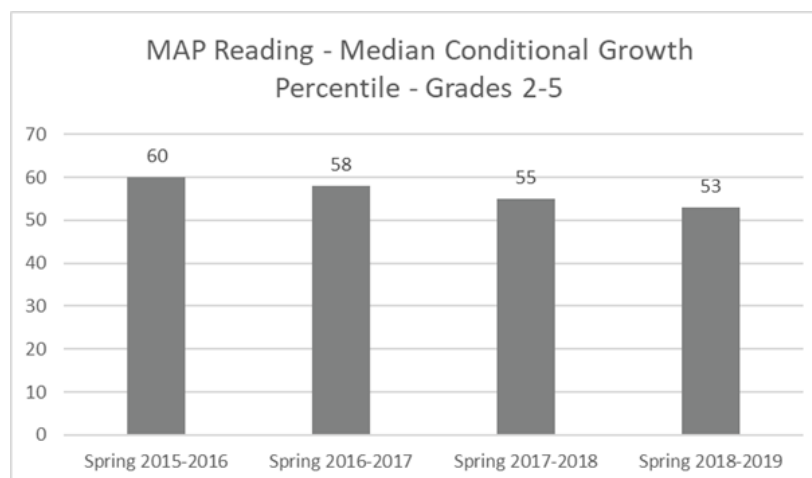
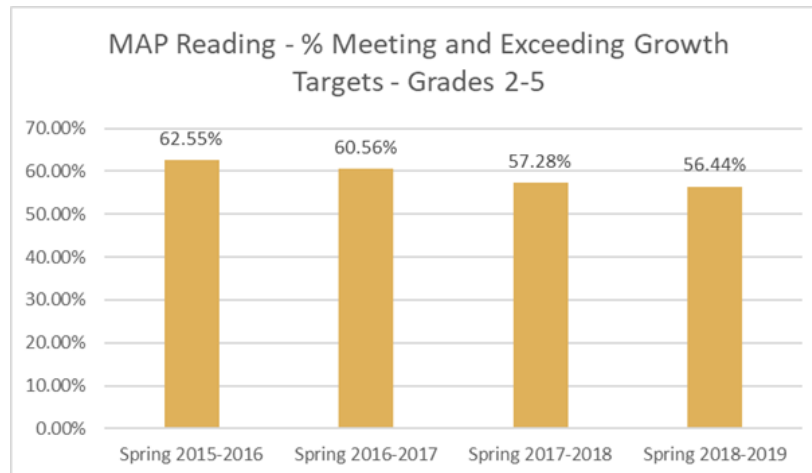
Student Achievement

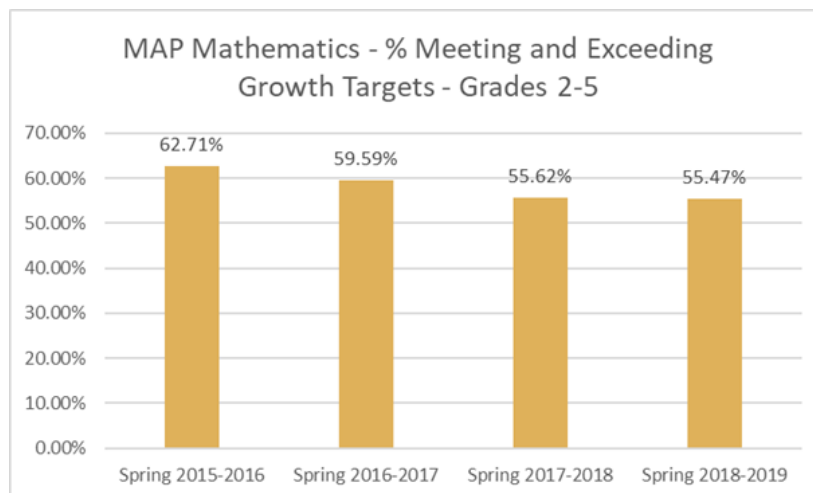
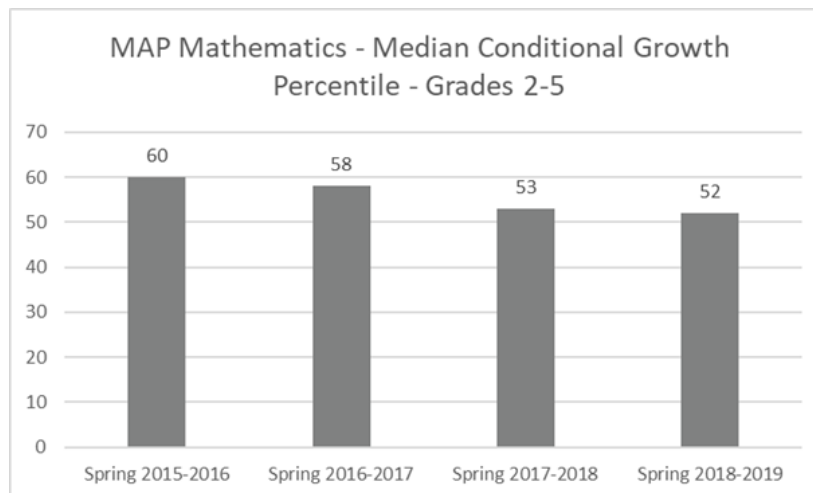
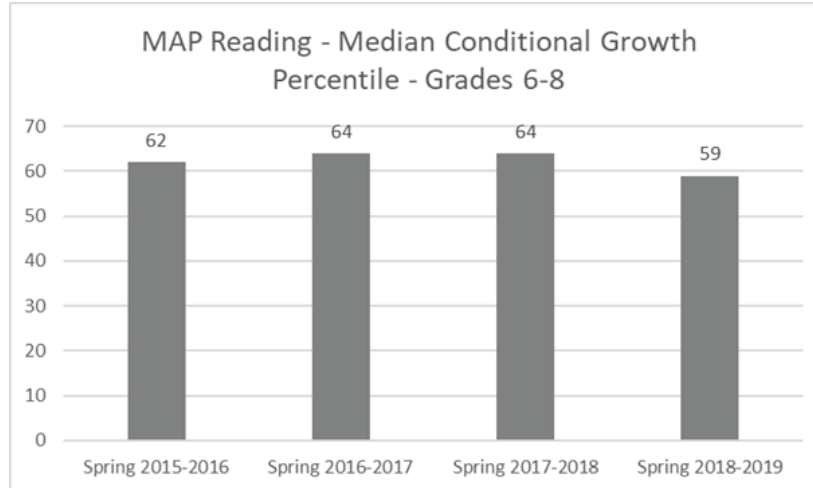


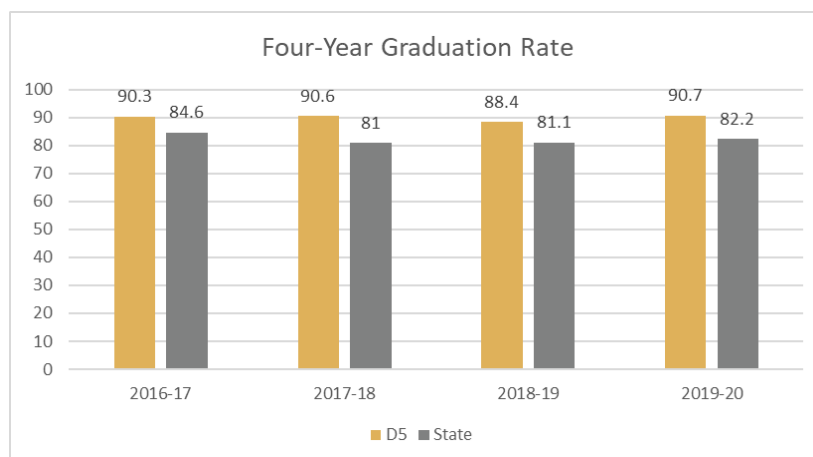
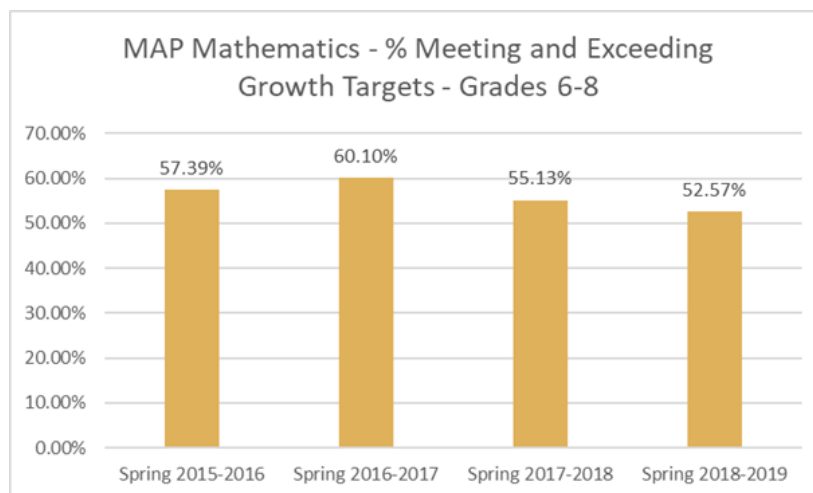
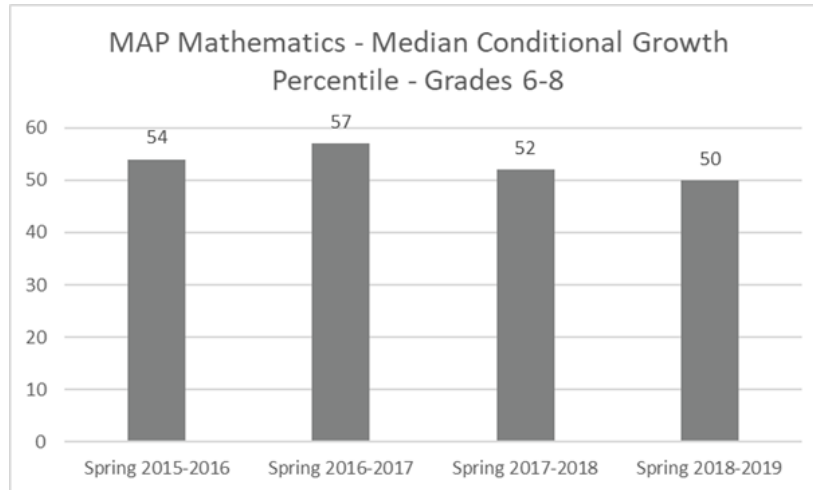
D5 Ranking Among SC School Districts – SC READY ELA			
2015-16	2016-17	2017-18	2018-19
3	2	4	5



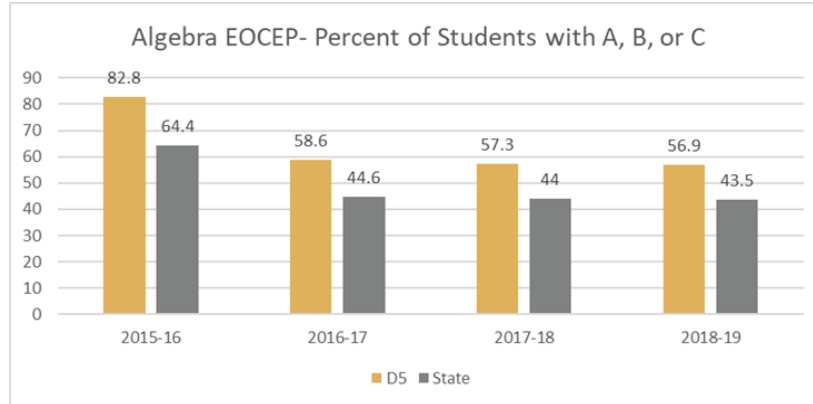
D5 Ranking Among SC School Districts – SC READY Mathematics			
2015-16	2016-17	2017-18	2018-19
6	6	8	12



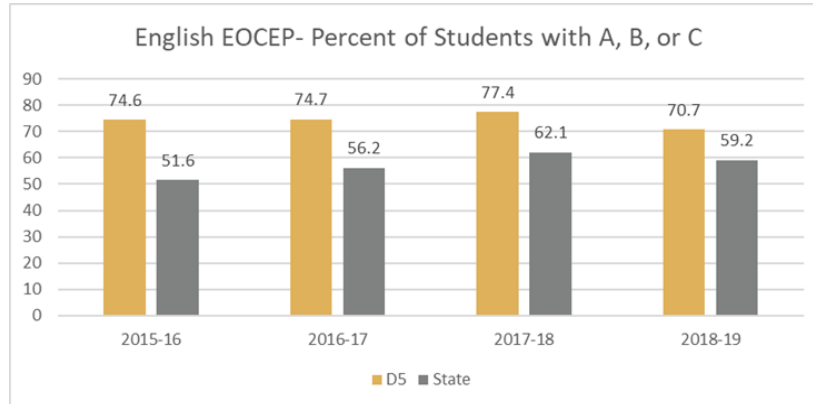




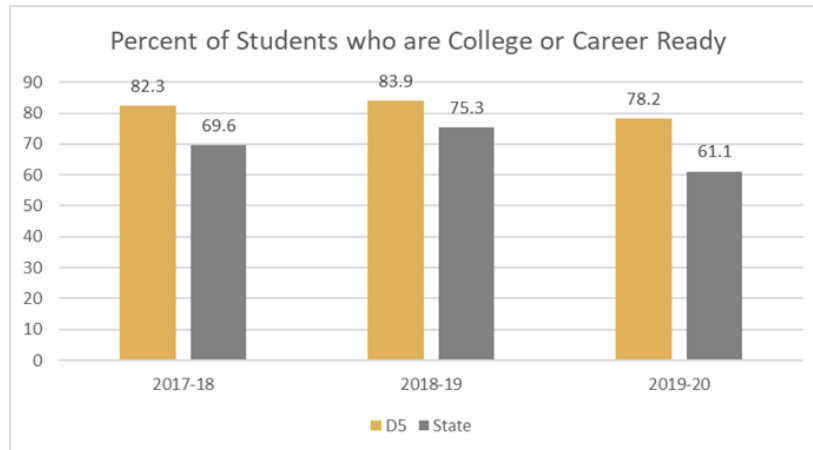
D5 Ranking Among SC School Districts			
2016-17	2017-18	2018-19	2019-20
9	7	15	10



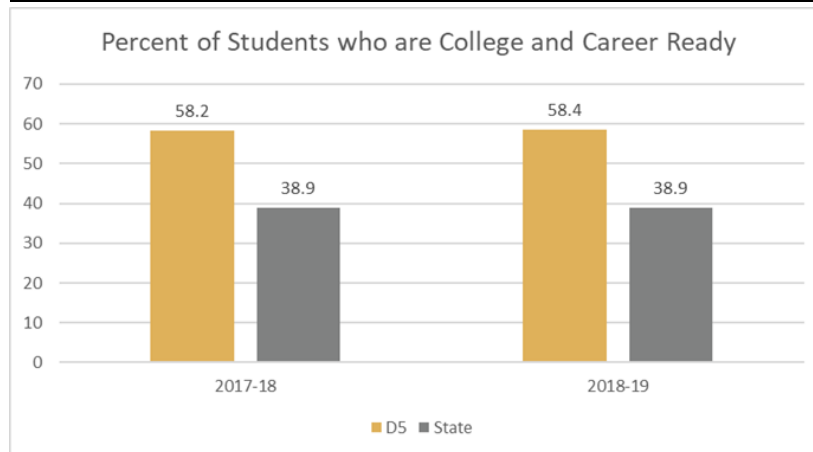
D5 Ranking Among SC School Districts – Algebra EOCEP			
2015-16	2016-17	2017-18	2018-19
5	7	7	8



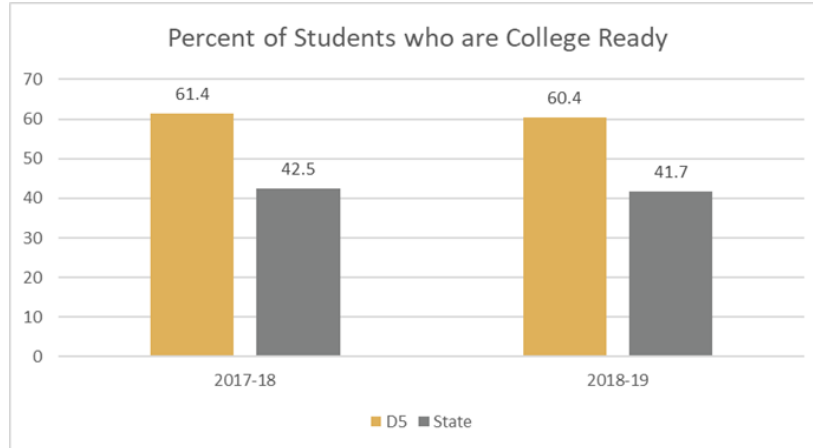
D5 Ranking Among SC School Districts – English EOCEP			
2015-16	2016-17	2017-18	2018-19
3	2	2	4



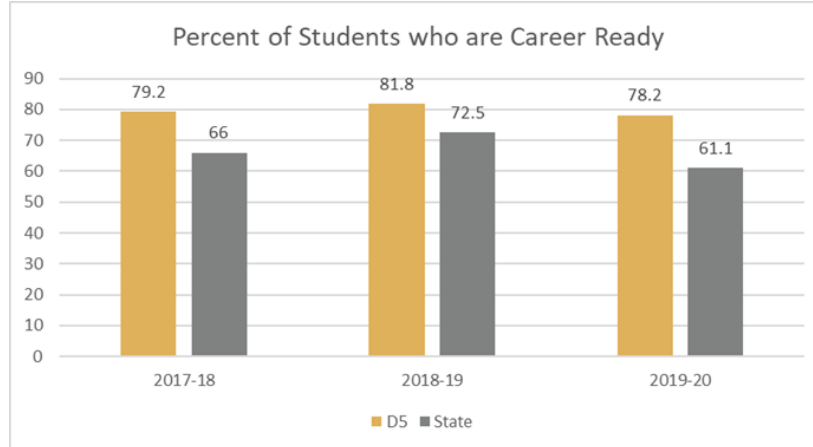
D5 Ranking Among SC School Districts – College or Career Ready		
2017-18	2018-19	2019-20
3	13	3



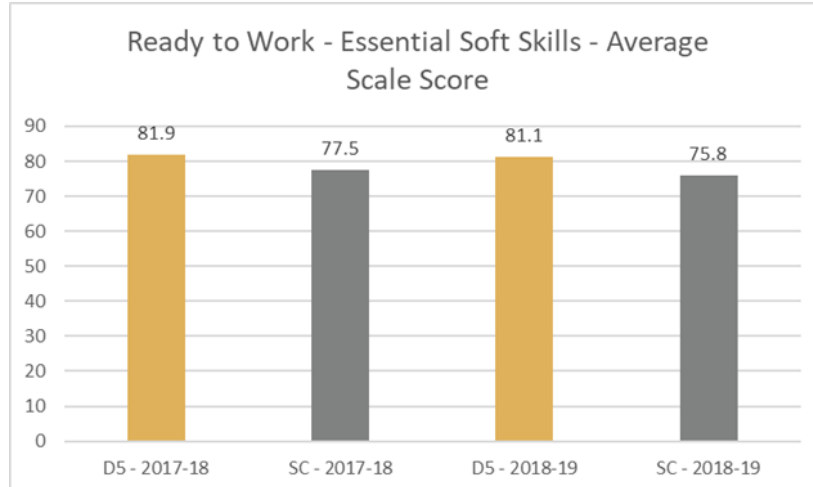
D5 Ranking Among SC School Districts – College and Career Ready		
2017-18	2018-19	2019-20
2	2	n/a

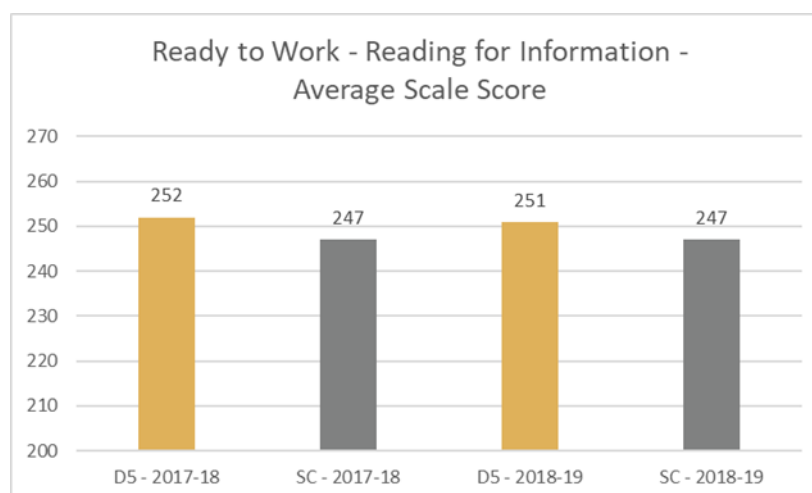
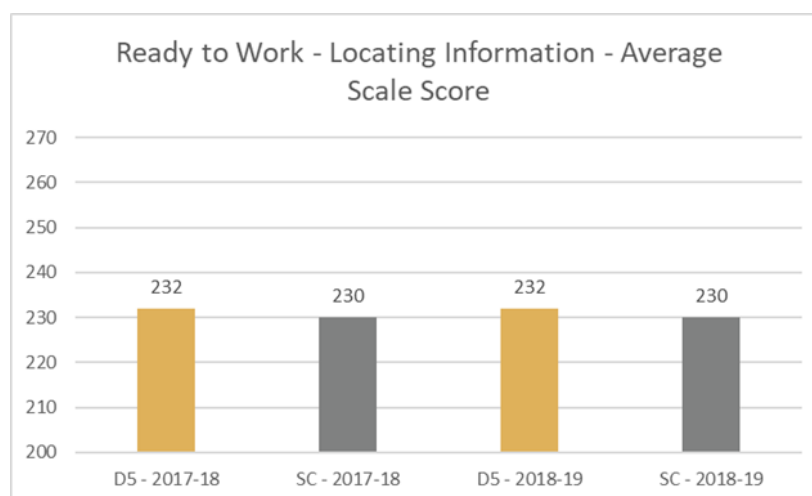
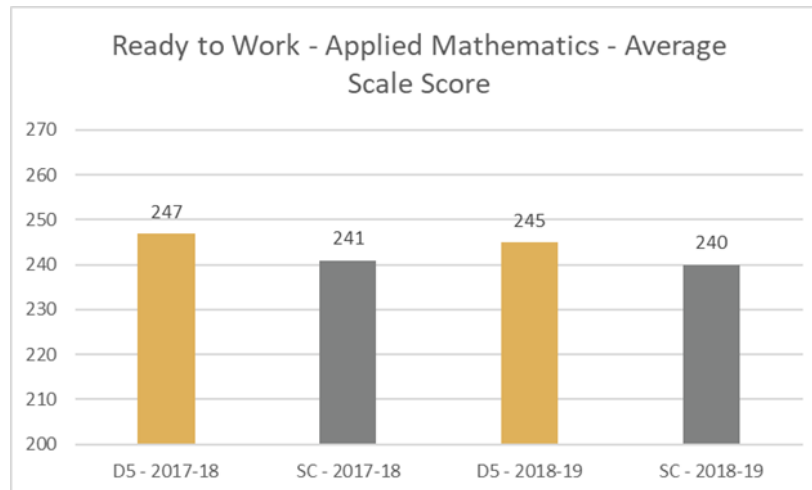


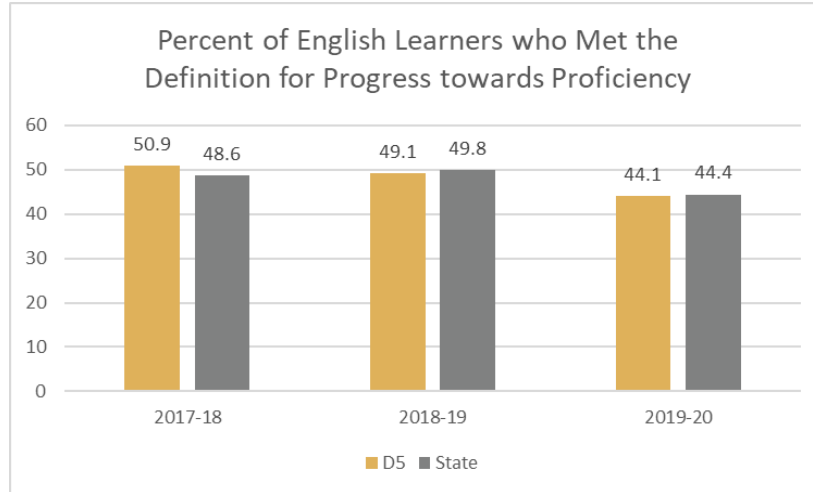
D5 Ranking Among SC School Districts – College Ready		
2017-18	2018-19	2019-20
2	3	n/a



D5 Ranking Among SC School Districts – Career Ready		
2017-18	2018-19	2019-20
3	13	3

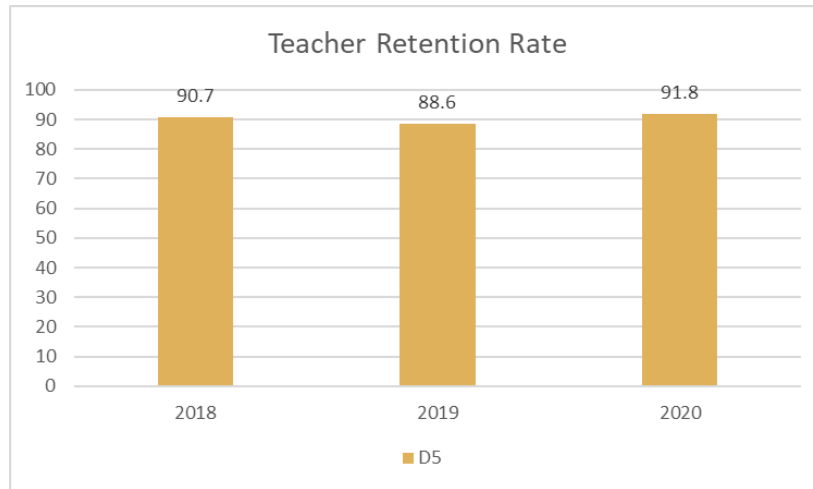






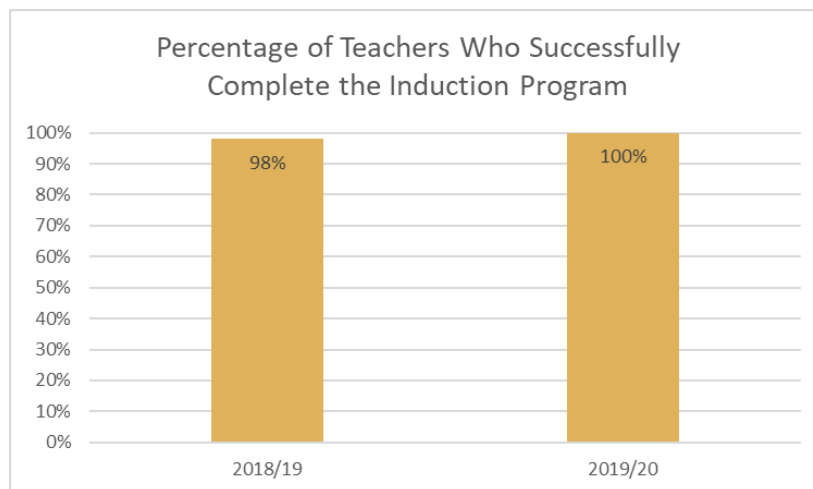
D5 Ranking Among SC School Districts – Career Ready		
2017-18	2018-19	2019-20
25	26	34

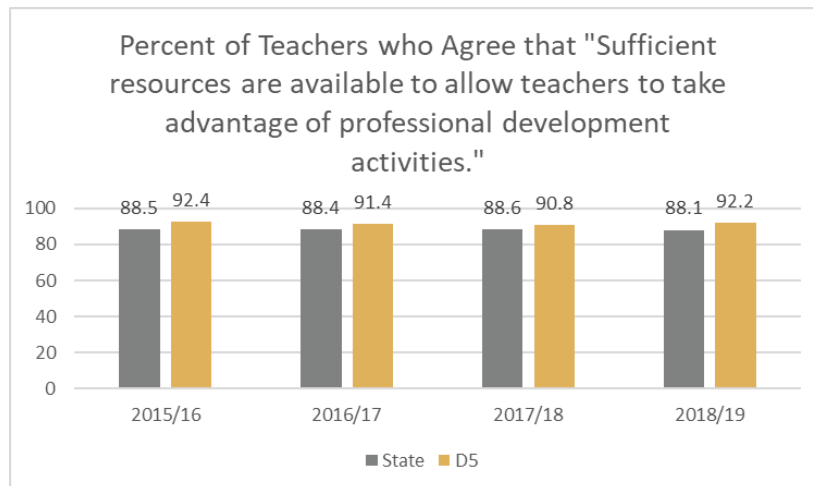
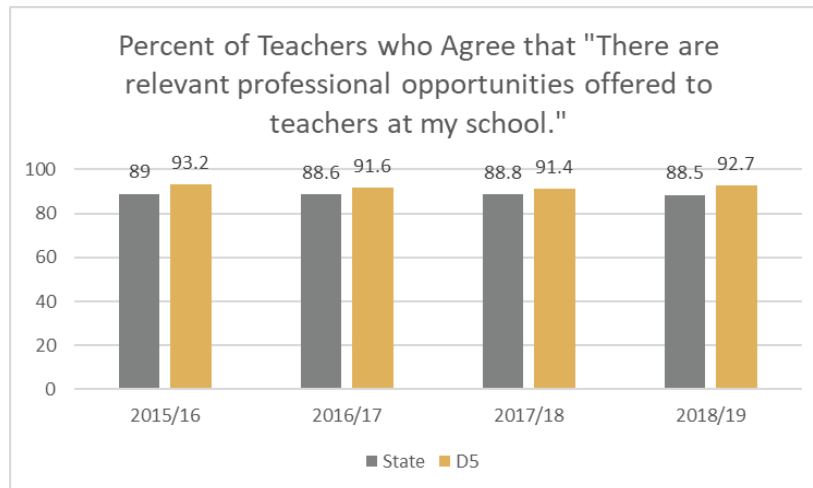
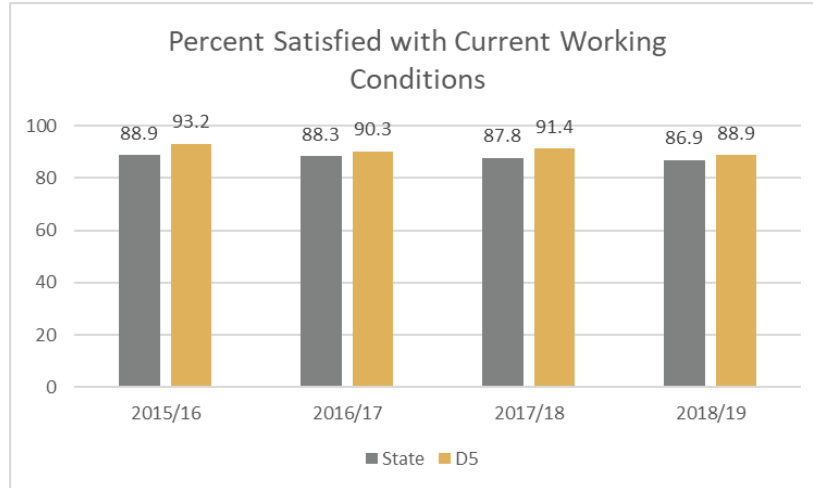
Teacher/Administrator Quality

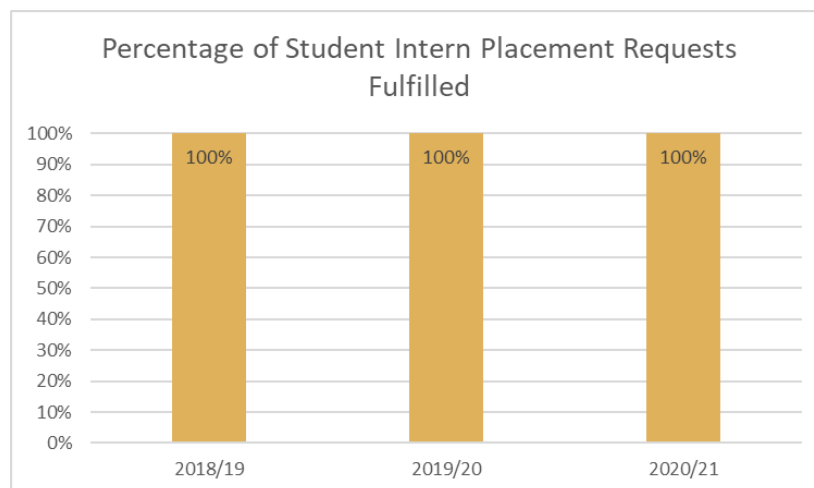
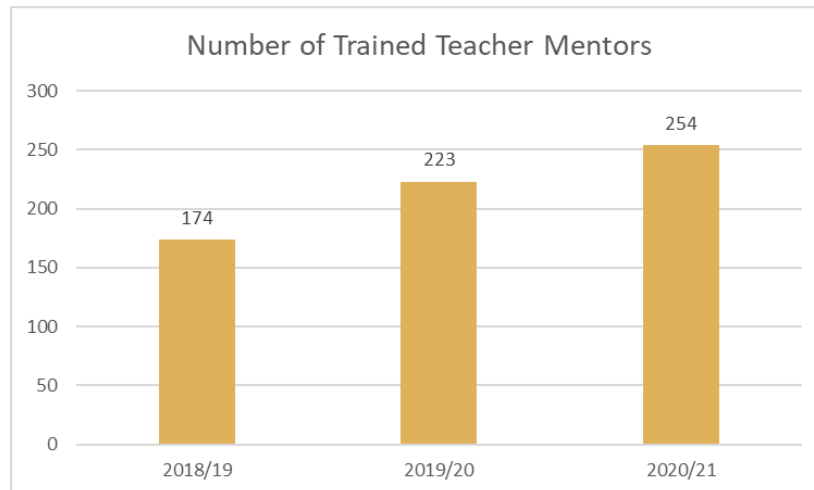


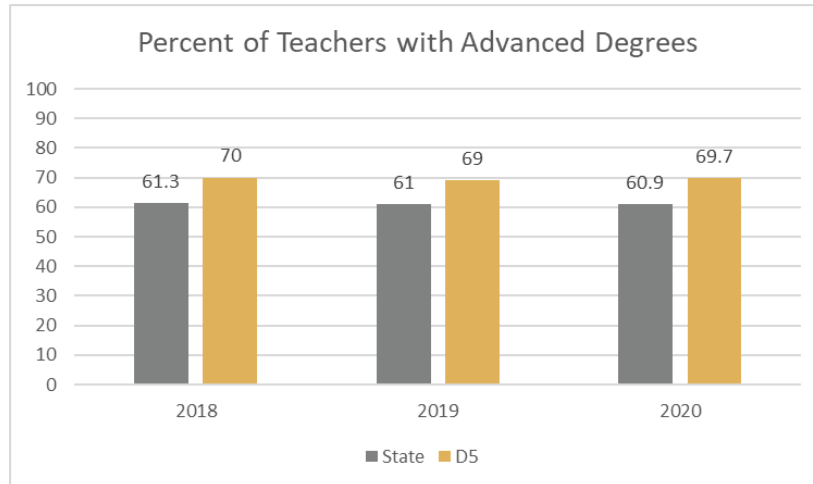
Retention Rate Ranking Among South Carolina School Districts*		
2018	2019	2020
11	19	14

*** Note: Only 1 district in the state employed a greater number of teachers AND had a higher teacher retention rate than District 5.**

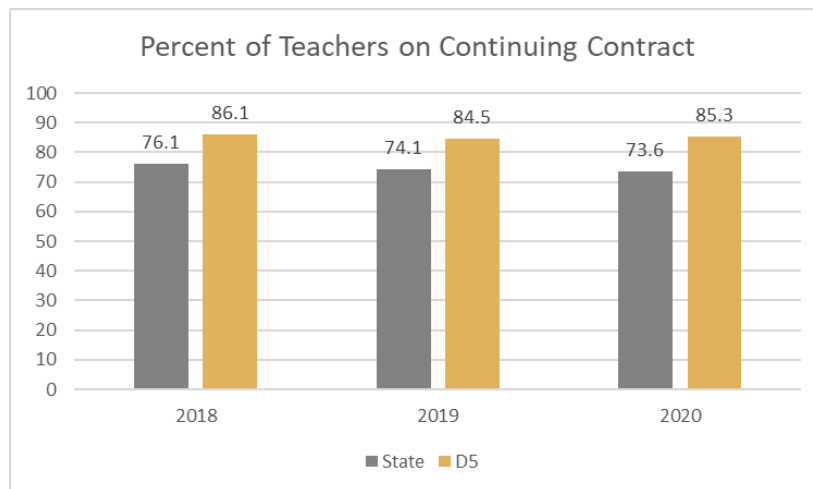




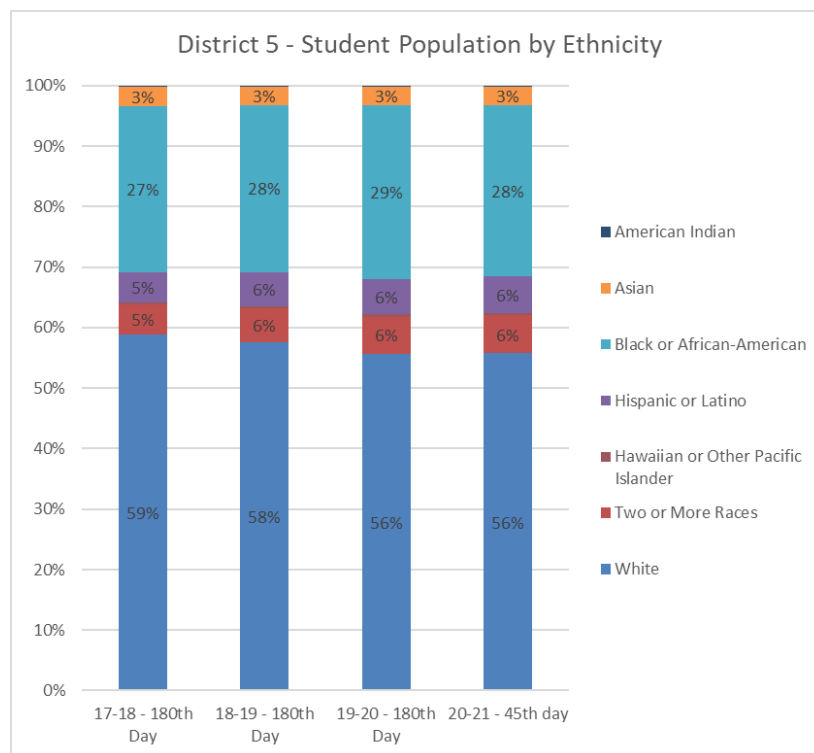
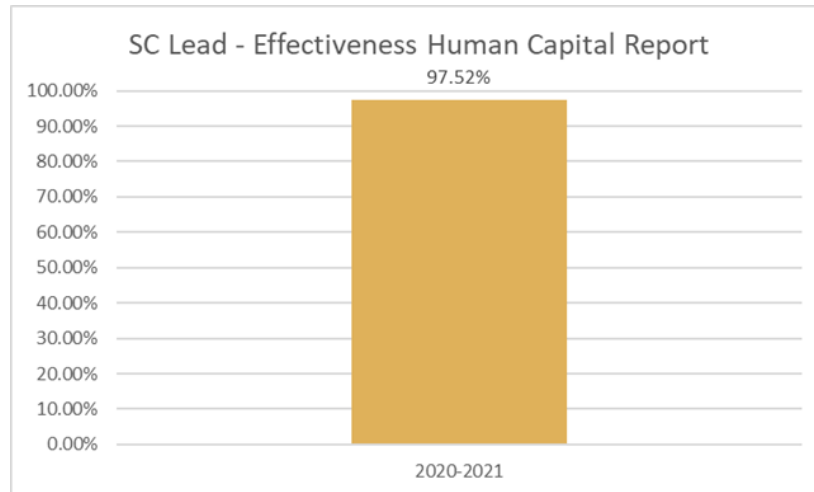


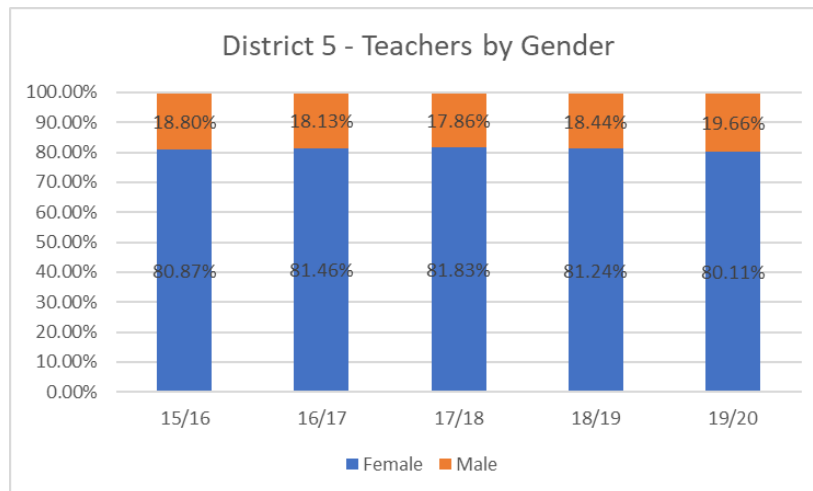
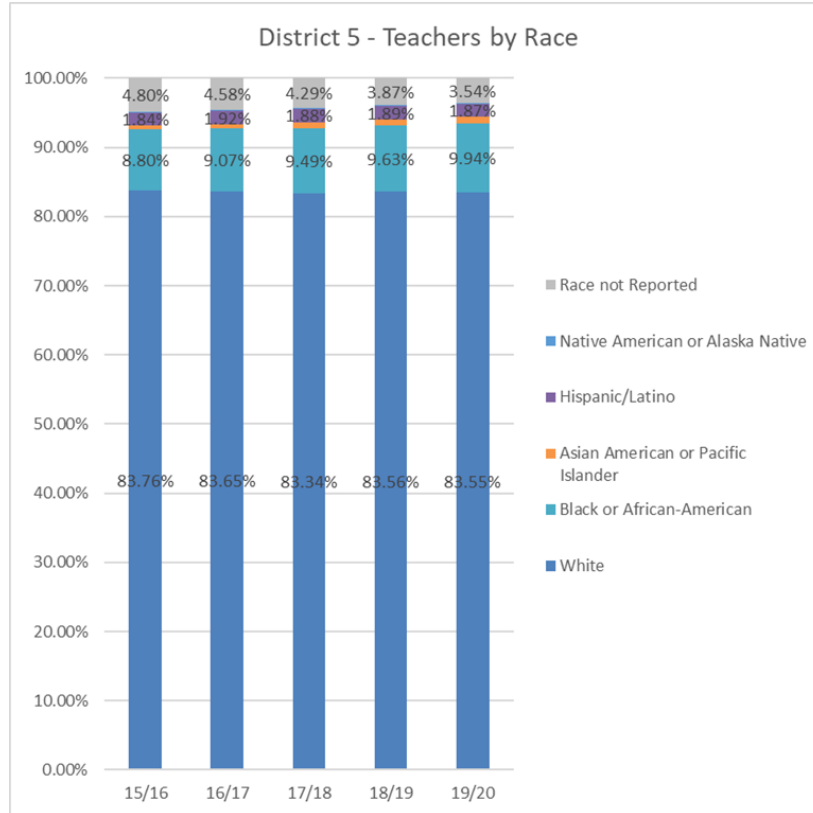


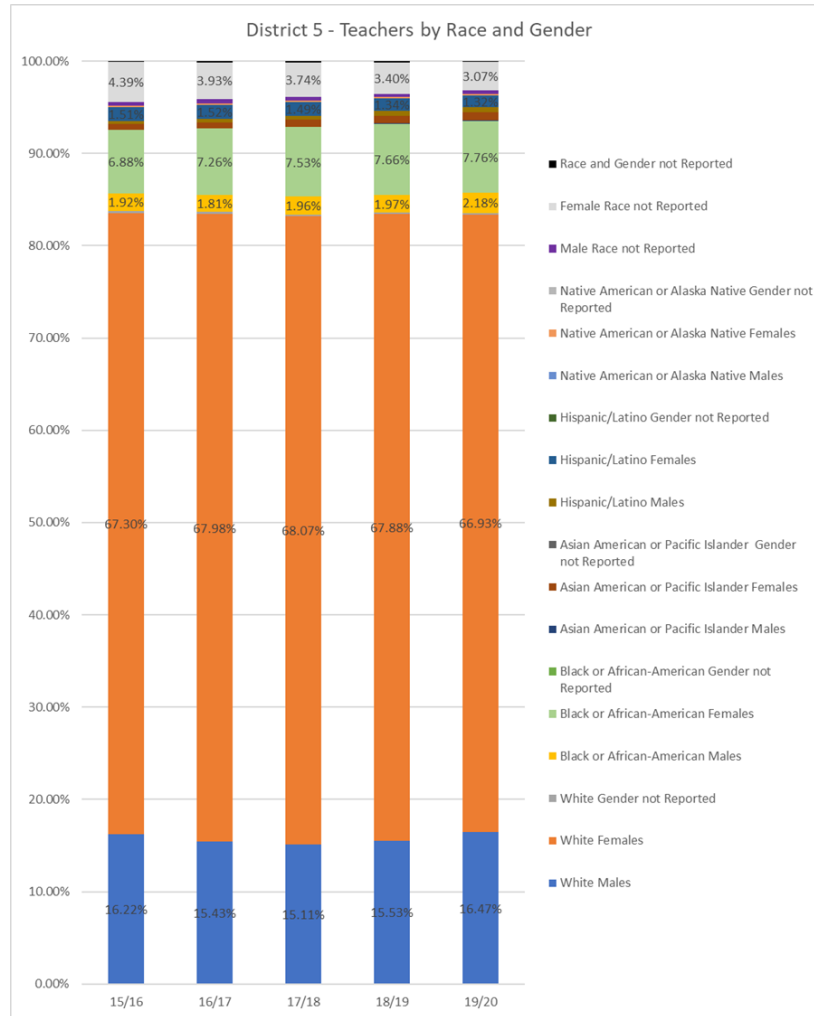
Percent of Teachers with Advanced Degrees Ranking Among South Carolina School Districts		
2018	2019	2020
6	7	6



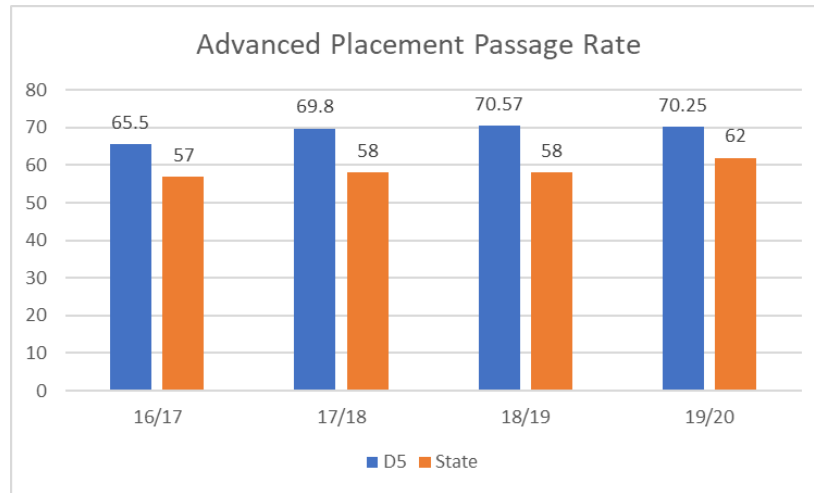
Percent of Teachers on Continuing Contract Ranking Among South Carolina School Districts		
2018	2019	2020
7	12	12



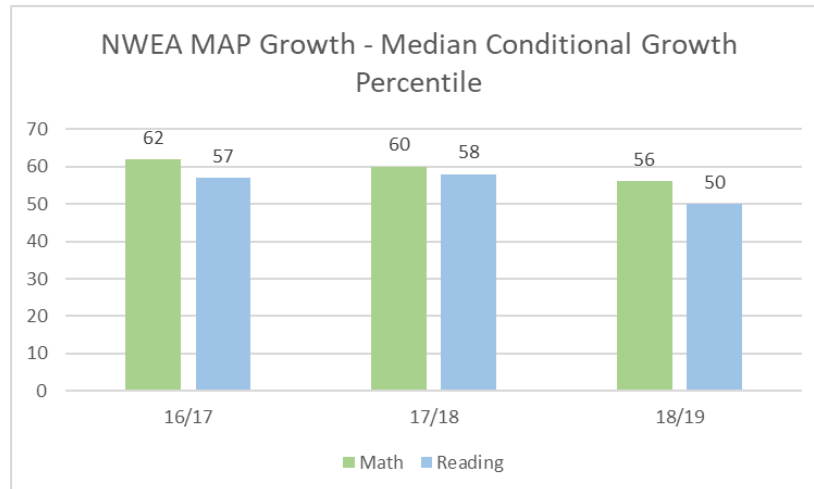


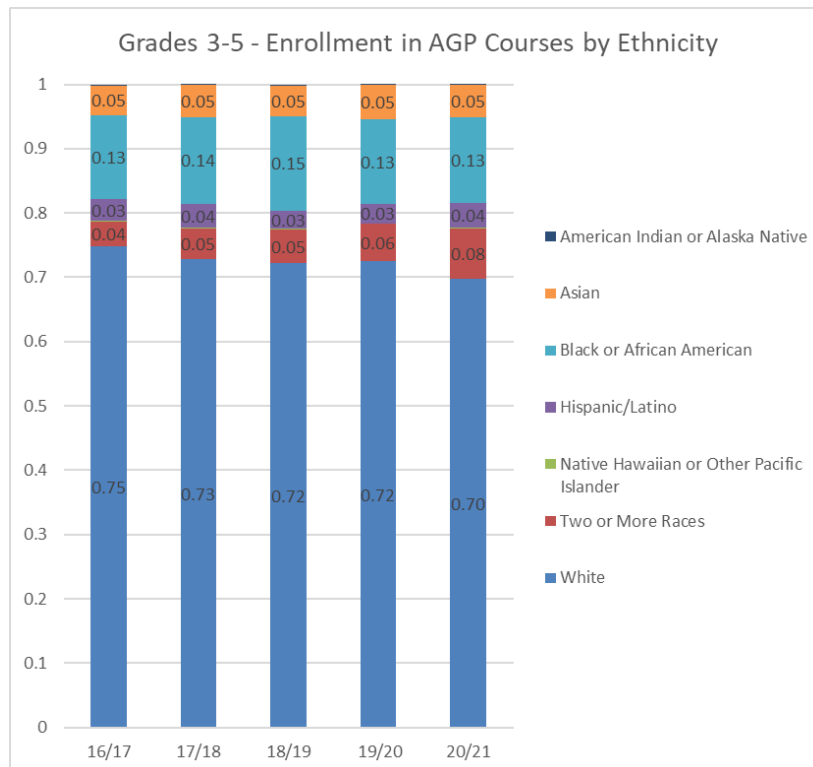
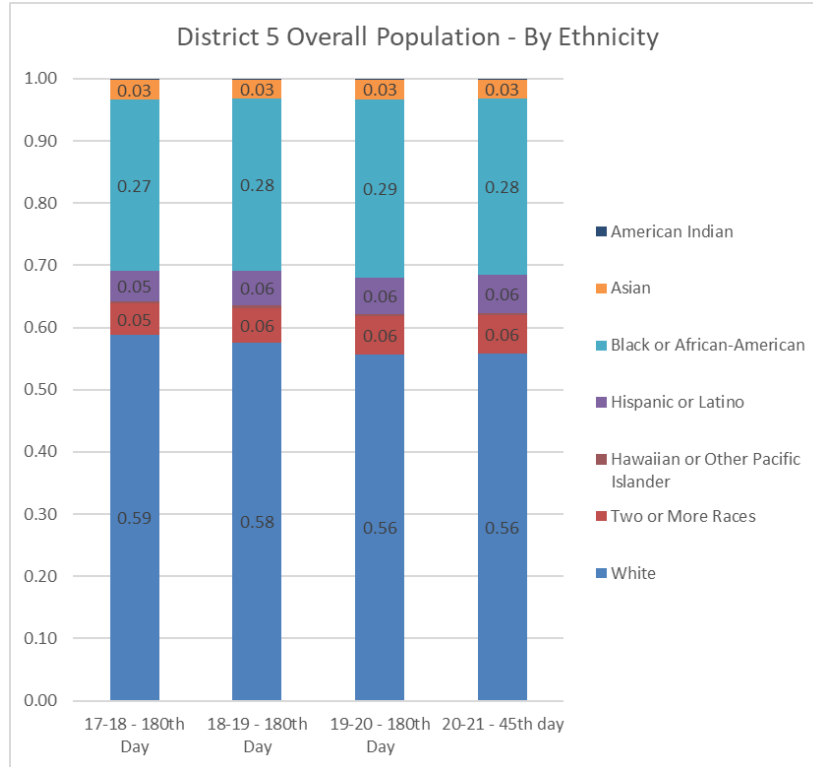


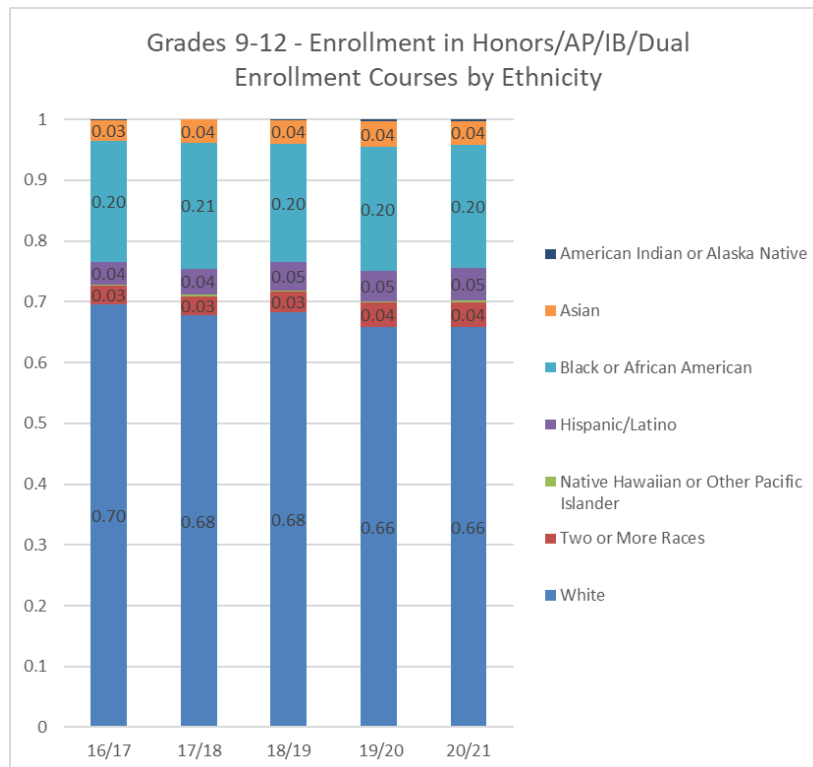
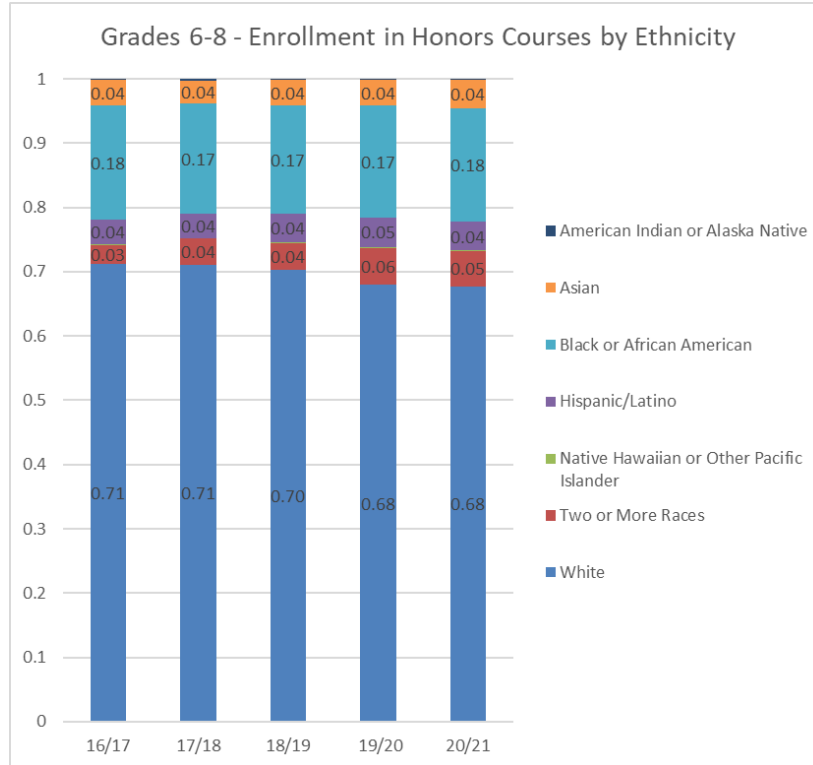
Gifted and Talented

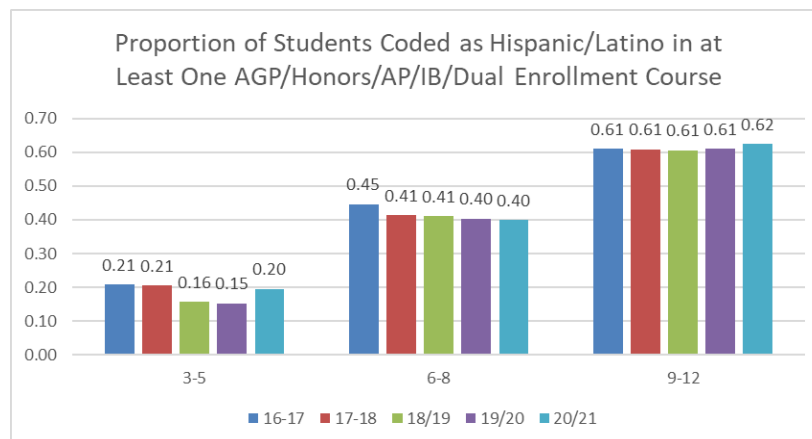
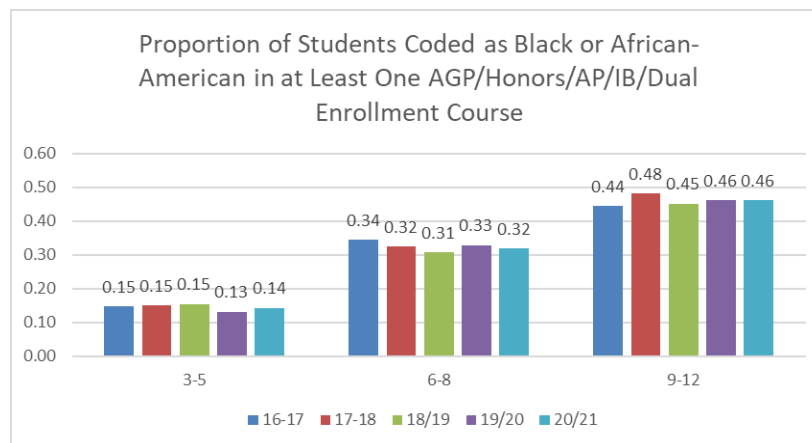
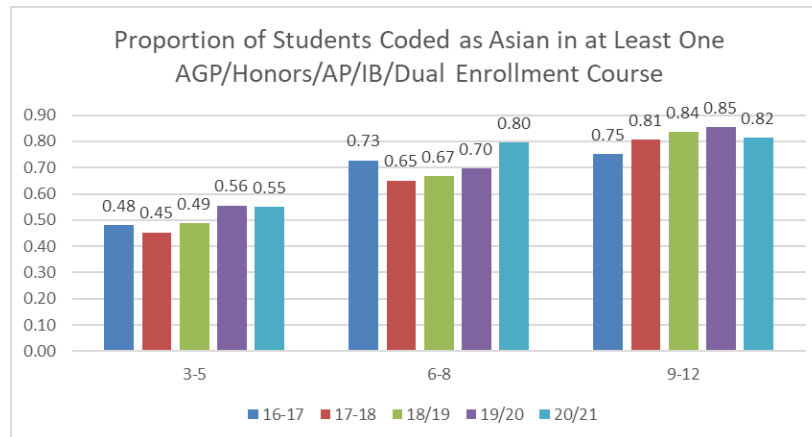


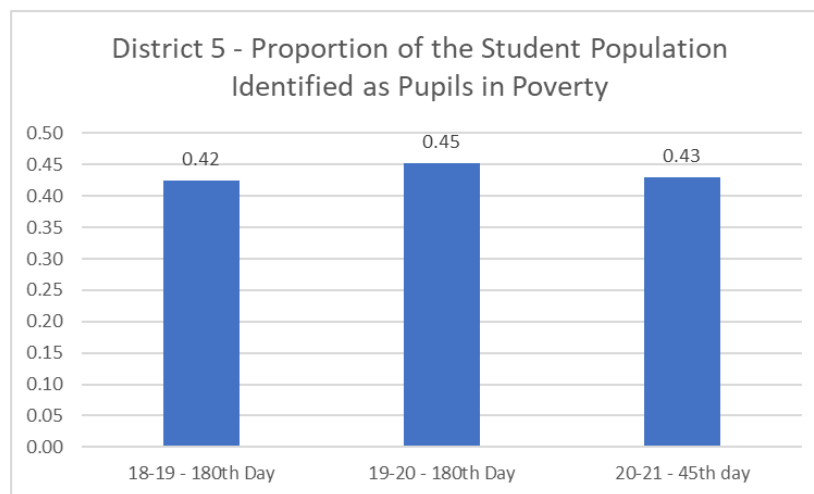
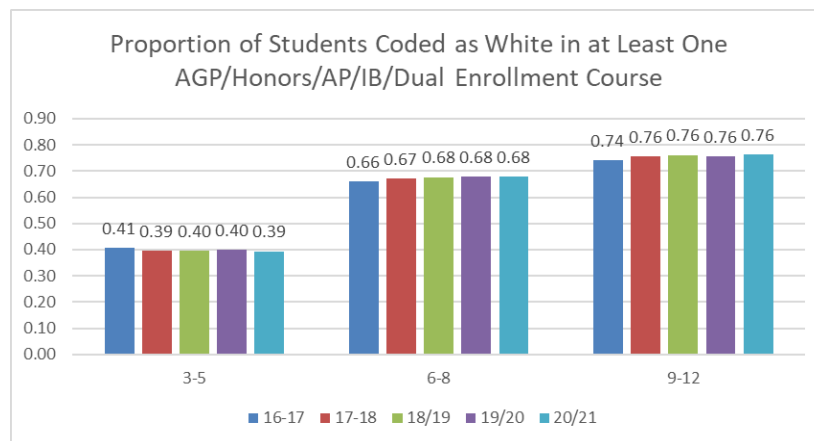
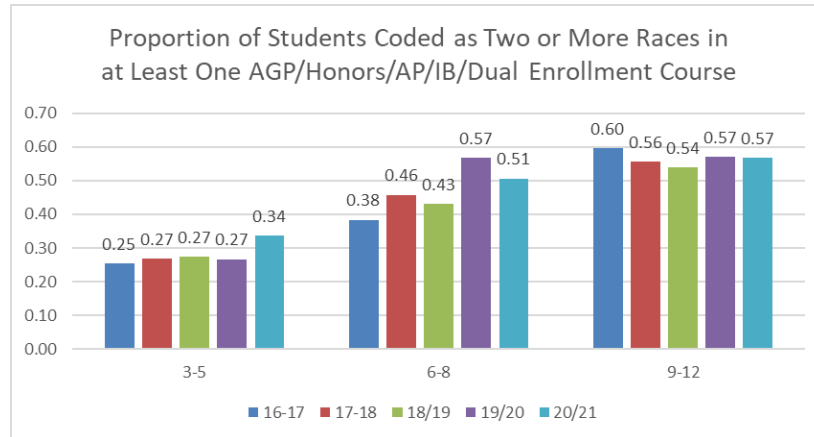
In this measure, we have isolated students in grades 2-8 who began the year at or above the 90th percentile on MAP Growth Mathematics or Reading.











Grades 3-5 - Enrollment in AGP by Poverty Indicator

■ 16/17 ■ 17/18 ■ 18/19 ■ 19/20 ■ 20/21

16/17	17/18	18/19	19/20	20/21
Full Pay Meals 0.81	Full Pay Meals 0.81	Non-PIP 0.73	Non-PIP 0.72	Non-PIP 0.70
Subs. Meals 0.19	Subs. Meals 0.19	PIP 0.27	PIP 0.28	PIP 0.30

Grades 6-8 - Enrollment in Honors Courses by Poverty Indicator

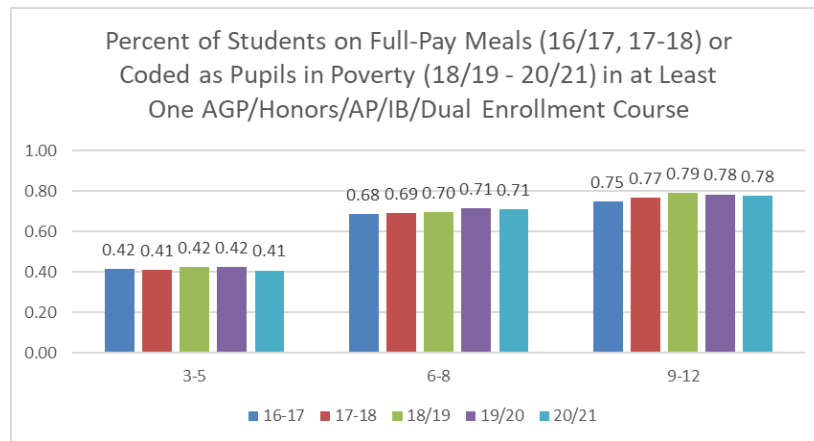
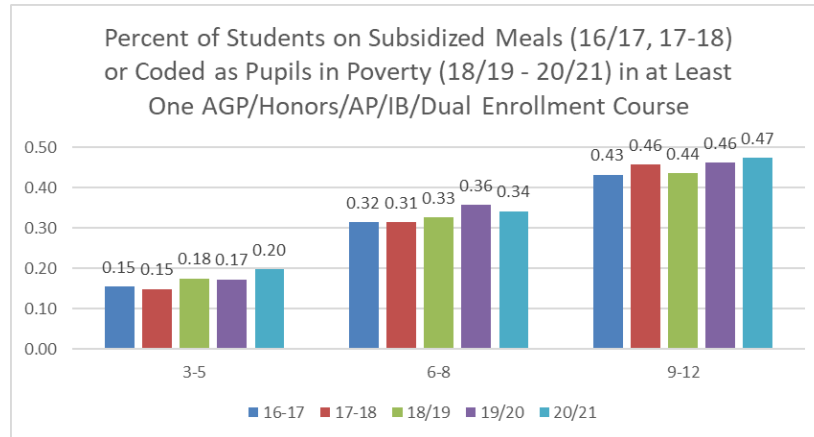
■ 16/17 ■ 17/18 ■ 18/19 ■ 19/20 ■ 20/21

16/17	17/18	18/19	19/20	20/21
Full Pay Meals 0.79	Full Pay Meals 0.78	Non-PIP 0.74	Non-PIP 0.71	Non-PIP 0.72
Subs. Meals 0.21	Subs. Meals 0.22	PIP 0.26	PIP 0.29	PIP 0.28

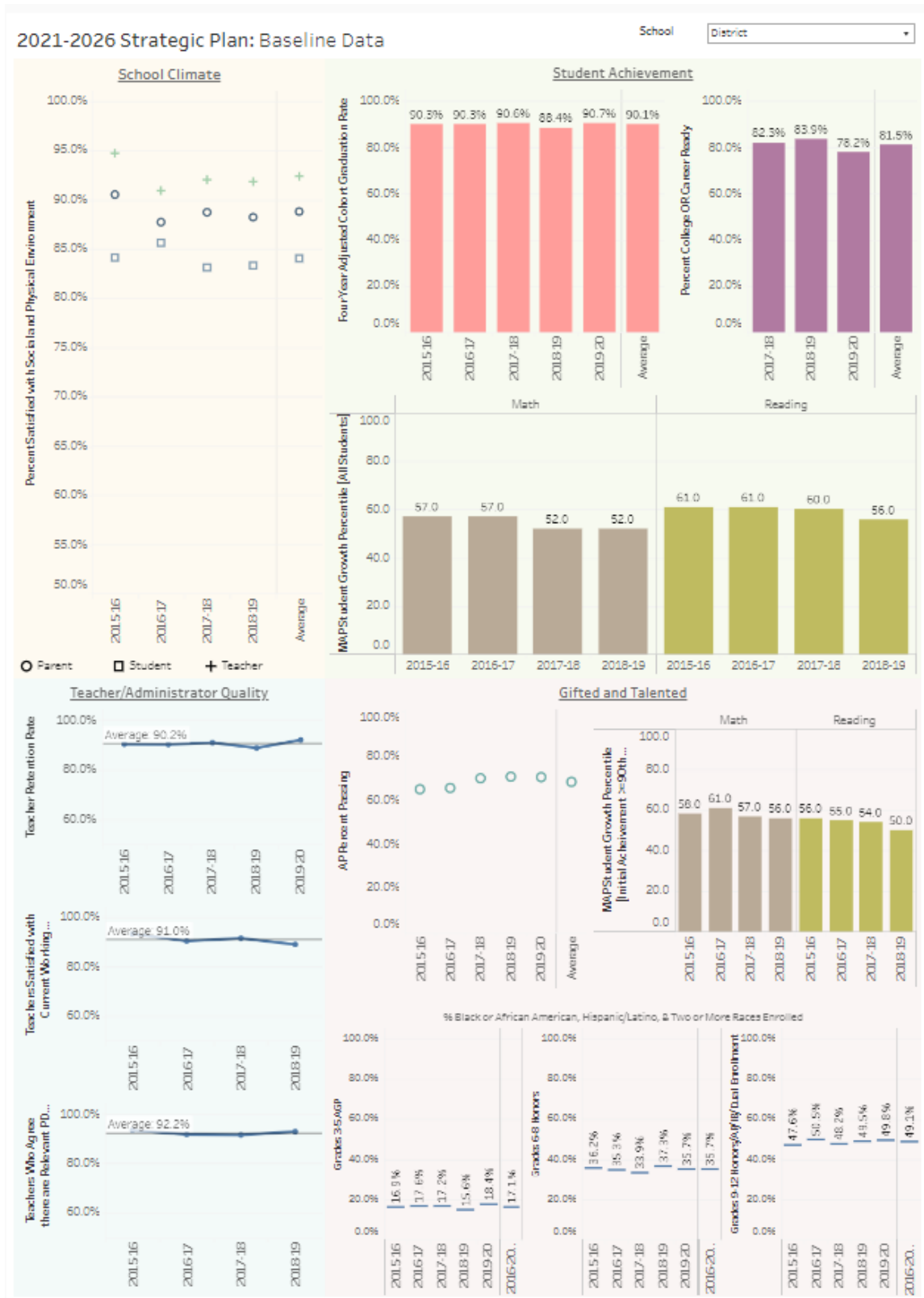
Grades 9-12 - Enrollment in Honors/AP/IB/Dual Enrollment Courses by Poverty Indicator

■ 16/17 ■ 17/18 ■ 18/19 ■ 19/20 ■ 20/21

16/17	17/18	18/19	19/20	20/21
Full Pay Meals 0.78	Full Pay Meals 0.77	Non-PIP 0.75	Non-PIP 0.72	Non-PIP 0.72
Subs. Meals 0.22	Subs. Meals 0.23	PIP 0.25	PIP 0.28	PIP 0.28



Overall



EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

[State Report Card for districts and schools data](#)

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

<i>Student Achievement, including sub-groups</i>
<i>Early Childhood/Primary (PK–2)</i>
<p>District 5 continuously monitors achievement and growth data for students in kindergarten, first grade, and second grade. This includes the administration of the Kindergarten Readiness Assessment, FastBridge, and MAP Growth.</p> <p>During the 2017-18, 2018-19, 2019-20, and 2020-21 school years, between 35% and 41.2% of our kindergarten students entered kindergarten demonstrating readiness to learn on the Kindergarten Readiness Assessment.</p> <p>In 2019, the district transitioned to FastBridge as a progress-monitoring tool for reading. This is administered three times per year to students in kindergarten and first grade. Between 27.67% and 36% of kindergarten and first grade students were identified as high-risk on the Spring 2019, 2021, and 2022 administrations of FastBridge.</p> <p>We also consider growth data. Students in first and second grade now participate in MAP Growth testing in both mathematics and reading in the Fall, Winter, and Spring. The Fall to Spring Median Conditional Growth Percentiles in reading ranged from 47 to 58. The Fall to Spring Median Conditional Growth Percentiles in mathematics ranged from 50 to 65.</p> <p>We must continue to focus on providing the highest quality instruction to our students in Kindergarten through second grade.</p>
<i>Elementary/Middle (3–8)</i>
<p>District 5's student achievement data consistently exceeds the state data. The percentage of students scoring Meets or Exceeds Expectations on SC READY ranged from 54.2 to 57.9.</p>

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The percentage of students scoring Meets or Exceeds Expectations on SC READY English Language Arts ranged from 54.2 to 57.9. District 5 ranked in the top five of all districts in the state on this measure between 2015-16 and 2018-19. The percentage of students scoring Meets or Exceeds Expectations on SC READY Mathematics ranged from 54.3 to 56.6. District 5 ranked in the top ten of all districts in the state on this measure between 2015-16 and 2017-18. However, the committee also noted a decrease in the percentage of District 5 students scoring Meets or Exceeds Expectations between 2016-17 and 2018-19. The Needs Assessment committee has identified student growth measures as the most appropriate goal for our elementary, intermediate, and middle schools. NWEA MAP Growth Median Conditional Growth Percentiles (MCGP) were selected as the most appropriate metric in Reading and Mathematics as the MCGP quantifies how much students grew compared to the historical trends of similar scoring students. The committee recommended that the district put strategies in place to address the growth and achievement of students with disabilities and multilingual learners.

High School (9–12)

The percentage of students earning a C or above on Algebra 1 EOCEP ranged from 56.9 to 58.6 between 2016-17 and 2018-19. District 5 ranked in the top ten of all districts in the state on this measure in all three years. The percentage of students earning a C or above on English 1 EOCEP ranged from 70.7 to 77.4 between 2015-16 and 2018-19. District 5 ranked in the top five of all districts in the state on this measure in all four years. The four-year graduation rate ranged from 88.4 to 90.7 from 2016-17 to 2019-20. District 5 was ranked in the top ten of all districts in the state in three of those years. The percentage of students who are college or career ready ranged between 78.2 and 82.3 between 2017-18 and 2019-20. District 5 ranked third in the state on this measure in two of the three years. The Needs Assessment committee identified graduation rate and College or Career Readiness as the goals for high schools. These goals ensure that schools are focused on students' successful completion of PK-12 programs and are prepared for life after PK-12 education. The committee recommended that the district put strategies in place to address the growth and achievement of students with disabilities and multilingual learners.

Teacher/Administrator Quality

The Needs Assessment committee reviewed data from three general areas: teacher retention; teacher development; and teacher characteristics. Every data point suggested that District 5 excels in these areas. Between 2018 and 2020, the district's teacher retention rate ranged from 88.6 to 91.8. This was among the highest of all districts in the state and consistently one of the best retention rates of districts with a similar number of teachers. Districts with higher retention rates typically had a smaller number of teachers in the district. The retention rate was likely influenced by teacher satisfaction with working conditions. Between 2015-16 and 2018-19, 88.9 to 93.2 percent of District 5 teachers stated that they were satisfied with working conditions when completing the annual South Carolina Department of Education survey. The state satisfaction ranged from 86.9 to 88.9. District 5's Lead5 professional development program has offered teachers' choices in professional development. Between 2015-16 and 2018-19, 91.4 to 92.7 percent of District 5 teachers stated that there were relevant professional development opportunities offered to

teachers at their schools. The state satisfaction rate ranged from 88.5 to 89 percent. Over the same time period, 90.9 to 92.4 percent of teachers agreed that sufficient resources were available for teachers to take advantage of professional development activities. The state satisfaction rate ranged from 88.1 to 88.6.

The district has also increased the number of teacher mentors and consistently filled all placement requests for student teachers. Committees also noted teacher satisfaction with technology and other courses that were offered without cost or with minimal cost.

Between 2018 and 2019, 69.7 to 70 percent of the district's teachers possessed advanced degrees. The state percentage ranged from 60.9 to 61.3. The percentage of District 5 teachers on continuing contracts ranged from 84.5 to 86.1 while the state percentage ranged from 73.6 to 76.1.

The committee noted that the racial and gender characteristics of the district's teachers is not representative of the student body. White students typically made up between 56 and 59 percent of the student body between 2017-18 and 2020-21. Between 2015-16 and 2019-20, White teachers accounted for between 83.34 and 83.76 percent of the district's teachers. Over the same time period, male teachers made up between 17.86 and 19.66 percent of the district's teachers.

The Needs Assessment identified teacher retention and teacher development as key goal areas for the district. The measures selected were teacher retention rate, teacher satisfaction with working conditions, and teacher perceptions of professional development.

The committee recommended that the district focus on retention by seeking out and utilizing strategies to help teachers find work/life balance, address teacher development by continuing to offer professional development choices for teachers, and correct the lack of racial and gender diversity in the district's faculty by developing and implementing strategies to recruit and sustain teachers from minoritized populations.

School Climate

Results from the South Carolina Department of Education Survey were reviewed to better understand parent, student, and teacher perceptions of educational experiences. This analysis showed that parent, student, and teacher satisfaction with the learning environment, social and physical environment, and school-home relations was greater for District 5 than for the state between 2016 and 2019.

Parent satisfaction with the learning environment ranged from 90.6% to 92.1%. Student satisfaction with the learning environment ranged from 81.6% to 84.4%. Teacher satisfaction with the learning environment ranged from 89.7% to 93.9%.

Parent satisfaction with the social and physical environment ranged from 87.7% to 90.5%. Student satisfaction with the social and physical environment ranged from 83.1% to 85.6%. Teacher satisfaction with the social and physical environment ranged from 90.9% to 94.7%.

Parent satisfaction with school-home relations ranged from 76.4% to 78.6%. Student satisfaction with school-home relations ranged from 85% to 86.8%. Teacher satisfaction with school-home relations ranged from 89% to 93.2%.

When the 2018 and 2019 data for each district was reviewed, the committee leaders noted that most of the districts that tended to outperform our district on this measure had fewer

responses from parents, students, and teachers.

The committee also noted that published survey data showed that District 5 parents and teachers were more satisfied with school safety than parents and teachers around the state. In 2018, District 5 parents were less satisfied with bullying programs than parents statewide. In 2019, parent satisfaction in this area increased by almost eight points and exceeded the state satisfaction level.

The committee noted the need to focus on parent, student, and teacher perceptions of social and physical environment. This goal will allow the district to focus on issues that emerged from the data and perceptions of needs in the district.

The committee recommended that the district put strategies in place to support the social and physical environment goal. These strategies should address the following areas as they reflected underlying areas of need in the survey data: family engagement; social and emotional learning; Positive Behavioral Interventions and Supports; bullying; and school safety. The family engagement strategy was seen by the committee as being of high importance as this could address both the social and physical environment priority as well as parent perceptions of school-home relations.

Gifted and Talented (District Only)

The Gifted and Talented Committee reviewed data on the outcomes and opportunities associated with the district's gifted and talented programs. Between 2016 and 2020, the percentage of District 5 students served by gifted and talented programs ranged from 27.9 to 35 annually. District 5 ranked between the fourth highest and highest among all districts in the state during this time period.

High achieving students typically performed well on achievement and growth measures. Between 2017 and 2019, students who began the year at or above the 90th percentile typically grew at levels that exceeded the performance of similar scoring students nationally on the NWEA MAP Growth assessment. This was measured by the Median Conditional Growth Percentile.

At the high school level, a high number of students participate in Advanced Placement programs. Between 1,660 and 1,854 students annually participated in Advanced Placement exams between 2016 and 2020. These students took between 3,220 and 3,466 exams annually. Students received a passing score on 68.2% of the 16,609 total exams administered during that time period. The annual passage rate ranged from 64.9% to 70.57% between 2016 and 2020. During the same time period, the statewide Advanced Placement passage rate ranged from 57% to 62%.

The committee noted disparities between the overall population of the district and the population in the district's gifted programs. For example, between 2017-18 and 2020-21, the percentage of District 5 students coded as Black or African-American, Hispanic or Latino, or Two or More Races ranged from 37% to 41%. However, this was not representative of the populations of students served in programs for gifted students. This was most pronounced in grades 3-5. Between 2017-18 and 2020-21, 22% to 25% of students served in gifted programs in grades 3-5 were coded as Black or African-American, Hispanic or Latino, or Two or More Races. In grades 6-8, the percentage was between 25% and 28%. In grades 9-12, the percentage was between 28% and 29%.

The committee recommended that the district set goals to continue its high growth and achievement levels for students in gifted programs and to address the disparity between the district's overall student demographics and the demographics of the students in the gifted programs.

PERFORMANCE GOAL AREA (1): *School Climate*

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

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

- 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 2026.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): Annual State Department of Education Report Card Opinion Survey

	Average Baseline		2022–23	2023–24	2024-25	2025-26	2026-27
Parent Satisfaction with Social and Physical Environment	88.78% (2015-16 to 2018-19)	Projected Data	88.82%	88.87%	88.91%	88.96%	89.00%
		Actual Data					
Student Satisfaction with Social and Physical Environment	84.03% (2015-16 to 2018-19)	Projected Data	84.14%	84.26%	84.37%	84.49%	84.60%
		Actual Data					
Teacher Satisfaction with Social and Physical Environment	92.35% (2015-16 to 2018-19)	Projected Data	92.70%	93.05%	93.40%	93.75%	94.10%
		Actual Data					

School Climate Strategy 1

We will **partner and engage with families** in order to better understand and address the safety, social, and emotional needs of our students.

ACTION PLAN FOR STRATEGY 1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide family engagement through Parent Night outs two times a year to address the social and emotional and physical well being of our students.	2 times per year (fall and spring) annually, 2021-2027	Coordinator of Parenting and Social Work	\$5,000	ESSER-2024	Completion of feedback cards with a success indicator of 50% of responses stating “satisfied” or above on the Likert scale. Attendance Calendar Registration of Guests Documentation of Presentation
2. We will provide family engagement through Let’s Talk: Virtual Family Engagement Presentations through Indie Flix for all families.	February, Annually, 2022-2027	Coordinator of Parenting and Social Work	\$10,000	ESSER-2024	Completion of feedback cards with a success indicator of 50% of responses stating “satisfied” or above on the Likert scale. Attendance Calendar Registration of Guests Documentation of

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					Presentation
3. We will provide a Superintendent's Virtual Community Forum once a semester on Facebook Live to increase family engagement.	August, 2021; November 2022; February 2022; and May 2022 Beginning in 2023, we will choose a date based on the availability of the Superintendent.	Superintendent Director of Communications	\$0	n/a	<p>Number of participants that log on to the webpage will increase to 20% of D5 families between August 2021 and May 2022 (starting from 10%) Beginning in 2023, we will use the same criteria as 2021-22.</p> <p>Based on the number of parents that participate, we hope to be able to capture the data that allows us to do a post session feedback parent survey that will ask 3 -5 questions. We would like a completion rate of 20% on survey.</p>
4. We will distribute an electronic district-wide survey focused on various areas determined by the SC Department of Education.	Spring, annually, 2024-2026	SCDE Survey	\$0	n/a	Completion of surveys with a success indicator of 89% of results ranging from satisfied or above on the Likert scale.
5. We will conduct district-wide Parent Advisory group meetings to include a parent representative from the School Improvement Council and the Parent Teacher Organization from each school.	September through May, monthly, 2022-2027	Office of Communications with support from other departments Office of	\$5,000	Superintendent's Budget	Participants will complete a yearly survey focused on the success of the group measured by organization, ability to express ideas and

		Superintendent			opinions, and the facilitation of the groups. We will use a Likert scale with 89% of responses stating “satisfied” or above on the Likert scale.
6. We will offer Ready by 5 Parenting services to all families of children age birth to 5 that sign up for the program.	June 2023-July 2026, daily	Office of Parenting	\$5,000	Parenting	We will increase the number of referrals we receive each year by 10%.
7. We will offer family engagement opportunities to families such as Literacy nights, Math nights, Big Day for PreK and others as decided by the schools and district as a whole.	September, November, and March, Annually, 2021-2027	Schools, Academics and Administration, Parenting and Youth and Family Services	\$3,000	Parenting and Youth and Family Services	We will increase the percentage of attendance by 10% each year.

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School Climate Strategy 2:

We will implement research-based practices to ensure the **social and emotional development** of our students.

ACTION PLAN FOR STRATEGY 2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. The district's Pk-12 Social Emotional Learning (SEL) Committee will include representatives from a range of support services (including mental health/wellness supports, nursing, administrators) to address SEL needs and recommend responses.	Meetings in the months of September, October, November, February, March, and April, 2022 - 2027	Coordinator of Parenting and Social Work	\$0	n/a	100% of committee members will rate at least a 6 on a scale of 1-7 that efforts of the committee lead to the expansion and/or improvement of district initiatives supporting SEL Calendar of meetings, documentation of agendas; action items assigned and follow-up notes from each meeting.
2. The Professional Development Schools - District (PDS-D) partnership with USC will provide leadership in applying the principles of improvement science to enhance the social, emotional, and physical wellbeing of students and staff.	Sessions in the months of October, November, February, and March, 2022 - 2027	Chief of Academics and Administration Director of Elementary Education	\$0	n/a	Teaching Pyramid Observational Tool (TPOT) data will indicate that 100% of participating teachers have met the fidelity criteria; a minimum of one educator from each of the PDS-D

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		Director of Secondary Education			<p>Goal 2 schools will participate in the Inquiry Matters conference in 2023-2026.</p> <p>Calendar of meeting dates, slide decks utilized in training, artifacts from Teacher Leaders and participating staff activities.</p>
3. The district's Mental Health Wellness Team will include leads from school social workers, school psychologists, behavior interventionists, school counselors, school-based mental health counselors, clinical counselors, and student services to monitor, assess needs, and align district-wide efforts for research-based direct services for students and families.	Quarterly meetings each year in August, November, February, and May, 2022-2027	Coordinator of Parenting and Social Work	\$0	n/a	<p>100% of team members will rate at least a 6 on a scale of 1-7 that the team's actions help identify needs and redundancies in the actions that support mental health/wellness of students, families, faculty/staff</p> <p>Calendar of meetings, meeting agendas.</p>
4. We will utilize a multi-tiered system of support (MTSS) model to provide leadership, professional development, and resources to address student needs as a whole (e.g., academic, attendance, social/emotional) and to integrate systems across the district.	Meetings in September, November, February, and April, 2022-2027	<p>Director of Academic Intervention and Leadership Development</p> <p>Director of Elementary Education</p>	\$0	n/a	<p>100% of administrators report that their MTSS/triage teams include a review of academic, behavior, and attendance data.</p> <p>Calendar of meetings, meeting agenda, resources shared.</p>

		Director of Secondary Education			
		Chief of Student Services and Planning			
5. We will provide individual and family counseling services through our Clinical Counseling team in order to address the increase in mental health needs of students and their families.	February 2022 - February 2025, daily	Coordinator of Mental Health Services	\$0	n/a	100% of principals will rate the value of clinical counselor support to student mental health across the district as a 6 or 7 on a scale of 1-7 on a survey conducted in December of 2022, 2023, and 2024.

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School Climate Strategy 3:
We will promote a safe and secure environment through the establishment, teaching, and reinforcement of school-wide expectations .

ACTION PLAN FOR STRATEGY 3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide discipline code training to all appropriate school and district personnel.	August, annually, 2022-2027	Student Services Officer	\$0	n/a	100% of administrators will rate as at least a 6 on a scale of 1-7 that they are able to identify immediate action steps when addressing a school threat, a discipline infraction, and/or recommendation for expulsion process on the exit forms from trainings. Calendar for professional development session, attendance log from training.
2. We will provide school administration teams with resources and support in best practices for establishing, teaching, and reinforcing school-wide expectations.	August, annually, 2022-2027	Student Services Officer Safety Officers	\$0	n/a	100% of school-based action plans cite specific strategies for establishing, teaching, and reinforcing

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					<p>school-wide expectations.</p> <p>Google doc including resources and contacts for support shared with Principals and on agenda for Principals' meeting; documented school visits; Safety Audit documentation; calendar of professional development sessions.</p>
3. We will provide expectations coaches with training and support for their role in teaching and reinforcing school-wide expectations.	Training will be held during the months of: October, November, January, February, and March, 2022-2027	Student Services Officer	\$0	n/a	<p>100% of surveys of principals with expectation coaches rate satisfaction with the coach's role in teaching and reinforcing school-wide expectations as at least a 4 out of 5.</p> <p>Calendar of professional development sessions, documents and artifacts relevant to training.</p>
4. We will provide parents with opportunities to learn about their role in supporting school-wide expectations via community events.	October and February of each year, 2022-2027	Chief of Student Services and Planning	\$0	n/a	<p>After district-wide parenting events, an exit survey will be provided for parents. The survey will indicate that at least 80% of parents are satisfied with the information, resources,</p>

					<p>and strategies provided during the parenting event.</p> <p>Calendar of events, creation of video and/or documents, attendance data</p>
<p>5. We will review discipline data each quarter to identify trends by incident type, school, location, time of day, or student. District administration will also look for trends in bullying/harassment and state and federally reported data to determine potential school and district level actions.</p>	<p>At the beginning of each month, 2022-2027</p>	<p>Student Services Officer</p> <p>Department of Accountability</p>	<p>\$0</p>	<p>n/a</p>	<p>After quarterly discipline data is shared with each school by Student Services, 100% of administrative teams will be able to identify two areas of focus on the Discipline Data Review form for the following quarter that are specifically related to discipline data provided.</p>

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School Climate Strategy 4:

We will promote a safe and secure environment through our **bullying prevention and intervention** programs and practices.

ACTION PLAN FOR STRATEGY 4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide a training on discipline infractions, discipline procedures, and threat assessments to all school administrators	August, annually, 2022-2027	Student Services Officer Director of Student Services	\$0	n/a	Exit forms will indicate that 100% of administrators will state that they are able to identify immediate action steps when addressing a school threat, a discipline infraction, and/or recommendation for expulsion process at a rate of at least a 6 on a scale of 1-7.
2. We will provide additional bullying, intimidation, harassment, and cyberbullying resources for teachers, students, and families to all school administration teams.	August and January, annually, 2022-2027	Student Services Officer Director of Student Services	\$0	n/a	At least 90% of administrators will indicate on a survey that they are able to successfully access the section pertaining to Bullying on the Student Services Google site and on the District 5 website. At least 90% of Parent

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					<p>Forum attendees will respond that they know how to access resources, who to contact to address concerns, and are aware of the STOPit feature.</p> <p>Other evidence will include Think Tank 2.0 agenda items, Think Tank sessions/sign in logs on bullying, creation of video and/or documents.</p>
3. We will create a Think Tank 2.0 Team to assist in providing resources, implementing professional development, suggesting curriculum, and communicating strategies to school administrators on various topics to include bullying, intimidation, harassment, and cyberbullying.	August of the 2022-2023 academic year.	<p>Student Services Officer</p> <p>Think Tank 2.0 Team</p>	\$0	n/a	<p>Calendar of professional development sessions, documents and artifacts relevant to initial Think Tank session; 100% of principals will state they are satisfied at a level of at least a 4 out of 5 with the resources and training provided by the Student Service Officer related to teaching and reinforcing bullying expectations.</p>
4. We will continue to promote the implementation of STOPit across all schools in District 5 including Spanish access for students.	August, October and January, annually, 2022-2027	<p>Student Services Officer</p> <p>Director of Student Services</p>	\$0	n/a	<p>100% of new school administrators will attend StopIT training and will state they are satisfied at a level of at least a 4 out of 5 with the StopIT resources and training</p>

					<p>provided by the Student Service Officer.</p> <p>100% of administrators across the district will have access to StopIT in order to monitor reports, data collection, and to identify situations students are experiencing that need further support.</p> <p>100% of Elementary School Counselors teaching framework will state include StopIt lessons for all students.</p>
<p>5. We will review discipline data connected directly with bullying, intimidation, harassments, and/or cyberbullying with school administration to identify and address trends, hot spots, and intervention. Plans related to these areas will be included in future action steps.</p>	<p>November and March, annually, 2022-2027</p>	<p>Student Services Officer</p> <p>Director of Student Services</p>	<p>\$0</p>	<p>n/a</p>	<p>100% of school-based action plans will list two specific strategies for establishing, teaching, and reinforcing school-wide expectations related to bullying, intimidation, harassment, and/or cyberbullying.</p> <p>Google Site to include Bullying information; Meeting agenda to document data and discussion that tracks ongoing monitoring of</p>

					bullying data, discipline data from PowerSchool to provide ongoing data and trends, STOPit reports data to identify trends in reports of our review of the data directly leading to schools creating action plans in response to trends.
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School Climate Strategy 5:
We will provide a safe and secure environment for students through the development and implementation of school safety procedures.

ACTION PLAN FOR STRATEGY 5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. The district and schools will develop and implement an annual calendar of safety drills.	August - Fire Drill within the first ten days of school September - Fire Drill & "Secure" drill (formerly known as lockout drill) October - Fire Drill & Earthquake Drill (Great Shakeout) November - Fire Drill & Lockdown Drill (Active Shooter presentation/video) December - Fire Drill (If possible, allow for staff or student initiated) January - Fire Drill February - Fire Drill & Lockdown drill (Active Shooter presentation/video) March - Fire Drill (If possible, allow for staff or student initiated) & State-wide recommended Tornado Drill April - Fire Drill &	District Safety Officers School Administrators over Facilities	\$0	n/a	School Drills will be monitored monthly via Google Form. 100% of schools will have completed their monthly drill. District plan - District drill calendar will comply with all federal and state mandates (All required drills scheduled on calendar)

	"Secure" drill (formerly known as lockout drill) May - Fire Drill June - Fire Drill				
2. We will develop an Emergency Operations Plan for the district and each school. The plans will be revised annually.	October, annually, 2022-2027	Safety Officers School Administrators over Safety School Resource Officers	\$0	n/a	School Plans - 100% of schools will have a plan. 100% of schools will have an accurate count of students and count of students with specific transportation needs. 100% of schools will submit updated school maps with relevant safety details.
3. We will conduct semi-annual active shooter training and gunfire recognition training in collaboration with local law enforcement.	Active Shooter Training - August and January, annually, 2022-2027 Gunfire Recognition Training - July and August, annually, 2022-2027	Safety Officers School Administrators over Safety	\$0	n/a	Safety Officers observe active shooter / "secure" drills at individual schools (see Drill action step). 100% of schools will follow the correct procedures during active shooter / "secure" drills.
4. We will revise and conduct staff training on its reunification plan.	Initial training and solicited input on the district plan - October 2021	Safety Officers	\$5,000 (2022 only)	General Budget	All Memorandum of Understandings with reunification sites will be updated by August of each year.

	<p>March 2022 - Plan is fully revised.</p> <p>May 2022 - Training on revised plans.</p> <p>October, annual training, 2022-2027</p>				After training, all members of the reunification team will be able to state their responsibility via Google Form.
5. We will purchase and distribute weather radios and bi-directional amplifiers for each school and site.	Safety Inspection to include check on weather radio - October, January, March, June, quarterly, 2022-2027	Safety Officers	\$2,000,000	General Budget Hazard Mitigation Grant	<p>100% of schools will have weather radios by 2021.</p> <p>During safety inspections, all schools will have their weather radios operational.</p>
6. We will revise and conduct staff training on school-specific rally points.	<p>Initial ALCE training - August 2022 - February 2023</p> <p>Training - August, annually, 2023-2027</p>	Safety Officers	\$0	n/a	After training, all school staff members will be able to state their school's specific rally point (can measure via Google Form).
7. We will ensure all Safety Officers are certified on ALICE Active Shooter Training and are Stop the Bleed Instructor-Certified.	April 2022 - Two Safety Officers certified in	Safety Officers	\$2000	Grants-specifically SLED grants geared toward	100% of the Safety Officers in the school district will be certified instructors in ALICE

	<p>ALICE Active Shooter Training, prior certification in Stop the Bleed</p> <p>New Safety Officers will obtain the ALICE Certification and Stop the Bleed Certification - 2022-2027</p>			schools and attempting to certified instructors	Active Shooter Training and Stop The Bleed Training
8. We will establish a central monitoring point for cameras and access controls within each school. The focus of this will be the high schools.	<p>July 2023 - Implement Standard Operating Procedures as to how cameras will be monitored and information dispatch</p> <p>September 2023 - June 2024 - Implement a pilot program at one high school to gauge how initiative works</p>	Safety Office w/ school administrators & DO Technology Department	\$15000	Combination of general funds and potential grants	Decrease in overall student discipline. Would strive for a 20 to 25% decrease in overall discipline referrals.

	<p>July 2024 - Assess pilot program with community input</p> <p>August 2024-June 2027 - Potential implementation of centralized monitoring/incident command room per school</p>				
<p>9. We will create a safe location for individuals to stay between the dismissal of school and the beginning of a sporting event. This is focused on the football season but could expand to year-round implementation.</p>	<p>August 2023 - Implement a study hall prior to each home football game at each high school.</p> <p>December 2023 - Review overall operation and any issues that arose</p> <p>January 2024 - June 2027 - Continue providing a study hall prior</p>	<p>School administrators & school specific sport coaches (rotate supervision amongst all teams). The Safety Office can assist with scheduling.</p>	\$0	n/a	<p>Decrease in overall student discipline w/ goal of decrease by 15%. Also any measurable increase in student athlete academic grades.</p>

	to home football games in the district				
10. We will train after-school programs in ALICE and Stop The Bleed protocols.	Initial Training - August - December, 2023 Training for new staff, quarterly, January 2024 - January 2027	Safety Officers	\$0	n/a	All counselors are trained to the same level.
11. We will implement a staggered roll out of weapon detectors.	June 2023 - Begin placing additional metal detectors in high schools August 2023- Implement 100% student check at high school level January 2024- Implement 100% student check at middle school level August 2025 - Implement 100% student	District Administration and Safety Office	\$400,000	General Budget/ Potential Grants	All schools will have weapon detectors and utilize them for 100% of the student population.

	check at elementary school level, district-wide check August 2025-June 2027, daily, Continue to check students via weapon detectors on school grounds as standard practice				
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School Climate Strategy 6:

We will provide a safe, secure, and equitable **physical environment** for all students by monitoring, maintaining, and improving district-owned **facilities**.

ACTION PLAN FOR STRATEGY 6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. To provide an additional layer of security, we will add a vestibule to the front entry of our schools and main offices.	Start Summer of 2023 and complete Summer 2027	Director of Facilities	\$1,500,000	Capital Funds	25% of schools to be completed by 2024 50% of schools to be completed by 2025 75% of schools to be completed by 2026 100% of schools to be completed by 2027
2. To ensure proper conditioning of our schools, we are conducting an assessment of our HVAC assets. We will replace a minimum of 5 end-of-life (EOL) units per year.	Start Summer of 2023 and complete Summer 2027	Director of Facilities	\$4,000,000	Capital Funds	5 units to be replaced by 2024 10 units to be replaced by 2025 15 units to be replaced by 2026 20 units to be replaced

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					by 2027
3. We will ensure that 100% of district stadiums have separate home and visitor sides. Gates will be installed to separate.	Start Summer 2023 and complete by 2027	Director of Facilities along with Safety Office	\$300,000	Capital Funds	33% of stadiums will be completed by 2024 66% of stadiums will be completed by 2025 100% of stadiums will be completed by 2027
4. We will replace the freezers at the following schools: CIS, IHS, DFHS, DFMS.	Start summer 2023 and complete summer 2027	Director of Facilities along with Student Nutrition Office	\$500,000	Capital Funds	25% of schools to be completed by 2024 50% of schools to be completed by 2025 75% of schools to be completed by 2026 100% of schools to be completed by 2027
5. We will provide upgrades to high school athletic fields. This includes drainage, lighting, and facilities.	Start summer 2023 and complete summer 2027	Director of Facilities	\$1,000,000	Capital Funds	33% of stadiums will be completed by 2024 66% of stadiums will be completed by 2025 100% of stadiums will be completed by 2027

PERFORMANCE GOAL AREA (2): *Student Achievement*

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

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

- 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 2026
- the graduation rate will increase from 90.06% to 91.16% by 2026
- the percentage of students who are college or career ready will meet or exceed 78% through 2026

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): NWEA MAP Growth Reports and South Carolina School Report Card

	Average Baseline		2022–23	2023–24	2024-25	2025-26	2026-27
MAP Growth - Fall to Spring - Median Student Growth Percentile - Math	2015-16 - 57 2016-17 - 57 2017-18 - 52 2018-19 - 52	Projected Data	55	55	55	55	55
		Actual Data					
MAP Growth - Fall to Spring - Median Student Growth Percentile - Reading	2015-16 - 61 2016-17 - 61 2017-18 - 60 2018-19 - 56	Projected Data	56	56	56	56	56
		Actual Data					
Graduation Rate	90.06% (2015-16 to 2019-20)	Projected Data	90.28%	90.50%	90.72%	90.94%	91.16%
		Actual Data					
College or Career Readiness	81.5% (2017-18 to 2019-20), 78.2%	Projected Data	78%	78%	78%	78%	78%
		Actual Data					

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	(2019-20, Method for calculating CCR changed in 2019-20)						
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Student Achievement Strategy 1:
We will provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of all students .

ACTION PLAN FOR STRATEGY 1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide Professional Development for teachers and administrators on high effect size teaching strategies.	August, February, March, annually, 2022-2027	Coordinator of Professional Development Director of Elementary Education Director of Secondary Education Content Coordinators	\$80,000	Title II and Title IV	At the conclusion of the professional development, 80% of participants will agree or strongly agree that professional development will positively impact their teaching.
2. We will utilize pertinent data to ensure that each student is provided with appropriately challenging, developmentally appropriate curricula, and appropriate targeted interventions.	Progress Monitoring meetings with schools in October/ November, January/	Director of Elementary Education Director of Secondary Education	\$0	n/a	Students will have a median conditional growth percentile of 55 for math and 56 for reading. Science Benchmark Data

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	February, and March/April, annually, 2022-2027				Review for grades 6 and high school biology, courses 3 times each year to support standards mastery at 60% or above.
3. We will use reading universal screeners to monitor students' progress in K-1 and as needed in grades 2 - 5 to ensure that students are receiving needed interventions.	BOY: August-September, MOY: November-December EOY: March, annually, 2022-2027	Coordinator of ELA Director of Elementary Education School level Reading Coaches	\$62,585.00	General Fund - Office of Academics and Administration	100% of at-risk students will have documented interventions in Enrich. Elementary Multi-Tiered System of Support meetings and data reviews (FastBridge, MAP).
4. We will continue the implementation of Professional Learning Communities (PLC) to foster the discussion of individual student needs and how best to meet those needs within the classroom setting.	Monthly, August 2021 - June 2027 2nd Tuesday of each month elementary; 3rd Tuesday of each month Secondary; Schools will have PLCs as well.	School Level Principals Director of Elementary Education Director of Secondary Education Content Coordinators	\$30,000	Title II and Title IV	At least 80% of teachers will be actively assigned to a Professional Learning Community.
5. We will utilize updated curriculum frameworks and Instructional	August 2021-June	Content Coordinators	\$56,000 Classlink	Essex and Office of	We will use Classlink to monitor usage of

Technology to develop assessments, adaptive assignments, and curricula to meet the rigor and demands of state standards.	2027, daily	Digital Integration Specialists	<p>\$259,000 Progress Learning for 3 years</p> <p>\$62,539 6-8 DreamBox Learning for 3 years</p> <p>K-5 DreamBox Learning State funded for 3 years</p> <p>Apex Learning \$115,000 a year for unlimited 6-12 Courses and Tutorial usage</p> <p>\$39,600 All in Learning</p> <p>\$79,270 Pear Deck or 3 years</p> <p>\$43,875 Screencastify for 3 years</p> <p>\$29,732 Kami for grades 6-12</p>	<p>Academics and Administration</p> <p>Technology Services (Class Link)</p>	<p>software with a goal of at least 80% implementation of programs purchased by the district.</p> <p>The 9GR Graduation Rate percentage will be greater than 88%.</p>
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			<p>\$56,306 Seesaw for 3 years grades PK-2</p> <p>Discover Education/SAF ARI Montage: State Funded</p>		
<p>6. We will provide all high school students with high quality personalized college and career preparation materials and resources. This includes career activities such as résumé workshops and career planning as well as college readiness activities to include parent workshops on dual enrollment, the college application process, and college showcases.</p>	<p>Jan 2022-Oct 2024 USATestPrep</p> <p>Each year - AP Classroom</p>	<p>Directors</p> <p>Digital Integration Specialists</p> <p>Career Development Facilitators</p> <p>Content Coordinators & Specialists</p> <p>AP Testing Coordinators</p>	<p>\$300</p> <p>\$259,000 Progress Learning for 3 years</p>	<p>General Fund - Office of Academics and Administration</p> <p>Esser</p>	<p>The Progress Learning Dashboard will indicate a usage of 80% or higher (ACT, SAT, AP, Accuplacer, WIN, ASVAB).</p>
<p>7. We will use NWEA MAP to monitor students' progress in secondary intervention (5th-8th) to ensure that students are receiving targeted instruction in intervention. This will include monitoring Dreambox usage and growth.</p>	<p>BOY: August-September, MOY: November-December EOY: March,</p>	<p>Assistant Principals for Instruction</p> <p>Coordinator of ELA/Secondary Specialist</p>	<p>\$0</p>	<p>n/a</p>	<p>We expect that the Median Conditional Growth Percentile for Reading Intervention students will be 56 when monitored in the Winter and Spring.</p>

	annually, 2022-2027	of Math/ Elementary Specialist Director of Secondary Education			At least 80% of students will complete at least 5 lessons in Dreambox per week.
8. We will use Academic Assessment Coaches in high schools to assist students in developing test-taking skills and strategies to increase performance on high-stakes testing associated with college and career readiness.	Monthly during the school year, August 2021 - June 2027	Supervised by the Office of Academics and Administration and school principals	\$3000 stipend per coach. 2 at each high school. \$24,000	General Fund	College and Career Readiness percentages will be at least 78% at the end of the year and the monthly reports from Enrich will indicate at least 78% of students are on track to be College or Career Ready. SAT/PSAT Recognition awards. Number of National Merit Semi-finalists.
9. We will hold Individual Graduation Plan (IGP) meetings with all students in grades 8 through 12 and their parents or guardians in order to assist with planning courses (9-12), reviewing graduation requirements, and preparing for post-secondary opportunities.	September - April, annually, September 2021 - April 2027	Director of Secondary Education School Counseling Specialist	\$0	n/a	The percentage of parents or guardians attending IGP meetings will be at least 80%.

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Student Achievement Strategy 2:

We will provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of **multilingual learners**.

ACTION PLAN FOR STRATEGY 2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide professional development for general education teachers to help them serve their multilingual students as well as communicate with our multilingual families.	Monthly, August-May 2021-2027	ML Teachers	\$0	n/a	We will use an end of year Google Survey that indicates 90% of teachers state that the monthly PD improved their ability to work with ML students and/or their families.
2. We will implement the curriculum resource, ILit ELL, with multilingual students at the secondary level to increase language proficiency.	Weekly, September-May 2021-2024	ML Teachers	\$10,393.85	Federal Funds Title III	Using ILit ELL dashboard reports for the implementation year, student use will reflect not less than 1 hour per week.
3. We will implement Lexia English, an online language learning program, with elementary and intermediate level students to increase language proficiency.	Weekly, September-May 2021-2024	ML Teachers	\$8,750	Federal Funds Title III	Using Lexia English dashboard reports for the implementation year, student use should reflect 30-45 minutes per week.

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4. We will hold Family Literacy Nights once a month to engage families in language learning activities across the content areas.	Monthly, September-May 2021-2024	ML Teachers	\$6,321.81	Federal Funds Title III	On surveys administered to Family Night attendees throughout the year, 90% of respondents will state that they were satisfied with the events at a level of 4 out of 5 on a Likert scale.
5. We will staff our Summer Reading Camp with a certified ESOL teacher to serve multilingual camp attendees and support the teachers of those multilingual.	Summer 2021-24	ML Program Specialist	\$8,000	Federal Funds Title III	100% of ML students attending Summer Reading Camp will maintain or show growth in their text reading level from the Spring administration to the post-camp administration. Summer School Data Reports.
6. We will, as schedules allow, level the secondary ML blocks, according to ACCESS scores. (Beginner- 1.0-2.5 Intermediate- 2.6-3.5.)	Fall 2023-27	MLPT MLPS	\$0	n/a	80% of ML students in this leveled class will reach their growth points. ACCESS data will be used for this determination.

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Student Achievement Strategy 3:

We will provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of **students with disabilities**.

ACTION PLAN FOR STRATEGY 3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will monitor the progress of students with disabilities in each 9GR cohort towards graduation (grades, test scores, least restrictive environment) and college and career readiness. Implement appropriate interventions to address concerns (tutoring participation, instructional setting).	Monthly (end of month), September-May, 2022-2027	Director of Special Services High School Placement Chairs High School Assistant Principals for Instruction Director of Secondary Education	\$80,000 in salary and benefits annually for two assistants (\$40,000 per assistant) \$108,000 for tutoring (\$12,000 per month)	Grant - ATSI Funds Federal funds (IDEA)	1. Increased graduation rate of diploma track students with disabilities from 59.73% to 65%. 2. Tracking documents by 9GR for each high school.
2. We will monitor grades 2-8 ELA and math MAP data for the special education subgroup after the fall, winter, and spring testing windows through special services instructional data team. This will include a review of grades 2-8	Review data after Fall (September), Winter (January), and Spring (April)	Director of Special Services Coordinator of Special	\$0	n/a	1. Winter and Spring MAP data will indicate that students with disabilities have a Median

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ELA and math MAP with elementary and middle level placement chairs after each testing window.	administrations of MAP and Fastbridge in data team and with PC's, annually, 2022-2027	Services Special Services Instructional Specialist Placement Chairs			<p>Conditional Growth Percentile (Fall to Winter, Fall to Spring) of 55 or above in Math and 56 or above in Reading.</p> <p>2. Running Special Services Instructional Data Team meeting minutes.</p> <p>3. Placement Chair Meeting presentations</p>
3. We will provide monthly professional development on High Leverage Practices for teachers of students with disabilities.	<p>Monthly, August-May, 2021-2027:</p> <p>Second Tuesdays for middle and high</p> <p>Third Tuesdays for elementary and preschool</p>	<p>Director of Special Services</p> <p>Coordinator of Special Services</p> <p>Instructional Specialist for Special Services</p>	\$600 per facilitator (Up to \$6,000)	IDEA	<p>1. PPTs and handouts from Leadership Tuesdays</p> <p>2. Pre and post surveys of staff to measure understanding of high leverage practices for students with disabilities. 90% of respondents will indicate satisfaction with the professional development at</p>

					level of 4 or 5 out of 5.
4. We will monitor the progress of South Carolina High School Credential students towards earning at least one industry recognized credential.	Quarterly, August-May, 2021-2026: PATH planning	Director of Special Services Coordinator of Special Services Instructional Specialist for Special Services District Job Coach	Estimation of \$1000 per year for cost related to registration for certification exams.	IDEA	<ol style="list-style-type: none"> 1. PATH planning notes will show that 75% of SC Credential-path students will earn an industry recognized credential. 2. CCR data for special education subgroup. 3. Tracking data of SC Credential students that have earned at least one industry recognized credential.
5. We will provide professional development to paraprofessionals in the areas of academic and behavioral supports.	August, October, and February, annually, 2021-2027: 3x yearly #LeaD5 professional development days for teachers	Special Education Coordinators	\$0	n/a	<ol style="list-style-type: none"> 1. PPTs from each training 2. Pre and post surveys of staff to measure understanding of high leverage practices for students with disabilities. 90% of respondents

					will indicate satisfaction with the professional development at level of 4 or 5 out of 5.
6. We will create and maintain a guidance document for teachers and paraprofessionals that provides recommendations for curriculum and instructional material based on student academic or behavioral needs.	<p>Monthly review, August-May, 2021-2027:</p> <p>Review monthly in the special services instructional data team</p>	<p>Director of Special Services</p> <p>Coordinator of Special Services</p> <p>Instructional Specialist for Special Services</p>	\$0	n/a	<p>1. Running notes from the Special Services Instructional Data Team.</p> <p>2. Curriculum Resources document shared and reviewed at least 4 times during Placement Chair meetings.</p> <p>3. Curriculum survey distributed to teachers BOY, MOY, and EOY to measure their level of satisfaction with the recommended curriculum. 90% of respondents will indicate satisfaction with the curriculum at level of 4 or 5 out of 5.</p>

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Student Achievement Strategy 4:

We will provide challenging **Career and Technical Education** curricula and opportunities to ensure graduates are **career ready**.

ACTION PLAN FOR STRATEGY 4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will monitor the number of Career and Technical Education program completers.	Monitoring, October, January, March and June, annually, 2022-2027	Director of Career and Technical Education Assistant Director of Career and Technical Education High School Department Chairs Career Coordinator Career Specialists	\$0	n/a	Increase the student completer rate by 2% by 2026. In October, we will analyze the number of CTE students with a passing grade at the end of the first nine weeks. In January, we will analyze the number of CTE students with a passing grade at the end of the second nine weeks. In March, we will analyze the number of CTE students with a passing grade at the end of the third nine weeks. In June, we will analyze the number of CTE students with a passing final grade. 2021 number of completers 615

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2. We will monitor Career and Technical Education student industry certifications that align with their program of study.	Calculate the rate in June of each school year, annually, 2022-2027	<p>Director of Career and Technical Education</p> <p>Assistant Director of Career and Technical Education</p> <p>High School Department Chairs</p> <p>Career Coordinator</p> <p>Career Specialists</p>	\$10,000 for student industry certification fees	South Carolina Office of Career and Technical Education student certification funds. Fund Code 328	Exceed the State CTE Perkins V determined performance level 5S1: Program Quality – Attained Recognized Postsecondary Credential. State determined performance level: 2022-2023 35.7%, 2023-2024 36%
3. We will develop and implement a Career and Technical Education mathematics curriculum.	June 6 - 10, 2022	<p>Director of Career and Technical Education</p> <p>Assistant Director of Career and Technical Education</p> <p>High School Department Chairs</p>	\$1,200.00 in supplemental pay for one math teacher.	District General Fund	Development of a 10-hour mini math course for CTE programs by June 2022.

		CTE Teachers			
4. We will develop and implement a Career and Technical Education science curriculum.	June 6 - 10, 2022	Director of Career and Technical Education Assistant Director of Career and Technical Education High School Department Chairs CTE Teachers	\$1,200.00 in supplemental pay for one science teacher	District General Fund	Development of a 10-hour mini science course for CTE programs by June 2022.
5. We will develop and implement a Career and Technical Education ELA curriculum	June 6 - 10, 2022	Director of Career and Technical Education Assistant Director of Career and Technical Education High School Department Chairs CTE Teachers	\$1,200.00 in supplemental pay for one ELA teacher	District General Fund	Development of a 10 hour mini ELA course for CTE programs by June 2022.

6. We will increase the CTE Four-Year graduation rate.	Calculate the rate in June of each school year, annually, 2022-2027	<p>Director of Career and Technical Education</p> <p>Assistant Director of Career and Technical Education</p> <p>High School Department Chairs</p> <p>School counselors</p>	\$0	n/a	Exceed the State CTE Perkins V determined performance level 1S1: Four-Year Graduation State determined performance level: 2022-2023 91.5%, 2023-2024 92%
7. We will increase CTE Postsecondary Placement or advanced training, military service, a service program, the Peace Corps or employment.	Calculate the rate in June of each school year, annually, 2022-2027	<p>Director of Career and Technical Education</p> <p>Assistant Director of Career and Technical Education</p> <p>Career Coordinator</p> <p>Career Specialists</p>	\$0	n/a	Exceed the State CTE Perkins V determined performance level 3S1: Post-Program Placement State determined performance level: 2022-2023 93.7%, 2023-2024 94%

8. We will increase Nontraditional Program Enrollment.	Monitor enrollment numbers at the 10 day mark and in June of each school year, annually, 2022-2027	Director of Career and Technical Education Assistant Director of Career and Technical Education School counselors Career Coordinator Career Specialista	\$0	n/a	Exceed the State CTE Perkins V determined performance level 4S1: Non-traditional Program Concentration State determined performance level: 2022-2023 12.2%, 2023-2024 12.4%
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Student Achievement Strategy 5:

We will provide meaningful opportunities for **adult learners** to become college or career ready.

ACTION PLAN FOR STRATEGY 5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will offer courses in the following areas: GED preparation, High School Diploma Attainment, English Language Acquisition, Standardized Test Preparation, Career Preparation, and Academic Enrichment.	September - July, daily, 2021-2027	Director of Adult Education	\$10,000	Federal Funds State Funds	Quarterly check of the LACES database will show active student enrollment in GED prep, Diploma, ESL, Test Prep, Career Prep, and Academic Enrichment classes.
2. We will develop an Individual Learning Plan for each Adult Education student who is enrolled in GED and Diploma classes. The Individual learning plans will outline the students' progress towards his/her academic goals.	Plan Development at the beginning of each monthly orientation period, monthly, 2021-2027	Coordinator of Adult Education	\$0	n/a	100% of Adult Education students enrolled in GED and Diploma programs will have Individual Learning Plans by the end of the academic year.
3. We will monitor student progress towards academic goals that are outlined in the Individual Learning Plans and provide support (tutoring, additional resources, placement changes, etc.) as indicated by student progress.	October, January, April and June, annually, 2021-2027	Coordinator of Adult Education	\$0	n/a	The end of year Desktop Monitoring Tool (DMT) will show measurable skills gains as measured by pre and post TABE testing or high school

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					credential attainment for 50% of enrolled students.
4. We will increase the number of students who, while enrolled in Adult Education, also are engaged in activities that introduce and prepare them for post-exit outcomes (i.e. military service, employment and/or postsecondary education/training programs).	September - July (AE Academic Year), daily, 2021-2027	College and Career Navigator	\$0	n/a	The end-of-year review of the College and Career Navigator Accountability Report (CNAR) will show 70% of students have been engaged in at least one activity that prepares them for post-exit outcomes.
5. In an effort to provide equity in access to all Adult Education students seeking a high school diploma, we will implement a proficiency-based grading system in awarding high school credits.	August-June, daily, 2022-2027	Director	\$0	n/a	We will have on file an approval letter from the State Department of Education as well as a copy of the approved proficiency-based grading plan.

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Student Achievement Strategy 6:

We will offer and support differentiated opportunities for challenging curricula through **magnet and choice programs**.

ACTION PLAN FOR STRATEGY 6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide professional development on cooperative learning during the period in which the grant is funded.	October 1, 2022- September 30, 2023 (Grant fiscal year)	Cooperative Learning Coach	\$60,000 (through September 30, 2023)	MSAP Magnet Grant funds (through September 30, 2023)	The Implementation rubric tracked by Magnet Lead Teacher will indicate that: In the annual teacher survey, at least 80% of teachers will report that students are engaged in learning. The percentage of administrative staff at each school who participate in at least 24 hours of annual PD in systemic reforms (desegregation, equity, and cooperative learning strategies) will be at least 95%. The percentage of teachers at each school who participate in at least 60 hours of annual

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					professional development in systemic reforms will be at least 95%
2. We will offer the Discover 5 magnet programs at LES STEAM Magnet, IHS IB Career-related Programme, NRES Arts Magnet, and HECES Montessori Magnet.	October 1, 2022- June 30, 2027, daily	Magnet Director Magnet school principals Magnet Lead Teachers	\$2,500,000 (through September 30, 2023)	MSAP Magnet Grant funds (through September 30, 2023)	The Implementation rubric tracked by Magnet Lead Teacher will indicate that: In the annual teacher survey, at least 80% of teachers will report that students are engaged in learning. The percentage of administrative staff who participate in at least 18 hours of annual professional development in site-based, thematic content will be at least 95%. The percentage of teachers who participate in at least 30 hours of annual PD in site-based, thematic content will be at least 95%.
3. We will offer the following magnet programs: STEM at DFHS, Escolares at HWES, SHHS Career Pathways Magnet, SOES Media Magnet, DFES Academy of Environmental Sciences,	October 1, 2022- June 30, 2027, daily	Magnet Office Magnet school principals Office of Academics	n/a	General Fund	100% of existing magnet schools/programs will be offered. Four magnet schools/programs will

HECES Leadership Magnet, I AM Escolares at IMS, This Is Escolares at IHS and IB Diploma Programme at IHS International School of the Arts.					apply for the MSA Merit Award. Annual magnet booklet will be created annually. Booklet lists and describes current magnet programs and magnet schools in the district.
4. We will market the Choice & Magnet opportunities through the magnet office using flyers, information nights, magnet fairs (November - January) Choice & Magnet booklet, and community events.	October 1, 2022- June 30, 2027, daily	Magnet Office and Communication Office, Marketing specialist	\$10,000 (supplies,etc) \$60,000 Marketing specialist (salary) (through September 30, 2023)	MSAP Magnet Grant funds (through September 30, 2023)	Attendance at Magnet Fairs: at least 150 families will attend the annual Magnet Fair. 80% of parents will indicate satisfaction on the exit survey at the Magnet Fair. Marketing resources included:a magnet booklet, postcard mailers, 2 billboards, Chapin Chamber marquee, Lake Murray Lifestyle magazine ad, Irmo Chamber Visitors/Relocation guide, Facebook ads, social media posts. Displays at local parks, Chamber meetings, Juneteeth, National Night Out, Pop Up events, Okra Strut
5. Each magnet school will be responsible for their own open house	December-January,	Magnet school Principals and			Attendance will be recorded and schools will

information nights.	2022-2027, annually	designated magnet leads			reach out to attendees with follow up information
6. Magnet information will be disseminated through the community to improve internal and external communication. Engage and enlist parents/students to speak about programs that work for their child and why they selected them.	October 1, 2022-June 30, 2027, daily	Magnet school director will speak before various stakeholder groups; Year end meetings, Nuts and Bolts, Leadership Summit Board Meetings	n/a	n/a	Magnet Director will answer questions to confirm understanding of the magnet options
7. The Discover 5 magnet schools will participate in the Equity of Effort Framework professional development.	October 1, 2022-September 30, 2023 (Grant fiscal year)	Magnet Office ELI (Dr. Donna Elam)	\$110,000 (through September 30, 2023)	MSAP Magnet Grant Funds (through September 30, 2023)	The Implementation rubric tracked by Magnet Lead Teacher will indicate that: The percentage of administrative staff at each school who participate in at least 24 hours of annual PD in systemic reforms (desegregation, equity, and cooperative learning strategies) will be at least 95%. The percentage of teachers at each school who participate in at least 60 hours of annual PD in systemic reforms will be at least 95%.

8. We will utilize a choice lottery system.	January-February, 2022- 2027, annually	Magnet Office - Prepaid by MSA Grant through Y5 Y2 - \$12,360.00 Y3 - \$12,730.80 Y4 - \$13,112.72 Y5 - \$13,506.11	\$30,000 \$51,709.63	MSAP Magnet Grant Funds	We will maintain or increase the number of applicants each year (updated annually) with current data: How many applications received How many 1st choice % How many 2nd choice % How many opening per grade level at “schools open to choice”
9. We will offer transportation to the Discover 5 magnet schools.	October 1, 2022- September 30, 2023, daily (Grant fiscal year)	Transportation Office	\$160,000 (through September 30, 2023)	MSAP Magnet Grant Funds (through September 30, 2023)	The district will offer transportation to 100% of students enrolling in Discover 5 magnet programs.
10. We will continue professional development in the various magnet themes (training and supplies).	October 1, 2022-June 30, 2027, determined by schools	Office of Academics Magnet Office	\$20,000 (through September 30, 2023)	MSAP Magnet Grant Funds and General Fund (through September 30, 2023)	Each Magnet School will determine the PD needed to enhance and sustain their magnet theme.

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PERFORMANCE GOAL AREA (3): *Teacher Administrator Quality*

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

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

- the annual teacher retention rate increasing from 90.24% to 91.3%
- 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
- 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 State Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): South Carolina School Report Card; Annual State Department of Education Report Card Opinion Survey

	Average Baseline		2022–23	2023–24	2024-25	2025-26	2026-27
Teacher Retention Rate	90.24% (2015-16 to 2018-19)	Projected Data	90.45%	90.66%	90.88%	91.09%	91.30%
		Actual Data					
SCDE Survey - Percentage of teachers who are satisfied with current working conditions	90.95% (2015-16 to 2018-19)	Projected Data	91.16%	91.37%	91.58%	91.79%	92.00%
		Actual Data					
SCDE Survey - Percentage of teachers who agree that there are relevant professional development opportunities offered at their school	92.23% (2015-16 to 2018-19)	Projected Data	92.38%	92.54%	92.69%	92.85%	93.00%
		Actual Data					

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Teacher Administrator Quality Strategy 1:

We will provide an equitable learning environment which ensures the development of all students by **retaining a highly effective faculty and staff.**

ACTION PLAN FOR STRATEGY 1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will monitor teacher retention and attrition to: a. identify factors contributing to teacher attrition and then implement targeted responses; b. look for changes in teacher retention over time; and c. update stakeholders periodically on trends at the classroom, school, and system levels.	Annually in December and June 2022-2027	Director of Personnel Coordinator of Personnel Chief Human Resources Officer	\$0	n/a	At least two updates provided to stakeholders each year.
2. We will offer teachers an opportunity to transfer within the district through the district transfer process.	January of each year, 2022-2027	Coordinator of Personnel	\$0	n/a	100% of employees will be offered the opportunity to to be considered for a transfer.
3. We will provide professional Development to principals on the topic of staff retention.	January, Annually, 2022-2027	Director of Personnel	\$0	n/a	Professional Development will be offered to Principals each year on an ongoing basis.

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4. We will conduct a salary study to ensure fair compensation to all staff.	September-December 2022	Chief Human Resources Officer	\$78,500	General Fund	100% of employees will be offered the opportunity to participate in the Salary Study
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Teacher Administrator Quality Strategy 2:

We will improve our ability to offer diverse and equitable learning environments by **retaining and sustaining faculty, staff, and administrators who come from populations that are traditionally underrepresented in our classrooms and schools.**

ACTION PLAN FOR STRATEGY 2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will use exit interview data from faculty, staff, and administrators who come from populations that are traditionally underrepresented in our classrooms and schools to uncover causes of turnover and inform targeted strategies to improve employee retention.	Ongoing, 2022-2027	Director of Personnel Coordinator or Personnel Chief Human Resources Officer	\$0	n/a	100% of employees who resign from their positions will be invited to complete an exit interview with a representative from the Office of Human Resources. The Office of Human Resources will evaluate all data to create targeted strategies.
2. We will offer a New Educator Retention Incentive (NERI) for educators with up to two years of prior teaching experience. These educators will be offered a \$2500 supplemental bonus for up to three years paid as a direct payment to the employee or paid directly to their qualifying student education loan.	July, annual, 2022-2027	Office of Human Resources Office of Finance Superintendent	\$500,000 per year	General Funds	The percentage of educators who come from populations that are traditionally underrepresented in our classrooms and schools retained through years 2 and 3 of the NERI program (baseline to be

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					collected in 2021-22).
3. We will be intentional with the selection of faculty, staff, and administrators who come from populations that are traditionally underrepresented in our classrooms and schools to participate in opportunities for professional growth (e.g., APEC, CREATE, Carolina-TIP, Teacher PREP).	July, annual, 2022-2027	Office of Human Resources Office of Special Services Office of Instruction	\$120,000 per year	General Funds Title II Grant	The percentage of educators who come from populations that are traditionally underrepresented in our classrooms and schools selected to participate in opportunities for professional growth. (baseline to be collected in 2021-22).

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Teacher Administrator Quality Strategy 3:

We will provide an equitable learning environment which ensures the development of all students by **recruiting a highly effective faculty and staff.**

ACTION PLAN FOR STRATEGY 3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will offer a yearly district recruitment event for all schools and offices.	January-February, annually, 2022-2027	Coordinator of Personnel	\$2,000	ADEPT Funds	We will have 100% school participation.
2. We will assist all schools with hosting an open house for teacher candidates.	January-March, annually, 2022-2027	Coordinator of Personnel	\$500	General Fund	The District will have 100% of the schools host an open house for teacher candidates.
3. We will offer on site or virtual small group meetings to applicants to inform about opportunities within the district and answer questions regarding application and interview process.	January-March, annually, 2021-2027	Coordinator of Personnel	\$1,000	ADEPT Funds	The District will offer at least five small group meetings.
4. We will post all certified vacancies to web job posting sites (ie. k12jobspot.com, Monster, CERRA)	August-July, weekly, 2021-2027	Coordinator of Personnel	\$500	ADEPT Funds	The District will post positions to at least two different online sites.
5. We will maintain job postings on the district website.	August-July Weekly, 2021-2027	Coordinator of Personnel	\$200	ADEPT Funds	The District will ensure 100% of jobs are posted to the District Website.

6. We will promote District opportunities through college/university recruitment events and publications	Annually, dates determined by colleges/universities, 2021-2027	Coordinator of Personnel	\$1,000	ADEPT Funds	We will participate in five college/university events.
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Teacher Administrator Quality Strategy 4:

We will improve our ability to offer diverse and equitable learning environments by recruiting faculty, staff, and administrators who are representative of the students and communities we serve.

ACTION PLAN FOR STRATEGY 4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will partner with programs with an intentional focus on minority candidates to introduce candidates to opportunities in District Five.	Fall, Annually, 2023-2027	Coordinator of Personnel, Director of Personnel	\$5,000	ADEPT Funds	The District will partner with one or more programs.
2. We will advertise alternative certification opportunities to support employees.	Quarterly, 2022-2027	Coordinator of Personnel	\$200	ADEPT Funds	The District will advertise at least four opportunities.
3. We will work with the High Schools to offer information to increase interest in the education field. .	February, Annually, 2021-2027	Coordinator of Personnel	\$100	ADEPT Funds	The District will create an informational flyer to distribute to high school juniors.
4. We will offer professional development to principals on interview protocols that assist with diverse recruitment.	January, Annually, 2021-2027	Coordinator of Personnel	\$100	ADEPT Funds	The District will offer ongoing professional development to 100% of Principals.
5. We will offer individual assistance to candidates who have not passed necessary certification exams.	August - July, Quarterly 2021-2027	Coordinator of Personnel	\$200	ADEPT Funds	The District will ensure 100% of current employees who have not

					passed needed exams receive assistance.
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Teacher Administrator Quality Strategy 5:

We will improve our ability to offer a learning environment which ensures the development of all students by **providing ongoing support to teacher candidates entering the profession through alternative certification programs.**

ACTION PLAN FOR STRATEGY 5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will recruit teachers who have been certified through alternative routes to become certified mentors.	January-June, annually, 2022-2027	Coordinator of Personnel School Principals	\$1,200 per year for summer training sessions	ADEPT Funds	The number of certified mentors initially certified through alternative programs will increase by two each year.
2. We will assign an alternatively certified teacher mentor to incoming alternatively certified teachers to serve as a mentor for three years.	July, annually, 2022-2027	Coordinator of Personnel School Principals	\$0	n/a	100% of alternatively certified teachers will be assigned a certified mentor for their first three years of employment.
3. We will utilize a district buy-in option through Carolina TIP to offer TIP program to all alternatively certified teachers.	August, annually, 2022-2027	Coordinator of Personnel	\$5,000 per teacher	Title II Funds	100% of newly employed alternatively employed certified teachers will be offered the opportunity to work with Carolina TIP.
4. We will offer leadership opportunities to alternatively certified teachers in year three of alternate certificate (ie: LeadD5 facilitator training, SCTS 4.0 Evaluator	June, annually, 2023-2027	Coordinator of Personnel School	\$200 per teacher (LEAD5) SCTS 4.0- No	General Fund	100% of alternatively certified teachers will be offered a leadership opportunity in year three

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training).		Principals Coordinator of Professional Development	Cost		of alternative certification.
5. We will identify an alternatively prepared teacher to lead an affinity group for new alternatively certified teachers.	September, annually, 2023-2027	Coordinator of Personnel School Principals	\$500 per year	ADEPT Funds	One group will be coordinated for each year for alternatively certified teachers.

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Teacher Administrator Quality Strategy 6:

We will provide an equitable learning environment which ensures the development of all students by **continuing and expanding our professional development programs with an emphasis on choice offerings for faculty and staff.**

ACTION PLAN FOR STRATEGY 6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will utilize a district application and training system to attract and train teachers to lead professional development in a variety of areas.	May-June, annually, 2021-2027	Coordinator of Professional Development	\$68,250	Title II	Summer training for #LeaD5 facilitators. Participant surveys will indicate 80% of participants are satisfied or highly satisfied with PD received.
2. We will offer a choice of 65 sessions during #LeaD5 professional development three times per year on district professional development days.	August, October, February, annually, 2021-2027	Coordinator of Professional Development	\$5,000	Title II	Participant surveys will indicate 80% of participants are satisfied or highly satisfied with PD received.
3. We will offer graduate courses in instructional technology through partner universities.	Semester courses beginning each September, January, and July, annually, 2021-2027	Coordinator of Instructional Technology	\$6,000/course	Title II	Course completion certificates will indicate that at least 20 staff members take a graduate course each semester.

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4. We will offer non-certified staff members 25 or more choice PD sessions throughout the school year and during #LeaD5 professional development days.	August, October, February, annually, 2021-2027	Coordinator of Professional Development	\$1500	Title II and Title IV	Participant surveys will indicate 80% of participants are satisfied or highly satisfied with PD received.
5. We will offer Summer Professional Development for teachers and administrators on a variety of topics.	June - July, annually, 2021-2027	Coordinator of Professional Development	\$10,000	Title II and Title IV	Participant surveys will indicate 80% of participants are satisfied or highly satisfied with PD received.
6. We will provide outside professional development conferences for teachers choosing to lead in-district professional development.	As scheduled according to outside organizations, 2021-2027	Coordinator of Professional Development	\$45,000	Title II	Course completion certificates; Participant surveys will indicate 80% of participants are satisfied or highly satisfied with PD received.
7. We will provide Advanced Placement (AP) summer institute training for teachers interested in becoming AP endorsed in order to teach AP courses.	June - July, annually, 2021-2027	Coordinator of Professional Development	\$30,000	Title II and Title IV	Participant completion data indicating that teachers are AP Endorsed. Participant surveys will indicate 80% of participants are satisfied or highly satisfied with PD received.
8. We will offer graduate courses to address gifted and talented instructional needs and teacher endorsements.	Semester course beginning each	Coordinator of Professional Development	\$5800 per course	Title II and Title IV	Course completion certificates will indicate that at least 20 staff

	September, January and July, annually, 2021-2027				members take a graduate course each semester.
9. We will offer graduate courses to examine the culture of poverty and its impact on children.	Semester course beginning each September, January and July, annually, 2021-2027	Coordinator of Professional Development	\$5500 per course	Title II and Title IV	Course completion certificates will indicate that at least 20 staff members take a graduate course each semester.

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PERFORMANCE GOAL AREA (4): *Gifted and Talented*

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

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:

- 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 2026
- the Advanced Placement passage rate will meet or exceed 68% through 2026
- the proportion of students who are coded as Black or African American, Hispanic or 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 2026

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s): NWEA MAP Reports, Advanced Placement reports, PowerSchool, and Tableau

	Average Baseline		2022–23	2023–24	2024-25	2025-26	2026-27
MAP Growth - Students in the Initial Achievement Band of 90th percentile or above - Fall to Spring - Median Student Growth Percentile - Math	2015-16 - 58 2016-17 - 61 2017-18 - 57 2018-19 - 56	Projected Data	58	58	58	58	58
		Actual Data					
MAP Growth - Students in the Initial Achievement Band of 90th percentile or above - Fall to Spring - Median Student Growth Percentile - Reading	2015-16 - 56 2016-17 - 55 2017-18 - 54 2018-19 - 50	Projected Data	55	55	55	55	55
		Actual Data					

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Advanced Placement passage rate	68.3% (2015-16 to 2019-20)	Projected Data	68%	68%	68%	68%	68%
		Actual Data					
Proportion of students who are coded as Black or African American, Hispanic or Latino, or Two or More Races who participate in AGP, Honors, AP, IB, and Dual Enrollment courses	Grades 3-5 17.1% (2015-16 to 2019-20) Grades 6-8 35.7% (2015-16 to 2019-20) Grades 9-12 49.1% (2015-16 to 2019-20)	Projected Data	Grades 3-5 - 19.10%	Grades 3-5 - 21.10%	Grades 3-5 - 23.10%	Grades 3-5 - 25.10%	Grades 3-5 - 27.1%
			Grades 6-8 - 37.70%	Grades 6-8 - 39.70%	Grades 6-8 - 41.70%	Grades 6-8 - 43.70%	Grades 6-8 - 45.7%
			Grades 9-12 51.10%	Grades 9-12 - 53.10%	Grades 9-12 55.10%	Grades 9-12 57.10%	Grades 9-12 - 59.1%
		Actual Data					

Gifted and Talented Strategy 1:
We will provide a challenging and accelerated curriculum to gifted and talented students in order to ensure their academic development.

ACTION PLAN FOR STRATEGY 1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Using the district ELA instructional units as a guide, we will create extension activities to supplement units for gifted learners.	September 2021 - May 2022 June 2023 - July 2027	AGP Lead ELA teacher Coordinator of Gifted and Talented	\$3,500	Title II	Supplemental extension activities added to all ELA Instructional units grades 3-5.
2. We will create two additional instructional units per grade level for gifted learners in grades 3 - 5 using purchased Vanderbilt texts.	June 2021 - May 2022 June 2023 - July 2027	AGP Lead ELA teacher Coordinator of Gifted and Talented	\$1,500	Title II	We will create two supplemental units per grade level.
3. We will create a new AGP math pacing guide aligned to the new textbooks to accelerate elementary math curriculum.	June 2021 - Dec. 2022	AGP Lead Math teacher Math Coordinator of Gifted and Talented	\$4,000	General Fund	Pacing guide will be created by December 2022. The district will lead instruction in implementation of curriculum units January 2023 - June 2024. The district will implement

					new curriculum units for the 2024 - 2025 school year.
4. We will implement new middle school math courses that will allow for multiple honors pathways for accelerated math students.	January 2021 - August 2022	Math Coordinator GT Coordinator Math Leadership team	\$5,000	General Fund	New math courses will be created and in place at the middle school level beginning with the 2022-2023 school year.

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Gifted and Talented Strategy 2:

We will ensure an equitable learning environment and the academic development of all students by **improving support to students who are taking AGP, Honors, AP, IB, or Dual Enrollment courses for the first time.**

ACTION PLAN FOR STRATEGY 2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide professional development to teachers on high effect size teaching strategies to improve student achievement and support.	August 2021 - June 2023 August 2023-July 2027	Coordinator of GT & Professional Development	\$12,000 per year	Title II and Title IV	Participant Survey after PD will indicate 80% satisfied or highly satisfied with support received.
2. We will utilize ongoing data from students to ensure that appropriate differentiation is provided in all AGP, Honors, AP, IB, or Dual Enrollment courses.	December and May, 2021-2027	Coordinator of Gifted and Talented APIs	\$0	n/a	Students in grades 2-8 in the Initial Achievement Band of 90th percentile or above will have a Fall to Winter and Fall to Spring Median Student Growth Percentile of 58 or above on MAP Growth Math and 55 or above on MAP Growth Reading by 2026. Students in grades 9-12 will have an AP passage rate of 68% or above.

3. We will provide professional development on small-group instruction in order to improve student achievement.	August 2021 - June 2023	Coordinator of GT & Professional Development	\$6,500	Title II	Participant Survey after PD will indicate 80% satisfied or highly satisfied with support received.
4. We will provide professional development support for implementing systems of in-class peer tutoring.	August 2021 - June 2023	Coordinator of GT & Professional Development	\$5,000	Title IV	Participant Survey after PD will indicate 80% satisfied or highly satisfied with support received.

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Gifted and Talented Strategy 3:

We will improve our ability to provide a learning environment which ensures the development of all students by **providing professional development opportunities on the needs of gifted learners to all teachers.**

ACTION PLAN FOR STRATEGY 3:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide Gifted and Talented Endorsement courses for all teachers who wish to pursue endorsement.	Sept - Dec January - May June - July, annually 2021-2027	Coordinator of Gifted and Talented	\$5,500 per semester	Title II and Title IV funding	Completion of a GT endorsement course by at least 20 teachers per semester.
2. We will provide a Gifted and Talented graduate course for counselors.	January - May, 2023	Coordinator of Gifted and Talented	\$5,500 per course	Title II and IV funding	Completion of a GT graduate course by at least ten school counselors by May 2023.
3. Each Spring, we will provide one Gifted and Talented graduate course beyond basic endorsement for all teachers who wish to pursue coursework beyond the basic endorsement.	Spring 2023, 2024, 2025	Coordinator of Gifted and Talented	\$5,500 per course	Title II and IV funding	Completion of a GT graduate course by at least fifteen GT endorsed teachers per semester.
4. We will utilize Leadership Meetings to provide professional development about the needs of gifted and talented learners.	September, December, May 2021-2022	Coordinator of Gifted and Talented	\$0	n/a	Leadership rosters Participant Survey after PD will indicate 80% satisfied or highly

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					satisfied with PD received.
5. We will provide professional development during district professional development days each year about the academic needs of gifted and talented learners.	August, October, March 2021-2022	Coordinator of Gifted and Talented	\$0	n/a	Participant Survey after PD will indicate 80% satisfied or highly satisfied with PD received.
6. We will provide professional development during district professional development days each year about the social and emotional needs of gifted and talented learners.	August, October, March 2021-2022	Coordinator of Gifted and Talented	\$0	n/a	Participant Survey after PD will indicate 80% satisfied or highly satisfied with PD received.
7. We will provide professional development for up to five teachers per year at the SC Gifted Consortium one day annual conference.	December 2021	Coordinator of Gifted and Talented	\$500	Title II	Attendance reports indicating completion of one-day professional development by five teachers per year.

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Gifted and Talented Strategy 4:

We will improve our ability to provide a learning environment which ensures the development of all students by **providing opportunities for collaboration between teachers at different schools.**

ACTION PLAN FOR STRATEGY 4:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will utilize Leadership Meetings to provide collaborative time between teachers of gifted students from different schools.	October, November, January, Feb, March 2021-2022	Coordinator of Gifted and Talented	\$0	n/a	Leadership meeting rosters; Participant Survey at the end of each semester will indicate 80% satisfied or highly satisfied with leadership meetings received.
2. We will create a collaborative document linked to AGP Unit plans for teachers to provide feedback and ideas.	January 2022 - January 2023 June 2023-July 2027	Coordinator of Gifted and Talented	\$0	n/a	Collaborative document created and used by at least 50% of AGP teachers.
3. We will create additional unit plan extensions for existing AGP ELA Unit plans.	June - July 2022 June 2023-July 2027	Coordinator of Gifted and Talented AGP Leads	\$4,500	Title II and IV	Unit plan extensions created for all AGP units by July 2022. Implementation of extensions by all AGP teachers by May 2024.
4. We will create additional unit plan	June - July	Coordinator of	\$4,500	Title IV	Unit plan extensions

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extensions for existing AGP Math Unit plans.	2022	Gifted and Talented			created for all AGP units by July 2022. Implementation of extensions by all AGP teachers by May 2024.
5. We will provide a digital space for displays of student work and planning ideas for GT teachers.	January 2022 - January 2023	Coordinator of Gifted and Talented	\$0	n/a	Digital space established and utilized by at least 50% of teachers.

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Gifted and Talented Strategy 5:

We will improve our ability to provide an equitable learning environment which ensures the development of all students by **using district criteria for local identification to place academically talented students in AGP courses.**

ACTION PLAN FOR STRATEGY 5:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will maintain records and monitor placement of AGP students placed according to local identification criteria.	August and January, annually, 2021-2027	Gifted and Talented Coordinator School Principals or Assistant Principals for Instruction	\$0	n/a	100% of schools will maintain documentation of placement as well as the placement criteria used for all locally identified students
2. We will review the local identification policy each year to review established criteria and adjust according to need.	April - May, annually, 2021-2027	Gifted and Talented Coordinator	\$0	n/a	The local criteria policy will be updated annually.
3. We will work with individual schools to establish school-based criteria for schools with fewer than 15 identified students per grade level.	April - June, annually, 2021-2027	Gifted and Talented Coordinator School Assistant principals for instruction	\$0	n/a	All schools will serve at least 15 students per grade level.

4. We will evaluate the success of locally identified gifted and talented students according to MAP data.	September, December, April, annually, 2021-2027	Gifted and Talented Coordinator	\$0	n/a	Students in grades 2-5 in the Initial Achievement Band of 90th percentile or above will have a Fall to Winter and Fall to Spring Median Student Growth Percentile of 58 or above on MAP Growth Math and 55 or above on MAP Growth Reading by 2027.
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Gifted and Talented Strategy 6:

We will improve our ability to provide an equitable learning environment which ensures the development of all students by **providing parent education about academic opportunities and supports needed for high achieving students.**

ACTION PLAN FOR STRATEGY 6:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide a parent information meeting to welcome parents of newly identified gifted and talented students in order to explain opportunities available in District Five.	September, annually, 2021-2027	Coordinator of Gifted and Talented Page 5 Advocacy Group	\$0	n/a	Meeting agenda. Parent Survey after the welcome meeting will indicate 80% satisfied or highly satisfied with information received.
2. We will provide a parent information meeting for locally identified gifted and talented students to discuss supports and pathways in gifted education.	September, annually, 2021-2027	Coordinator of Gifted and Talented Elementary School Admin/AGP Teachers	\$0	n/a	Meeting agenda. Parent Survey after the meeting will indicate 80% satisfied or highly satisfied with information received.
3. We will coordinate with middle schools to offer a parent information night about honors courses available at the middle school level.	February, annually, 2021-2027	Coordinator of Gifted and Talented Middle School AGP Lead	\$0	n/a	Meeting agenda. Parent Survey after the welcome meeting will indicate 80% satisfied or highly satisfied with

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		teacher/API/Co ounselor			information received.
4. We will provide a parent information meeting about the benefits of advanced coursework in high school.	February, annually, 2021-2027	Coordinator of Gifted and Talented HS Admin/API/Cou nselor	\$0	n/a	Meeting agenda. Parent Survey after the welcome meeting will indicate 80% satisfied or highly satisfied with information received.
5. We will coordinate with high school magnet programs to offer an information session about advanced offerings through magnet opportunities	March, annually, 2021-2027	Coordinator of Gifted and Talented Director of Magnet Programs	\$0	n/a	Meeting agenda. Parent Survey after the welcome meeting will indicate 80% satisfied or highly satisfied with information received.
6. We will partner with gifted and talented parent groups to provide a roundtable parent meeting about social emotional needs of gifted and talented students.	April, annually, 2021-2027	Coordinator of Gifted and Talented Page 5 Advocacy Group	\$0	n/a	Meeting agenda. Parent Survey after the welcome meeting will indicate 80% satisfied or highly satisfied with information received.

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Gifted and Talented Strategy 7:

We will improve our ability to provide an equitable learning environment which ensures the development of all students by **increasing communication regarding opportunities for students and the importance of taking AGP, Honors, AP, IB, and Dual Enrollment courses.**

ACTION PLAN FOR STRATEGY 7:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will communicate opportunities each month to school counselors for inclusion in school newsletters or parent information.	September - May, Monthly, 2021-2027	Coordinator of Gifted and Talented	\$0	n/a	100% of schools will include updates in their school newsletters.
2. We will coordinate with middle school AGP lead teachers regarding PSAT opportunities	September, annually, 2021-2027	Coordinator of Gifted and Talented	\$0	n/a	Emails to AGP Lead Teachers. PSAT test taker data indicating that at least 20% of 8th graders take the PSAT.
3. We will coordinate with middle school AGP lead teachers regarding junior scholar opportunities	December, annually, 2021-2027	Coordinator of Gifted and Talented	\$0	n/a	Emails to AGP Lead Teachers. Junior Scholar data indicating at least 85 Junior Scholars each year.
4. We will publish AP scholar data and will encourage increased participation	July, annually, 2021-2027	Coordinator of Gifted and	\$0	n/a	Communications publications. AP Scholar

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through this communication.		Talented District Testing Coordinator & AP Testing Coordinators at HS			data indicating that at least 200 high school students are named AP scholars each year.
5. We will work with high school PSAT/SAT coaches in order to increase participation in PSAT and SAT competition.	January, annually, 2021-2027	Coordinator of Gifted and Talented Testing Coordinators	\$0	n/a	9th and 11th grade PSAT participation data indicating at least 20% of honors freshmen and at least 30% of honors juniors take the PSAT.
6. We will work with Assistant Principals for Instruction at Directors of School Counseling at the high school level to review Advanced Placement Potential data and ensure that counselors actively recruit students.	December, annually, 2021-2027	Coordinator of Gifted and Talented AP/Testing Coordinator/Counselors	\$0	n/a	AP Potential Report Data regarding AP student participation that indicates that at least 50% of identified students take at least one AP course.

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Gifted and Talented Strategy 8:
We will improve our ability to provide an equitable learning environment which ensures the development of all students by providing access to experiential learning opportunities for all students in order to improve student engagement.

ACTION PLAN FOR STRATEGY 8:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. We will provide professional development for teachers on project-based learning and other high effect size teaching strategies for experiential learning.	August 2021 - June 2023, graduate course, 2021-2027	Coordinator of Gifted and Talented	\$3,800 per course	Title II and Title IV	Participant Survey after PD will indicate 80% satisfied or highly satisfied with PD received.
2. We will provide professional development mini-sessions during school-level professional development time about experiential learning.	August 2021 - June 2023, as scheduled by schools, 2021-2027	Coordinator of Gifted and Talented	\$0	n/a	Participant Survey after PD will indicate 80% satisfied or highly satisfied with PD received.
3. We will utilize professional learning communities for teacher collaboration in order to offer more hands-on learning planning time.	Bi-weekly PLC time, 2021-2027 Monthly District PLCs 22-27	Coordinator of Gifted and Talented	\$0	n/a	Addition of 2 activities created in PLC planning time to the AGP units.
4. We will add experiential learning activities to each district AGP ELA unit.	January 2022 - June 2023, 2021-2027	Coordinator of Gifted and Talented	\$2,500 Curriculum Materials	General Fund	Addition of 2 activities created in PLC planning time to the AGP units.


5. We will add experiential learning activities to each district AGP Math unit.	January 2022 - June 2023, 2021-2027	Coordinator of Gifted and Talented	\$2,500 Curriculum Materials	General Fund	Addition of 2 activities created in PLC planning time to the AGP units.
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MEMORANDUM

To: Members of the Board of Trustees

From: Maddison Paul,
Chief Financial Officer 

Date: April 20, 2023

Re: April 24, 2023 Board Meeting
Action Agenda
Bond Resolution for Spring Bond Issuance

Please see the attached presentation outlining the details of the 2023 Series A Bond Issuance and the corresponding bond resolution. The resolution authorizes the issuance and sale of general obligation bonds not to exceed \$25,000,000 through the 2023 SCAGO GO Program.

Recommendation: The administration recommends the Board of Trustees approve the Spring Bond Resolution authorizing the issuance and sale of a not exceeding \$25,000,000 general obligation bond, series 2023. Additionally, the administration recommends approval of the proposed capital projects as presented.

Attachments - Spring Bond Issuance Presentation
Bond Resolution – SCAGO

Spring Bond Issuance



Proposed Timeline

- *March 13, 2023 - Board Finance Workshop*
- *March 27, 2023 - Discussion of Proposed Bond Resolution*
 - *Capital projects discussion*
 - *Cost Comparison*
 - *SCAGO*
 - *Bank Placement or Standalone Public Bond*
- *April 24, 2023 - Final Reading of Proposed Bond Resolution*
- *April 25, 2023 - Preliminary Official Statement posting*
- *May 2, 2023 - Issue Bonds through SCAGO*
- *May 17, 2023 - Bond closing*



2023 Series Bond Issuance

- *69.5 mills - current approved millage rate*
- 8% Constitutional Debt Limit = \$47,860,245
- Annual Maintenance Bond (including technology) = \$15M
- 2023 available resources (Irmo HS East Wing) = \$10M
 - 2nd tranche of 3 issuances for this project
 - \$34M issued in FY22
- Total 1 year bond issuance = \$25M



Spring Bond Resolution

Frannie Heizer,
Burr Forman LLP



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

A RESOLUTION

AUTHORIZING THE ISSUANCE AND SALE OF A NOT EXCEEDING \$25,000,000 GENERAL OBLIGATION BOND, SERIES 2023, OR SUCH OTHER APPROPRIATE SERIES DESIGNATION, OF SCHOOL DISTRICT NO. 5 OF LEXINGTON COUNTY AND RICHLAND COUNTY, SOUTH CAROLINA, AUTHORIZING THE SOUTH CAROLINA ASSOCIATION OF GOVERNMENTAL ORGANIZATIONS TO FACILITATE THE SALE OF THE BOND UNDER ITS GENERAL OBLIGATION DEBT PROGRAM; PRESCRIBING THE TERMS AND CONDITIONS UNDER WHICH THE BOND MAY BE ISSUED; AUTHORIZING THE SUPERINTENDENT OF THE SCHOOL DISTRICT TO DETERMINE CERTAIN MATTERS RELATING TO THE BOND; PROVIDING FOR THE PAYMENT OF THE BOND AND THE DISPOSITION OF THE PROCEEDS THEREOF; AND OTHER MATTERS RELATING THERETO.

Adopted: April 24, 2023

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. Definitions. Unless the context shall clearly indicate some other meaning, the terms defined in this Section shall have, for all purposes of this Resolution, the meanings hereinafter specified, with the definitions equally applicable to both the singular and plural forms and vice versa. The term:

“Board” shall mean the Board of Trustees of School District No. 5 of Lexington County and Richland County, South Carolina.

“Bond” shall mean the general obligation bond authorized and issued pursuant to this Resolution.

“Bond Act” shall mean Title 59, Chapter 71, Article 1, and Section 11-27-50 of the S.C. Code.

“Bondholder” or the term “Holder” or any similar term shall mean the registered owner of the Bond.

“Books of Registry” shall mean the registration books maintained by the Registrar in accordance with Section 7 hereof.

“District Superintendent” shall mean the Superintendent of the School District.

“IRC” shall mean the Internal Revenue Code of 1986, as amended.

“Paying Agent” shall mean the School District or such other entity named in the Bond.

“Registrar” shall mean the School District or such other entity named in the Bond.

“Resolution” shall mean this Resolution.

“SCAGO” shall mean the South Carolina Association of Governmental Organizations.

“SCAGO Certificates” shall mean certificates of participation evidencing undivided proportionate interests in the GO Debt (hereinafter defined) of the participating school districts issued by SCAGO pursuant to the SCAGO Trust Agreement.

“SCAGO Trust Agreement” shall mean the Master Trust Indenture by and between SCAGO and Regions Bank, or such other bank named therein, as trustee, dated as of a date to be determined by the parties thereto pursuant to which the SCAGO Certificates will be issued.

“S.C. Code” shall mean the Code of Laws of South Carolina 1976, as amended.

“School District” shall mean School District No. 5 of Lexington County and Richland County, South Carolina.

“School District Representative” shall mean the person or persons at the time designated to act on behalf of the School District in matters relating to the Bond as evidenced by a written certificate furnished to SCAGO and the trustee thereunder containing the specimen signature of such person or persons and signed on behalf of the School District by the Chair or Vice Chair of the Board or the District Superintendent. Such certificate may designate an alternate or alternates each of whom shall be entitled to perform all duties of the School District Representative.

“State” shall mean the State of South Carolina.

SECTION 2. Findings and Determinations. The Board 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. The Board is the governing body of the School District.

(b) Article X, Section 15, of the Constitution of the State of South Carolina, 1895, as amended (the “Constitution”), provides that after November 30, 1982, the governing body of any school district may incur general obligation debt in an amount not exceeding eight percent (8%) of the assessed value of all taxable property of such school district and upon such terms and conditions as the General Assembly may prescribe.

(c) The Bond Act provides that the board of trustees of any school district may issue general obligation bonds of such school district for the purpose of defraying the cost of “capital improvements” (as defined therein) to any amount not exceeding the constitutional debt limitation applicable to such school district. The Bond Act requires that the county Board of Trustees wherein the school district is located, if there is such, approve the issuance of such general obligation bonds.

(d) Section 11-27-50(2) of the Bond Act further provides that if an election be prescribed by the provisions of the Bond Act but is not required by the provisions of Article X of the Constitution, then in every such instance, no election need be held and the remaining provisions of the Bond Act shall constitute a full and complete authorization to issue bonds in accordance with such remaining provisions. Section 11-27-90 of the S.C. Code further provides that any school district of the State may issue bonds in fully registered form.

(e) The School District’s Financial Advisor, Compass Municipal Advisors, LLC (“CMA”) has advised the School District that SCAGO has been formed to facilitate one or more pooled borrowing programs including a pooled general obligation debt program (the “SCAGO GO Program”) for school districts in the State. Each participating school district in the SCAGO GO Program will have its general obligation debt (“GO Debt”) sold together with GO Debt issued by the other participating school districts in order to achieve a lower net interest cost and lower issuance costs associated with its GO Debt. Pursuant to the terms of the SCAGO GO Program, SCAGO will cause the execution and delivery of the SCAGO Certificates pursuant to the SCAGO Trust Agreement.

(f) The assessed value of all taxable property in the School District, as of June 30, 2022, is \$598,128,067. Eight (8%) percent of such sum is \$47,850,245. As of the date hereof, the School District has \$22,800,000 of outstanding general obligation debt subject to the limitation imposed Article X, Section 15(6) of the Constitution. Thus, the School District may incur \$25,050,245 of additional general obligation debt within its applicable constitutional debt limitation.

(g) Pursuant to a Resolution adopted by the Board on August 13, 2012, the School District has adopted Written Procedures Related to Tax-Exempt Debt.

(h) It is in the best interest of the School District to participate in the SCAGO GO Program and to provide for the issuance and sale of the Bond of the School District pursuant to the aforesaid provisions of the Constitution and laws of the State in the principal amount not exceeding \$25,000,000 for the purposes of providing funds to be applied for any of the following purposes: (i) funding capital

improvements (the "Projects"); (ii) any other purposes permitted by the Bond Act; and (iii) paying costs of issuance of the Bond.

SECTION 3. Authorization and Details of Bond. Pursuant to the aforesaid provisions of the Constitution and laws of the State, there is hereby authorized to be issued a not exceeding \$25,000,000 general obligation bond of the School District to obtain funds for the purposes mentioned in Section 2(h) above, including any financial and legal fees relating thereto and other incidental costs of issuing the Bond.

The Bond shall be issued as a single fully-registered bond; shall be dated as of the date on which the Bond is delivered to the initial purchaser thereof or such other date as the District Superintendent determines; shall be in a denomination equal to its par amount not exceeding \$25,000,000; shall bear interest (calculated on the basis of a 360-day year comprising twelve 30-day months) from its date payable on the maturity date thereof, at such rate as may be determined by the District Superintendent at the time of the sale thereof; and shall mature on such date as determined by the District Superintendent.

Both the principal of and interest on the Bond shall be payable in any coin or currency of the United States of America which is, at the time of payment, legal tender for public and private debts. The School District shall serve as Registrar and Paying Agent for the Bond.

SECTION 4. Redemption Provisions. The Bond shall not be subject to redemption prior to its stated maturity.

SECTION 5. Delegation of Authority. The District Superintendent is hereby authorized and empowered to: (a) determine the par amount of the Bond; (b) determine the original issue date of the Bond; (c) determine the maturity date and principal amount maturing on such date; (d) determine the interest payment date and principal payment date if different from that set forth herein; (e) designate a Paying Agent and Registrar for the Bond if different from that set forth herein; (f) determine the date and time of sale of the Bond; (g) receive bids on behalf of the School District and award the sale of the Bond in accordance with the terms of the Notice of Sale for the Bond; and (h) execute all other agreements, certificates and documents as may be necessary or required in connection with the issuance of the Bond.

SECTION 6. Authorization to Sell General Obligation Bond outside the SCAGO GO Program. The Board hereby delegates to the District Superintendent the authority to cause the Bond authorized herein to be sold and issued outside the SCAGO GO Program. The District Superintendent, upon advice from Bond Counsel, is hereby authorized to approve the forms of such documents as shall be necessary to issue the Bond as a separate stand-alone bond. The Chair of the Board, Vice Chair of the Board, District Superintendent or other authorized officials of the School District are hereby authorized to execute and delivery the documents as approved by the District Superintendent.

SECTION 7. Registration, Transfer and Exchange of Bond. The School District shall cause the Books of Registry to be kept at the offices of the School District, as Registrar for the registration and transfer of the Bond. Upon presentation at its office for such purpose, the Registrar shall register or transfer, or cause to be registered or transferred, on such Books of Registry, the Bond under such reasonable regulations as the Registrar may prescribe.

The Bond shall be transferable only upon the Books of Registry of the School District, which shall be kept for such purpose at the principal office of the School District, as Registrar, by the registered owner thereof in person or by his duly authorized attorney upon surrender thereof together with a written instrument of transfer satisfactory to the Registrar duly executed by the registered owner or his duly authorized attorney. Upon the transfer of any such Bond, the School District, as Registrar shall issue in the name of the transferee a new fully-registered Bond of the same aggregate principal amount, interest rate and maturity as the

surrendered Bond. Any Bond surrendered in exchange for a new registered Bond pursuant to this Section shall be canceled by the Registrar.

The School District, as the Registrar and the Paying Agent may deem or treat the person in whose name the fully-registered Bond shall be registered upon the Books of Registry as the absolute owner of such Bond, whether such Bond shall be overdue or not, for the purpose of receiving payment of the principal of and interest on such Bond and for all other purposes; and all such payments so made to any such registered owner or upon his order shall be valid and effectual to satisfy and discharge the liability upon such Bond to the extent of the sum or sums so paid, and the School District, as the Registrar and the Paying Agent shall not be affected by any notice to the contrary. In all cases in which the privilege of transferring the Bond is exercised, the School District shall execute and the School District, as Registrar shall authenticate and deliver the Bond in accordance with the provisions of this Resolution. The School District as the Registrar and the Paying Agent shall not be obliged to make any such transfer of the Bond during the fifteen (15) days preceding the maturity date on the Bond.

SECTION 8. Form of Bond. The Bond shall be substantially in the form attached hereto as Exhibit A, and incorporated herein by reference, subject to such changes, additions or deletions as may be approved by the District Superintendent.

SECTION 9. Execution and Delivery of the Bond. The Bond shall be executed in the name of the School District with the manual or facsimile signature of the Chair or Vice Chair of the Board attested by the manual or facsimile signature of the Secretary of the Board under the seal of the School District which shall be impressed, imprinted or reproduced thereon. The Bond shall not be valid or become obligatory for any purpose unless there shall have been endorsed thereon a certificate of authentication. The Bond shall bear a certificate of authentication manually executed by the School District, as Registrar in substantially the form set forth herein.

The School District Representatives are further authorized and directed to deliver the Bond upon the terms and conditions provided herein and under the SCAGO GO Program, to receive or cause to be received the proceeds of the sale of the Bond, to execute and deliver such certificates and other closing documents and take such other action as may be necessary or appropriate in order to effectuate the proper issuance, sale and delivery of the Bond.

Each participating school district in the SCAGO GO Program will be the issuer of its respective GO Debt and undivided proportionate interests therein will be evidenced by the SCAGO Certificates executed and delivered under the SCAGO Trust Agreement. The Board approves and consents to the assignment and pledge of the Bond under the provisions of the SCAGO Trust Agreement and approves the execution and delivery by the trustee of the SCAGO Certificates upon payment of the purchase price thereof, all as contemplated by the SCAGO GO Program.

SECTION 10. Sale of Bond; Form of Notice of Sale. The Bond shall be sold at public sale, after advertisement of the sale in a newspaper having general circulation in the State or, as determined by the District Superintendent, upon the advice of CMA, in a financial publication published in the City of New York or, in the discretion of the District Superintendent, in both publications. As authorized by Section 11-27-50(7)(b) of the S.C. Code, the advertisement must appear not less than seven (7) days prior to the date set as a sale date for such sale.

The Notice of Sale shall be in substantially the form set forth as Exhibit B.

SECTION 11. Deposit and Use of Proceeds. (a) Upon the purchase and delivery of the GO Debt, the proceeds derived from the sale of the GO Debt shall be deposited with the Treasurer of Lexington County (the "Lexington County Treasurer") in a special fund to the credit of the School District and shall be applied solely to the purposes for which the GO Debt has been issued, including payment of costs of issuance or at the direction of the Lexington County Treasurer, the proceeds derived from the sale of the GO Debt, less costs of issuance, shall be deposited into an acquisition fund in the name of the School District to be known as "School District No. 5 of Lexington County and Richland County, South Carolina, General Obligation Bond, Series 2023 Acquisition Fund" (the "Acquisition Fund"), which shall be established under the SCAGO Trust Agreement. The School District may withdraw amounts from the Acquisition Fund on the date of delivery of the GO Debt and thereafter on any business day. "Business Day" shall mean any day except Saturday, Sunday or a holiday.

(b) The costs of issuance of the Bond shall, at the direction of the Lexington County Treasurer, be deposited in the Costs of Issuance Account of the Expense Fund created pursuant to the SCAGO Trust Agreement or may be paid as determined by a School District Representative. Any remaining proceeds shall be applied for any purposes authorized by the Board.

(c) Disbursements from the Acquisition Fund and the Expense Fund (as defined in the SCAGO Trust Agreement) shall be made upon the written order of a School District Representative or the Lexington County Treasurer, as designated on the appropriate form solely for the purpose for which the GO Debt was issued.

SECTION 12. Security. The full faith, credit, resources and taxing power of the School District are hereby irrevocably pledged for the payment of the principal and interest on the Bond as they respectively mature and for the creation of such sinking fund as may be necessary therefor. There shall be levied annually by the Auditors of Richland County and Lexington County (the "County Auditors") and collected by the Treasurers of Richland County and Lexington County (the "County Treasurers") in the same manner as county taxes are levied and collected, a tax, without limit, on all taxable property in the School District sufficient to pay the principal and interest on the Bond as they respectively mature and to create such sinking fund as may be necessary therefor.

The County Auditors and County Treasurers shall be notified as to the delivery of and payment for the Bond and are hereby directed to levy and collect, respectively, a tax, without limit, on all taxable property in the School District sufficient to pay the principal and interest on the Bond as they respectively mature and to create such sinking fund as may be necessary therefor.

SECTION 13. Sinking Fund; Payment of Bond. The School District covenants that it will deposit or cause to be deposited into the applicable sinking fund, and the County Treasurers are hereby authorized and directed to deposit or cause to be deposited into such sinking fund payments relating to the Bond on or before its maturity date. The County Treasurers, on behalf of the School District and at the written direction of a School District Representative, shall transfer or cause to be transferred from time to time any moneys then on deposit in the sinking fund to the trustee under the SCAGO Trust Agreement.

SECTION 14. Federal Tax Covenants. The School District hereby covenants and agrees with the holders of the Bond that it will not take any action which will, or fail to take any action which failure will, cause interest on the Bond to become includable in the gross income of the bondholders thereof for federal income tax purposes pursuant to the provisions of the IRC and the regulations promulgated thereunder in effect on the date of original issuance of the Bond and that no use of the proceeds of the Bond shall be made which, if such use had been reasonably expected on the date of issue of the Bond would have caused the Bond to be an "arbitrage bond" as defined in the IRC and to that end the School District shall:

- (a) comply with the applicable provisions of Section 103 and Sections 141 through 150 of the IRC so long as the Bond is outstanding;
- (b) establish such funds, make such calculations and pay such amounts, in the manner and at the times required in order to comply with the requirements of the IRC relating to required arbitrage rebates of certain amounts to the United States; and
- (c) make such reports of information at the time and places required by the IRC.

SECTION 15. Exemption from State Taxes. Both the principal of and interest on the Bond shall in accordance with the provisions of Section 12-2-50 of the S.C. Code be exempt from all State, county, municipal, school district, and all other taxes or assessments, except estate or other transfer taxes, direct or indirect, general or special, whether imposed for the purpose of general revenue or otherwise.

SECTION 16. Events of Default. The School District agrees that each of the following events may be considered an "Event of Default" under the SCAGO Trust Agreement:

(a) If default shall be made in the due and punctual payment of principal of or any interest on the Bond, including failure to make when due a sinking fund payment under Section 13 of this Resolution; or

(b) If the School District shall default in the performance of any covenant, agreement or condition on its part to be performed under the Bond or this Resolution other than a default in payment, and such default shall continue for a period of 30 days after written notice thereof is received by the School District.

SECTION 17. Remedies. The School District agrees that each of the following may be included as a remedy for an "Event of Default" under the SCAGO Trust Agreement:

(a) In any case of an Event of Default, the trustee under the SCAGO Trust Agreement may take such action or actions for the enforcement of the rights of the owners as due diligence, prudence and care would require and to pursue the same with like diligence, prudence and care, including commencement of an action for mandamus or other appropriate action to require the School District to comply with the terms of this Resolution.

(b) If the School District shall fail or refuse to make any required deposit on the relevant sinking fund payment date in order to make the transfer to its applicable Sinking Fund Account, the trustee under the SCAGO Trust Agreement, shall take such action as is necessary to invoke the provisions of Section 59-71-155 of the S.C. Code regarding transfers from the State general fund to make payments on bonded indebtedness of the State's school districts; and upon being indemnified against cost and expense, exercise any remedy at law or in equity for the benefit of the owners of the SCAGO Certificates, and shall disburse all funds so collected to the holders of the SCAGO Certificates or assignee of the Bond.

SECTION 18. SCAGO. The School District hereby authorizes SCAGO to facilitate the sale of the Bond together with other GO Debt issued by other participating school districts in the SCAGO GO Program as determined by SCAGO.

SECTION 19. Acknowledgement of SCAGO Certificates; Registered Owner; Limitation of Liability. The School District, by participating in the SCAGO GO Program, recognizes the rights of the owners of the SCAGO Certificates, acting directly or through the trustee under the SCAGO Trust Agreement, to enforce the obligations and covenants contained in the Bond and this Resolution; provided that in no event shall the School District be liable for any obligations, covenants or damages except those which arise out of the Bond authorized by this Resolution, and, in particular, the School District shall not be liable for any obligations, liabilities, acts or omissions of SCAGO or any other participating school district in the SCAGO GO Program.

SECTION 20. Discharge of Resolution. If the School District shall pay or cause to be paid, or there shall otherwise be paid, to the owner or owners of a SCAGO Certificate, the total principal and interest due or to become due thereon through maturity (as determined in accordance with the SCAGO Trust Agreement), in the manner stipulated therein and in this Resolution, then the pledge of the full faith, credit, resources and taxing power of the School District under this Resolution, and all covenants, agreements and other obligations of the School District hereunder, shall thereupon cease, terminate and become void and be discharged and satisfied with respect to the Bond for which such payment was made.

SECTION 21. Continuing Disclosure. If applicable, the School District hereby covenants and agrees that it will comply with and carry out all of the provisions of a Continuing Disclosure Certificate. Notwithstanding any other provisions of this Resolution, failure of the School District to comply with the Continuing Disclosure Certificate shall not be considered an event of default, and no liability for damages shall attach therefor. The sole remedy for such failure to comply shall be that any bondholder may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the School District to comply with their obligations under this Section.

SECTION 22. Filings with Central Repository. In compliance with Section 11-1-85 of the S.C. Code, the School District covenants that it will file or cause to be filed with a central repository for further availability in the secondary bond market when requested: (a) a copy of the annual audit of the School District within thirty (30) days of the School District's receipt thereof; and (b) within thirty (30) days of the occurrence thereof, relevant information of an event which, in the opinion of the School District, adversely affects more than five percent (5%) of the School District's revenue or its tax base.

SECTION 23. 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 IRC to reimburse the School District from a portion of the proceeds of the Bond for expenditures it anticipates incurring (the "Expenditures") with respect to the Projects prior to the issuance of the Bond. 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 IRC) 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 IRC. The source of funds for the Expenditures with respect to the 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 24. Authorization. The Chair of the Board, the Vice Chair of the Board, the Secretary of the Board, the District Superintendent and the Chief Financial Officer of the School District, are fully empowered and authorized to take such further action and to execute and deliver such additional documents and certificates as may be necessary to effect the issuance of the Bond. The Board hereby retains Burr & Forman LLP, as Bond Counsel and Compass Municipal Advisors, LLC, as Financial Advisor with regard to the issuance of the Bond. The District Superintendent is further authorized to execute such contracts, documents or engagement letters as may be necessary and appropriate to effectuate these engagements.

SECTION 25. Repeal of Conflicting Resolutions. All rules, policies, regulations, resolutions and parts thereof, procedural or otherwise, in conflict herewith or the proceedings authorizing the issuance of the Bond are, to the extent of such conflict, hereby repealed, and this Resolution shall take effect and be in full force from and after its adoption.

Adopted this 24th day of April, 2024.

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

Chair, Board of Trustees

(SEAL)

ATTEST:

Secretary, Board of Trustees

EXHIBIT A

FORM OF BOND

UNITED STATES OF AMERICA
STATE OF SOUTH CAROLINA
SCHOOL DISTRICT NO. 5 OF LEXINGTON COUNTY AND RICHLAND COUNTY
GENERAL OBLIGATION BOND, SERIES 2023

No. R-1

INTEREST RATE MATURITY DATE BOND PAYMENT DATE ORIGINAL ISSUE DATE

PRINCIPAL AMOUNT:

REGISTERED HOLDER: South Carolina Association of Governmental Organizations

KNOW ALL MEN BY THESE PRESENTS, that the School District identified above (the "School District"), is justly indebted and, for value received, hereby promises to pay on the bond payment date shown above to the registered holder named above, or registered assigns, the principal amount shown above and to pay interest on such principal sum from the date hereof at the interest rate per annum shown above until this Bond matures. Interest on this Bond is payable at maturity, and shall be payable to the person in whose name this Bond is registered on the registration books of the School District maintained by the registrar, presently the School District (the "Registrar"). The principal and interest on this Bond are payable in any coin or currency of the United States of America which is, at the time of payment, legal tender for public and private debts; provided, however, that principal and interest on this fully registered Bond shall be paid by check, draft or transfer of funds.

The principal and interest on this Bond shall be paid to Regions Bank (the "Trustee") under the Master Trust Indenture between the South Carolina Association of Governmental Organizations and the Trustee dated May 1, 2022 (the "SCAGO Trust Agreement"), on or before the bond payment date shown above.

This Bond shall not be entitled to any benefit under the resolution of the School District authorizing this Bond (the "Resolution"), nor become valid or obligatory for any purpose, until the Certificate of Authentication hereon shall have been duly executed by the Registrar.

For the payment of the principal and interest on this Bond as they respectively mature and for the creation of such sinking fund as may be necessary therefor the full faith, credit, resources and taxing power of the School District are hereby irrevocably pledged, and there shall be levied annually by the Auditors of the counties in which the School District is located (the "Counties") and collected by the Treasurers of the Counties, in the same manner as County taxes are levied and collected, a tax, without limit, on all taxable property in the School District sufficient to pay the principal and interest on this Bond as they respectively mature and to create such sinking fund as may be necessary therefor.

This Bond is issued pursuant to and in accordance with Article X, Section 15 of the Constitution of the State of South Carolina, 1895, as amended (the "Constitution"); Title 59, Chapter 71, Article 1, Code of Laws of South Carolina 1976, as amended; Title 11, Chapter 27, Code of Laws of South Carolina 1976, as amended; and the Resolution.

This Bond is not subject to redemption prior to maturity.

Except for the initial assignment of this Bond to the Trustee under the SCAGO Trust Agreement, this Bond is transferable, only upon the books of the School District kept for that purpose at the principal office of the Registrar by the registered holder in person or by his duly authorized attorney upon surrender of this Bond together with a written instrument of transfer satisfactory to the Registrar duly executed by the registered holder or his duly authorized attorney. Thereupon a new fully registered Bond of the same aggregate principal amount, interest rate, and maturity shall be issued to the transferee in exchange therefor as provided in the Resolution. The School District, the Registrar and the Paying Agent may deem and treat the person in whose name this Bond is registered as the absolute owner hereof for the purpose of receiving payment of or on account of the principal hereof and interest due hereon and for all other purposes.

Under the laws of the State of South Carolina (the "State"), this Bond and the interest hereon are exempt from all State, county, municipal, school district and other taxes or assessments, except estate or other transfer taxes, direct or indirect, general or special, whether imposed for the purpose of general revenue or otherwise.

It is hereby certified and recited that all acts, conditions and things required by the Constitution and laws of the State to exist, to happen and to be performed precedent to or in the issuance of this Bond exist, have happened and have been performed in regular and due time, form and manner as required by law; that the amount of this Bond, together with all other indebtedness of the School District does not exceed the applicable limitation of indebtedness under the laws of the State; and, that provision has been made for the levy and collection of a tax, without limit, on all taxable property in the School District sufficient to pay the principal and interest on this Bond as they respectively mature and to create such sinking fund as may be necessary therefor.

IN WITNESS WHEREOF, the aforesaid School District, has caused this Bond to be signed with the manual/facsimile signature of the Chair of the Board of Trustees of the School District, attested by the manual/facsimile signature of the Secretary of the Board of Trustees of the School District and the seal of the School District impressed, imprinted or reproduced hereon.

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

Chair, Board of Trustees

(SEAL)

ATTEST:

Secretary, Board of Trustees

REGISTRAR'S CERTIFICATE OF AUTHENTICATION

Date of Authentication:

This Bond is the bond described in the within mentioned Resolution of School District No. 5 of Lexington County and Richland County, South Carolina.

School District No. 5 of Lexington County and
Richland County, South Carolina, as Registrar

By: _____
Secretary, Board of Trustees

The following abbreviations, when used in the inscription on the face of this Bond, shall be construed as though they were written out in full according to applicable laws or regulations.

TEN COM - as tenants in common

UNIF GIFT MIN ACT -

TEN NET - as tenants by the
entireties

_____ Custodian _____
(Cust) (Minor)
under Uniform Gifts to
Minors Act _____
(State)

JT TEN - as joint tenants with
right of survivorship
and not as tenants in
common

Additional abbreviations may also be used though not in above list.

EXHIBIT B

FORM OF SUMMARY NOTICE OF SALE

NOTICE IS HEREBY GIVEN that each of the following school districts (the "School Districts") shall offer collectively for public sale its general obligation bond (collectively, the "Bonds") in the amounts indicated on _____, _____, 2023.

[PRINCIPAL AMOUNTS AND NAMES OF
PARTICIPATING SCHOOL DISTRICTS]

The Bonds will be collectively sold as the South Carolina Association of Governmental Organizations (SCAGO) Certificates of Participation, Series 2023A (Evidencing Undivided Proportionate Interests in General Obligation Debt of Certain South Carolina School Districts) (the "Certificates").

Sale Date: _____, 2023

Sale Time: _____ a.m., South Carolina time

Certificates and Bonds Dated: _____, 2023

Interest Payment: March ___, 2024

Maturity: March ___, 2024

Redemption provisions: The Certificates and Bonds are not subject to redemption.

Book-Entry-Only: The Certificates will be book-entry-only.

Legal Opinion: Burr & Forman LLP, Columbia, South Carolina

Financial Advisor: Compass Municipal Advisors, LLC, Columbia, South Carolina

Proposals will be received by Compass Municipal Advisors, LLC, on behalf of the South Carolina Association of Governmental Organizations and the School Districts. The Certificates will be issued in book-entry only form in denominations of \$100,000 and integral multiples of \$1,000 in excess of \$100,000. A copy of the Preliminary Offering Circular in deemed final form and the Official Terms and Conditions of Sale are available via the internet at officialstatements.compassmuni.com.

For additional information, please contact the School Districts' Bond Counsel, Francenia B. Heizer, Esquire, Burr & Forman LLP, telephone (803) 799-9800; e-mail: fheizer@burr.com or the School Districts' Financial Advisor, Brian Nurick, Senior Managing Director, Compass Municipal Advisors, LLC, telephone (859) 368-9619, e-mail: brian.nurick@compassmuni.com.

*Preliminary, subject to change.



MEMORANDUM

To: Members of the Board of Trustees

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

From: David A. Weissman 
Executive Director of Operations

Date: April 18, 2023

Re: **Action Agenda:** April 24, 2023 Board Meeting
Approval of 2023- 2024 Capital Projects

Item: The administration will present the 2023-2024 Capital Project Proposal below.

Location /Project	FY 2023-24
HE Corley Elementary School	
Building Envelope Improvements	\$2,500,000
Lake Murray Elementary School	
Flooring Replacement	\$300,000
River Springs Elementary School	
Building Envelope Improvements	\$2,300,000
Irmo High School	
Practice Field Lighting	\$300,000
Irmo Middle School	
Pave Car Rider Loop	\$150,000
Dutch Fork High School	
Practice Field Lighting	\$300,000
District Wide	
Activity Bus, Maintenance, Vehicle Replacement & GPS	\$250,000
Security Improvements District wide	\$1,000,000
HVAC & Building Automation	\$1,000,000
A&E for 5 yr Master Planning Cost	\$350,000
School Identified Needs	\$1,400,000
Contingency	\$1,350,000
Technology	\$3,800,000
Grand Total Budget Expense	\$15,000,000

Recommendation: The administration is seeking approval for 2023-2024 capital projects.

DAW: cr




EXHIBIT J

MEMORANDUM

To: Members of the Board of Trustees

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

From: David A. Weissman
Executive Director of Operations 

Date: April 17, 2023

Re: **Action Agenda:** April 24, 2023 Board Meeting
Approval of the Memorandum of Understanding between Town of Chapin and School District
Five of Lexington and Richland Counties

Item: The Town of Chapin has expressed interest in completing a feasibility study on the property on Columbia Avenue in Chapin, known as the former Chapin High School. The attorneys have made the requested revisions and Town of Chapin officials have signed the document.

Recommendation: The administration recommends the board sign the Access License Agreement.

DAW: cr

Attachment - Access License Agreement

ACCESS LICENSE AGREEMENT

-RECITAL-

TMS#:000700-11-009

The above-described properties are hereinafter collectively referred to as "Licensor's Property".

WHEREFORE, the Parties are governmental subdivisions of the State of South Carolina; have worked together in the community of Chapin, South Carolina, and have adjacent properties in the Town of Chapin.

WHEREFORE, Licensee has requested that the Licensor grant to the Licensee a non-exclusive license to enter Licensor's Property to perform a feasibility study for development to benefit the Licensee (hereinafter "the Feasibility Study") on the Licensor's Property, as well as on the adjacent property owned by Licensee ("Licensee's Property"), at no cost to the Licensor.

The following is a general list of terms for the Feasibility Study and how it may affect the Licensor's Property:

1. Licensee estimates that the Feasibility Study shall take approximately sixteen (16) months from the date of this Agreement. The term of this Agreement shall be for the earlier of (i) 16-months from the date this Agreement is executed; or (ii) upon the written notification to the Licensor that the Feasibility Study is complete; or (iii) upon the written notification to the Licensor that the Feasibility Study has been terminated.

2. The Parties understand that Licensee's access to the Licensor's Property does not convey ownership or any rights to the Licensor's Property, other than what may be contained in this Agreement; however, Licensor agrees, during the term of this Agreement, to refrain from developing, selling, leasing, licensing, transferring or encumbering the Licensor's Property without the prior written notice set forth below of the change in status of the Licensor's Property to the Licensee.

3. The Licensor agrees to give Licensee ninety (90) day written notice of the change in status of the Licensor's Property, which, among other things may include a 3rd party offer to purchase the Licensor's Property.

NOW THEREFORE, for and in consideration of Five and no/100 (\$5.00) Dollars and no other consideration, paid by the Licensee to the Licenser, the receipt and sufficiency of which are hereby acknowledged by the Licenser, the Licenser, subject to the terms hereof, does hereby grant unto the Licensee, its agents, employees and contractors, a non-exclusive license to allow the Licensee and its agents, employees and contractors to access the Licenser's Property to perform the Feasibility Study (the "License"). This license area shall be located within the area as depicted and designated as the **"License Area"** on Exhibit "A" attached hereto. Licensee shall not have the right to enter, do any testing or make any changes to any buildings or affect any improvements located on the Licenser's Property without prior written notification to the Licenser of at least three (3) business days.

This is a temporary License to be used by Licensee only for the purpose of allowing personnel and equipment necessary to perform the Feasibility Study and shall expire upon the earlier to occur of (i) completion of the Feasibility Study; termination of the Feasibility Study; termination of this Agreement; or (ii) 16-months from the date this Agreement is executed.

Within the limits of the South Carolina Tort Claims Act (SC Code Ann. §15-78-10 et seq., Licensee agrees to indemnify and hold the Licenser, its officers, agents, employees, or other related parties, harmless from any loss or damage which they or any of them may incur as a result of any action or inaction on the part of the Licensee or its agents, employees or contractors as a result of or in any way connected to the use of this License or the Feasibility Study.

Prior to accessing the License Area within the Licenser's Property by use of the within granted License, Licensee agrees to provide proof to the Licenser of general comprehensive liability insurance in the name of the Licensee, or Licensee will require the Licensee's contractor to obtain such insurance, naming the Licenser as an additional insured with coverage in at least \$1,000,000 for each occurrence and \$2,000,000 aggregate coverage.

Upon completion of the Feasibility Study, unless the Parties have made prior arrangements in writing, Licensee agrees to repair and restore any damage caused by the Licensee, its agents, employees or contractors to the License Area, to its original condition.

Nothing in this Agreement, waives, modifies, changes or abrogates Licensor's duties related to Licensor's Property which may be applicable pursuant to South Carolina law.

IN WITNESS WHEREOF, intending to be legally bound hereby, the parties have caused this Agreement to be executed as of the day and year first above-written.

**SIGNED, SEALED AND DELIVERED
IN THE PRESENCE OF:**

Witness No. 1: _____
(Print Name)


Witness No. 2: _____
(Print Name)


**LICENSOR:
SCHOOL DISTRICT NO. 5 OF LEXINGTON
AND RICHLAND COUNTIES**

BY: _____ (SEAL)
Print Name: _____

Print Title: _____ and
authorized signatory

**SIGNED, SEALED AND DELIVERED
IN THE PRESENCE OF:**


Witness No. 1: Shannon Bowers
(Print Name)


Witness No. 2: Karalyn Miskie
(Print Name)

**LICENSEE:
TOWN OF CHAPIN SOUTH CAROLINA**

BY:  (SEAL)
Print Name: ALBERT R. KOON, JR.

Print Title: Mayor Town of Chapin and
authorized signatory

STATE OF SOUTH CAROLINA)
)
COUNTY OF LEXINGTON)

ACKNOWLEDGEMENT

I, _____, the undersigned Notary Public for the State of South Carolina, do hereby certify that _____, _____ and authorized signatory of and for **School District No. 5 Lexington and Richland Counties (Licensor)** personally appeared before me this day and acknowledged the due execution of the foregoing instrument.

Witness my hand and seal this the _____ day of _____, 2023.

Print Name: _____
Notary Public for South Carolina
My Commission expires: _____

STATE OF SOUTH CAROLINA)
)
COUNTY OF LEXINGTON)

ACKNOWLEDGEMENT

I, Briana Fargle, the undersigned Notary Public for the State of South Carolina, do hereby certify that Albert Koon, _____ and authorized signatory of and for **Town of Chapin South Carolina (Licensee)** personally appeared before me this day and acknowledged the due execution of the foregoing instrument.

Witness my hand and seal this the 27th day of March, 2023.



Print Name: Briana Fargle

Notary Public for South Carolina

My Commission expires: 11-15-24

EXHIBIT A





MEMORANDUM

To: Members of the Board of Trustees

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

From: Anna M. Miller *AM*
Chief Academic and Administration Officer

Date: April 19, 2023

Re: April 24, 2023 Board Meeting
Action Item: Approval of Textbook Adoption

Item: FY2023-2024 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.

Science: Biology 1 & 2 CP Biology 1 & 2 Honors AP Biology
CTE: Digital Multimedia Image Editing Nutrition and Wellness Digital Media Marketing Merchandising Digital Art & Design
Social Studies: AP European History

Recommendation: The administration supports the approval of these textbooks and recommends that the Board approve these FY2023-2024 textbook adoptions.

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Biology 1 & 2, College Preparatory Grade level/Cluster: 10
Title: Biology: Dimensions Author: Stephen Nowicki, Ph.D.
Publisher: Houghton Mifflin Harcourt Publishing Company 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)

- Printed information is current and online components can be updated in real time
- Direct alignment to *South Carolina College- and Career-Ready Science Standards 2021*
- Each unit contains connections to other fields of study (engineering, physical science, social studies, math, computer science, art, and ELA)
- Examples, images, and descriptions include a global perspective such as engineering designs to solve water issues around the world

II. Organization and Style (24/25)

- Lexile (1100) is appropriate for college preparatory students
- Variety of graphs, tables, diagrams, and illustrations throughout, including lab-related data and a cartoon-style “Thing Explainer” diagram for each unit to support struggling readers
- Support for multilingual learners and differentiated instruction is provided in the teacher edition
- Clear learning progression and scaffolding of performance expectations
- The suggested pacing provides sufficient time and multiple options for learning

III. Instructional Supports (19.5/20)

- Teacher edition has a component called “Making Connections-At Home and In the Community” with real-world scenarios
- Interactive experiences are provided to include hands-on activities and online activities
- Differentiated instructional techniques provided for all learners
- A quality teacher edition and keys are provided in both hard copy and digital formats


IV. Technology (24/25)

- Digital platform includes PBL with real-world examples, an eText, and interactives
- The digital content has update capabilities
- Professional development and support are offered as part of the program
- Includes interactives, simulations, virtual field trips, labs, and assessments
- Digital 3-D and performance-based assessment capabilities, lab experiences provided that could not realistically be conducted in a high school lab

V. Monitoring Student Progress (24.25/25)

- Online assessments are editable and rubrics are provided
- Assessments include PBLs, performance task, and traditional test items
- Each chapter has options for pre-and post-assessment, self-checks, and multiple opportunities for progress monitoring
- There are many different types of assessment resulting in varied data
- Teachers can create tests using a large item bank that is aligned to the End-of-Course Test

Content Coordinator Name: Elizabeth L. Boland

Content Coordinator Signature: 

Date: 3.27.2023

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Biology 1 and 2, Honors Grade level/Cluster: 9-10
Title: *Experience Biology* Author: Kenneth R. Miller & Joseph S. Levine
Publisher: Savvas Learning Company Copyright Date: 2024

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

I. Content and Alignment (19.25/20)

- Information is up-to-date and the online textbook can be updated
- Directly aligned with *South Carolina College- and Career-Ready Science Standards 2021*
- Abundant cross-curricular activities including math, history, and case studies from many disciplines
- Examples, images, and descriptions include global perspectives

II. Organization and Style (22.75/25)

- Lexile (1110) is appropriate for honors students
- Variety of graphs, tables, diagrams, and illustrations throughout the text
- The text is suitable for students with an interest in STEM and includes support for multilingual learners
- Clear learning progression with an “Activate Prior Knowledge” component in the teacher materials
- Each chapter provides many options and opportunities for learning

III. Instructional Supports (19.25/20)

- Real-world examples of biological processes, for example, fermentation, and “making a better bread”
- Interactive experiences for each chapter and inclusion of videos, virtual assignments, quick labs, and data analysis
- Various extensions for learners to go deeper with their understanding
- Quality teacher materials are provided in hard copy and digital format


IV. Technology (24/25)

- Digital platform includes PBL with real-world examples, eText, and interactives
- Digital content can be updated
- Professional development and ongoing support are provided
- Program includes interactive activities, simulations, labs, and assessments
- Digital component allows for redesign of task through simulation and performance-based assessments

V. Monitoring Student Progress (23.5/25)

- Editable online assessments and keys
- Wide variety of assessments including PBLs, performance tasks, and traditional assessments
- Pre- and post-assessments are provided in each chapter in a variety of formats
- There are many different types of assessments to provide varied data
- Teachers can create their own assessments using a large item bank aligned to the End-of-Course-Test

Content Coordinator Name: Elizabeth L. Boland

Content Coordinator Signature: 

Date: 3.27.2023

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Advanced Placement Biology Grade level/Cluster: 10-12
Title: Biology in Focus, 3rd Edition, AP Authors: Campbell, Cain, Minorsky, Urry, Wasserman
Publisher: Pearson Copyright Date: 2020

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

I. Content and Alignment (18.25/20)

- Information is current and accurate
- Aligns with The College Board course and exam description
- Connections to history, physics, and math through “Scientific Skills Exercises”
- Global issues are presented such as “Exploring Restoration Ecology Worldwide”

II. Organization and Style (23/25)

- The 1280 Lexile reflects the approximate level students will be expected to read on the AP Exam
- Each unit has consistent formatting throughout including Scientific Skills Practice, Making Connections, and visuals
- Support is provided through concept review and supplemental “Mastering Biology” activities and animations
- Clear progressions with “Making Connections” and “Concept Checks” to connect previous and current material
- Multiple opportunities are provided for students to master the content

III. Instructional Supports (17.5/20)

- Real data is presented such as pesticide resistance in mosquitoes
- Students can access digital interactives online via the HHMI resource to extend learning
- Support is provided for math skills and extension opportunities are available through online interactives
- Digital instructor manual, lab manual, answer keys, and instructor guides are easy to access

IV. Technology (23.25/25)

- There is a wide variety of enrichment activities including interactive labs, interviews with scientists, and a Biology News option where students can explore new findings in the field that is related to what they are learning in class
- Content is updated based on new discoveries
- Professional development and ongoing support are provided
- Students are able to learn from videos and animations, take practice quizzes, and utilize simulations
- Interactive lab modules and self-quizzing options allow for task redesign

V. Monitoring Student Progress (22/25)

- Rubrics are provided for each short answer question along with tips for grading
- Assessment types include short answer, constructed response, project-based options, and performance tasks such as labs and interactives
- Each section has suggested starter and quiz questions with summative assessment options available through the test bank
- Multiple sources of data are available based on assessment type
- Test bank is easy to navigate and has sufficient items to choose from

Content Coordinator Name: Elizabeth L. Boland

Content Coordinator Signature: 

Date: 3.27.2023

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Digital Multimedia Grade level/Cluster: 9-12- Business Management and Administration
Title: MyLab for Adobe Web Design Author: Savvas Learning
Publisher: Savvas Learning Company, LLC 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 (20 /20)

- The content is accurate and relevant to the current text.
- Content covers state standards and is clearly defined for digital media.
- Content connects to other disciplines and also integrates technology.
- World perspectives are integrated into the text.

II. Organization and Style (23 /25)

- Text Lexile level is appropriate for student learners and is easy to understand.
- Photographs are provided throughout the text.
- Text can provide more features to adapt to the learning styles of students.
- A clear progression is evident in the text. Connections linking prior knowledge could be stronger.
- The sequencing of the text was thoughtful to ensure students' engagement.

III. Instructional Supports (14 /20)

- The material covers authentic learning experiences. The text could have provided more activities to broaden students understanding.
- Interactive materials are provided to allow students to have creative expression.
- Text lacked modification extension to enhance the learning experience of higher-performing students.
- No supplemental workbooks and guides were provided.


IV. Technology (19 /25)

- Technology enriches students learning with project-based lessons.
- Digital content is not based on current events.
- Technical support is available online with the vendor.
- Technology resources provide students with the ability to demonstrate mastery through project-based learning.

V. Monitoring Student Progress (19 /25)

- Material is not editable to assess student performance.
- The text provides a variety of extended responses and project-based performance tasks.
- Pre-and post-assessments are not included. These items will need to be developed by the instructor.
- Assessment data is limited to inform instructional support.
- Assessments are customized and allow testing flexibility.

Content Coordinator Name: Charity Simmons

Content Coordinator Signature: 

Date: 4/4/23

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

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School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Image Editing Grade level/Cluster: 9-12-Business Information Management
Title: Adobe Photoshop Revealed Author: Christ Botello
Publisher: Cengage 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 (20 /20)

- Content is aligned accurately with the state standards and listed throughout the text.
- Content and practice skills are aligned with the text.
- Connections are made with other disciplines through skill reviews.
- A global perspective is incorporated through national geographic creative visual information displayed in the text.

II. Organization and Style (24 /25)

- The organization and style of the text is designed to meet the needs of student learners.
- A variety of illustrations is used in the text to capture students' attention.
- The text provides a variety of instructional levels for different learning styles.
- Prior knowledge is connected with the usage of skill reviews.
- The text provides a logical order for the textbook.

III. Instructional Supports (19 /20)

- Provides skill review activities that are meaningful for student learners.
- Step-by-step instructions are provided to enhance interactive participation.
- Extensions for students performing above grade level are provided through design projects.
- Instructional support materials are provided to assist teachers.

IV. Technology (24 /25)

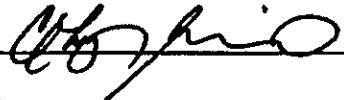
- Learning is enriched through project-based learning and skill reviews.
- Content is current and reflects current events in image editing.

- Technical resources are provided through the textbook vendor.
- Learning is demonstrated through project building and design projects.
- Additional support resources are provided to assist the instructor in teaching the course.

V. Monitoring Student Progress (24/25)

- Learning is enriched through technology integration.
- Digital content can be explored based on current events and the usage of the web.
- Learning is demonstrated through storytelling data, skill reviews, project builders, and design projects.
- Student projects are designed from scratch. Therefore, the usage of technology is significant in this course.

Content Coordinator Name: Charity Simmons

Content Coordinator Signature: 

Date: 4/3/23

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Foods and Nutrition Grade level/Cluster: 9-12 Family and Consumer Sciences

Title: Nutrition and Wellness Author: eDynamic Learning

Publisher: eDynamic Learning Copyright Date: 2022

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

I. Content and Alignment (20/20)

- Content is current and accurate based on the nutritional guidelines.
- Content is aligned with current state standards and addresses nutrition and wellness practices.
- Content connects to other disciplines through critical thinking.
- The content supports a global perspective with the media influences lesson and podcast activities.

II. Organization and Style (25 /25)

- The content Lexile level is appropriate for high school students.
- The text has a variety of illustrations throughout the online modules to keep students engaged.
- The text is adaptable to different learning styles and provides different activities to engage all learners.
- Suggested pacing and order is provided for the text.

III. Instructional Supports (19/20)

- The material is authentic and mostly project-based.
- There is a clear connection between prior knowledge and anticipated learning objectives.
- Material modifications are available to meet the needs of advanced learners.
- Online support resources are available to guide instruction.

IV. Technology (23 /25)


- This is an online text and is an excellent resource for virtual or face-to-face instruction.
- Blended learning opportunities are outlined in the pacing guide.

- Additional instructional support is available through the vendor.
- Podcast activities are incorporated into the lessons for this text. Project-based lessons are also provided.
- Resources can be redesigned to meet the needs of students.

V. Monitoring Student Progress (22 /25)

- Material are not editable, but material are downloadable for students.
- There is a variety of assessment tools available to assess student learning.
- Feedback options are available on this digital platform.
- A variety of data is provided to assess student progress.
- Assessments are customizable.

Content Coordinator Name: Charity Simmons

Content Coordinator Signature: 

Date: 4/4/23

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Digital Media Marketing Grade level/Cluster: 9-12-Marketing
Title: Foundations of Marketing Author: William E. Pride
Publisher: National Geographic Learning/Cengage 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 (17 /20)

- Content is current and aligned to digital media marketing standards.
- Content covers most state standards, and skills.
- Content makes a connection with most disciplines; however, numeracy concepts could be strengthened.
- The content supports students in developing a global understanding, and there are implementation of global marketing strategies.

II. Organization and Style (23 /25)

- The Lexile level is appropriate for student learners, well-written, and easy to understand.
- The text provides tables and graphs as well as visual illustrations with consistent formatting to engage the reader.
- The text is adaptable for different audiences and provides additional support resources.
- The text has a clear progression, and it builds on the student's prior knowledge to support new learning.
- Videos and self-study methods are used to enhance student learning opportunities.

III. Instructional Supports (19 /20)

- The text provides problem-solving activities to support meaningful learning experiences.
- Interactive participation is supported by the text through project-based learning.
- The text provides modifications to assessments and evaluation rubrics and includes extended learning opportunities.
- Instructional resources are provided online.

IV. Technology (23 /25)

- The textbook is provided in a digital format, and links are included throughout the text to broaden students' perspectives.
- Text is an ebook.
- Technology support is available online.
- This text supports project-based activities and allows students to demonstrate mastery using the text.
- Teacher resources are complete and provide a robust quality of guides for instruction.

V. Monitoring Student Progress (20 /25)

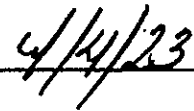
- Exemplars are not provided to assess student learning. The authors could have included editable materials to assist with monitoring student progress.
- Extended responses and performance tasks are included for students to think analytically.
- The instructional resources provide a summative assessment of student progress. The online platform does not provide a space for instructors to provide feedback.
- The assessment has customizable features with extensions to provide flexibility for testing.

Content Coordinator Name: Charity Simmons

Content Coordinator Signature: _____



Date: _____



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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Merchandising Grade level/Cluster: 9-12 Merchandising
Title: Fashion Marketing and Merchandising Author: Mary G. Wolfe
Publisher: Goodheart-Willcox Copyright Date: 2019

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

I. Content and Alignment (19 /20)

- The content is current and accurately represents the current fashion and merchandising trends.
- Course standards are addressed, but there is a great deal of extra content.
- Content is transferable to other disciplines and other areas of marketing.
- The text provides various international examples.

II. Organization and Style (20 /25)

- The Lexile level is appropriate for high school-age students.
- The textbook provides little illustrations and photographs.
- The text provides a variety of instructional levels, but could provide more illustrations to help visual learners.
- The text clearly connects the concepts covered in the prerequisite course.
- The text provides question checks at the end of each chapter. However, the level of questioning could be more thorough to engage all learning styles.

III. Instructional Supports (12 /20)

- The questions and tasks in the book are meaningful and relevant to the content.
- The experiences in the text could be more interactive.
- Modifications for the text are provided to meet the needs of students performing above grade level.
- Only textbooks were reviewed. No additional support resources were provided for review.

IV. Technology (20 /25)


- Online material is available for students to study.

- Digital content is based on current trends with editing software.
- Online technical support is available for the text.
- This text allows students to demonstrate mastery of skills via technology.
- Technology resources provide students with the opportunity to redesign and create new products

V. Monitoring Student Progress (21/25)

- The material is not editable, and no rubrics or scoring guidelines are provided.
- Performance-based tasks are included with a variety of assessments.
- Materials are provided with various assessment methods to progress monitor students learning.
- Assessment data is varied to inform the instructional practices of teachers.
- Assessments are customizable with easy-to-use test banks.

Content Coordinator Name: Charity Simmons

Content Coordinator Signature: 

Date: 4/4/23

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: Digital Art & Design Grade level/Cluster: 10-12 Arts
Title: Communicating Through Graphic Design Author: Kevin Gatta & Claire Mowbray Golding
Publisher: Davis Publications, Inc. 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)

- Content is current and accurate and reflects the latest trends in technology.
- Content covers most standards for the course but is missing key components.
- Content includes connections to math, vocabulary, writing, and social studies.
- Content profiles a variety of professional designers and design history from a global perspective

II. Organization and Style (25 /25)

- The content is well-written and easily understood.
- The text has consistent formatting and is well illustrated.
- Rubrics include evaluation for various levels of proficiency, including developing, proficient, and advanced.
- Sequencing builds on the knowledge gained in previous units.
- Delivery methods include self-study, videos, and hands-on projects.

III. Instructional Supports (20 /20)

- Content covers the design process, design foundations, careers in graphic design, illustration, photography, publication and advertising design, and animation.
- Projects allow for creative expression, student reactions, and personal ideas and interests.
- Rubrics include evaluation for various levels of proficiency, including developing, proficient, and advanced.
- Teacher resources are robust and complex.

IV. Technology (23 /25)


- Links are included in digital content for further learning on each topic.
- Digital content is a published ebook. Updating will require a new version of the publication.
- It is unclear if ongoing professional development or technical support is available.
- Projects allow for creative expression, student reactions, and personal ideas and interests.
- Projects are built on the content of each unit and incorporate many new concepts and graphic

design benchmarks.

V. Monitoring Student Progress (25 /25)

- Rubrics include evaluations for various levels of proficiency, including developing, proficient, and advanced.
- There are a variety of assessments, including selected or constructed responses, project-based, extended responses, or performance tasks.
- The materials offer a comprehensive assessment approach, encompassing pre-assessments, post-assessments, formative assessments, summative assessments, peer assessments, and self-assessments. This diverse range of evaluation methods ensures that students receive ample feedback throughout the learning process.
- The assessments offer teachers a diverse range of data, enabling them to make informed decisions for instruction and adapt their teaching strategies accordingly.
- Assessments are easily customizable and feature extensive item banks for greater flexibility in testing.

Content Coordinator Name: Charity Simmons

Content Coordinator Signature: 

Date: 4/4/23

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

School District Five of Lexington & Richland Counties

Recommendation for Instructional Materials Adoption

Subject: AP European History Grade level/Cluster: 10-12
Title: A History of Western Society Author: Weisner-Hanks, Merry, et al.
Publisher: Bedford Freeman & Worth Copyright Date: 2020

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 is a recent edition with lead writers and prominent scholars in the field.
- The content accurately reflects the course objectives of the AP European course description, and each period overview has an alignment guide linking to the AP topics.
- There are embedded opportunities for students to make connections to other disciplines such as visual arts, literature, and music.
- The text includes historical events which occurred around the world, and there are also global perspectives sections throughout the text.

II. Organization and Style (22 /25)

- The Lexile level matches the reading ability expected for an Advanced Placement course.
- The text is consistent across chapters in terms of layout and pacing. There are numerous maps, images, timelines, and primary source document analysis sections.
- There are resources included which allow for differentiation to support varying instructional levels such as audio units.
- The text includes sections entitled “Making Connections” and “Reviewing the Main Ideas” which help students make connections to previous AP content knowledge and skills.
- There are opportunities for students to process the new content with the primary and secondary source analysis activities.

III. Instructional Supports (18 /20)

- There are multiple instructional strategies and AP style activities that help promote critical thinking and meaningful learning experiences.
- The text consistently incorporates AP Historical Thinking and Reasoning skills, and the additional materials provide students with multiple opportunities for engagement and participation which enhance learning.
- The materials include unique supplemental materials and engaging teaching ideas for teachers to support varied levels of instruction.
- There is an excellent teacher's edition which includes question prompts, bellringers, source analysis activities, and lesson ideas.

IV. Technology (20 /25)

- The digital resources include documents aligned to each chapter, reading analysis questions, flashcards, and AP style questions to support student learning.
- The publisher provides the capability for the online content to be updated as needed.
- There are online trainings and demos for teachers as well as technical support.
- The online platform, Learning Curve, allows students to take an active role in their learning. The online resources are also well-aligned to the AP Historical Thinking skills.
- The technology resources are digital versions of tasks that can be adapted to be done on paper as well such as the quizzes, document analysis activities, flashcards, and practice exams.

V. Monitoring Student Progress (21 /25)

- There are online materials to assist in assessing student performance such as quizzes, document analysis activities, and tests which all align with AP style exam questions.
- The assessments mimic the College Board's AP European History requirements of multiple choice, short answer, long essay, and document based questions.
- The assessments include formative and summative assessments to monitor student progress and provide feedback to students on their strengths and weaknesses.
- The various types of assessments provide teachers with multiple pieces of data to plan instruction based on specific student data.
- The question banks include AP style questions along with standard multiple choice questions.

Content Coordinator: Meloy A. Dafa

Date: 4.5.23

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



Memorandum

To: Members of the Board of Trustees

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

From: Tamara D. Turner, Ed.D.
Chief Human Resources Officer *Tamara Turner, Ed.D.*
Ms. Maddison Paul *Maddy P*
Chief Finance Officer

Date: April 19, 2023

Re: April 24, 2023 Board Meeting
Discussion Item
Discussion of Salary Study - Evergreen Consulting (Presentation)

Item: Discussion of Salary Study - Evergreen Consulting (Presentation)

Background: An RFP for a Compensation and Classification Study, Solicitation # 2022-044, was issued on March 30, 2022. In accordance with Section 1530 of the District's Procurement Code, School District Five of Lexington & Richland Counties contracted with an independent consulting firm, Evergreen Solutions, LLC (Evergreen), to update the District's classification and compensation system. The study is being conducted to ensure the District's position classifications accurately reflect duties and responsibilities and that its salary range assignment is equitable and competitive within our employment markets.

A representative from Evergreen will be present at the Board Meeting with a suggested compensation plan and supporting recommendations to assist the District in achieving an internally equitable and externally competitive compensation system. A copy of the firm's presentation is attached for your review.

I will be present to answer any questions you may have regarding the recommendation.

Attachments - Evergreen Solutions, LLC's Presentation - Compensation & Classification Study

Compensation & Classification Study

Lexington-Richland District 5, SC



Evergreen Solutions, LLC

Overview



Study Goals



Project Phases

Internal Review
External Review



Recommendations

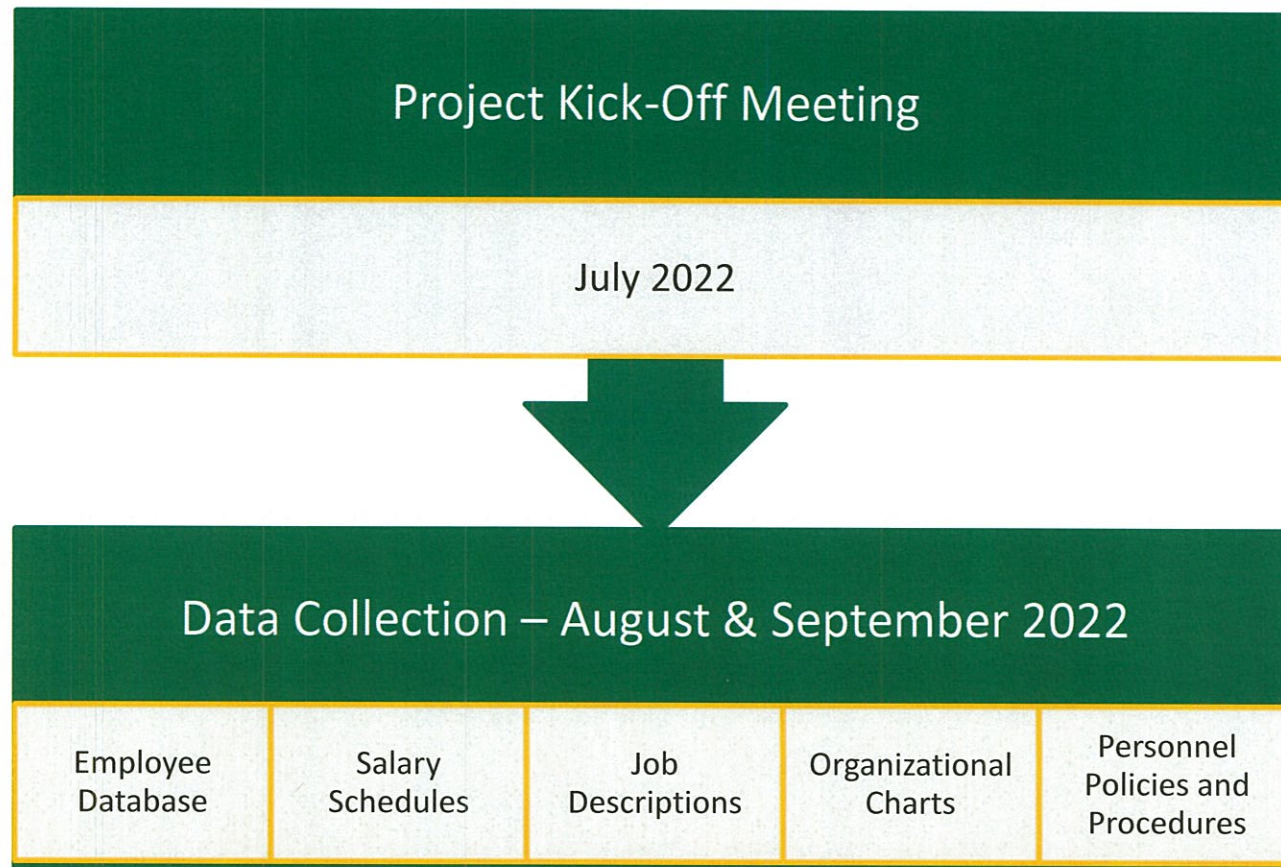
Study Goals

Review current
classification and
compensation system
to ensure internal
equity

Survey peer
organizations to ensure
external equity

Produce
recommendations to
provide the District
with a system that is
equitable, both
internally and externally

Study Initiation



Assessment of Current Conditions

Administration

19 Pay Grades
21 Steps
Lowest Pay Grade Minimum:
\$68,170
Highest Pay Grade Minimum:
\$105,230

Range Spread: 44.8%
Midpoint Progression: Avg
2.4%
Step Progression Varies: Avg
1.87%

Certified

5 Pay Grades/Ed Levels
28 Steps
Bachelors Min-Max:
\$41,600 - \$62,202
Doctorate Min-Max:
\$54,159 - \$83,942

Range Spread: Avg 49.4%
Midpoint Progression: Avg
7.4%
Step Progression Varies: Avg
1.5% (from 0.1% -3.3%)

Assessment of Current Conditions

Support

22 Pay Grades
21 Steps
Lowest Pay Grade
Minimum: \$23,300
Highest Pay Grade
Minimum: \$67,416

Range Spread: 44.8%
Midpoint Progression:
Avg 5.2%
Step Progression
Varies: Avg 1.87%

Bus Schedule

1 Pay Grade
21 Steps
Hourly Range: \$14.63 - \$21.16

Range Spread 44.6%



Assessment of Current Conditions

Current salary schedules are organized by Admin, Certified, and Support

Teacher salary schedules are based on the State scale, adjusted to be competitive in the local market.

Majority of the remaining classifications are assigned to classified, bus, or administrative schedules.

Employee data report lacks transparency and ease of use.

Compression between pay grades and steps

Midpoint progression varies and is only 2% between some grades – causes compression between levels and salaries.

Step progression on certified scale is minimal at some levels.

Range Spreads of Certified scale are more narrow than typical practice.

Inconsistency in approach with a defined step plan vs flat rate salaries

Several Administrative and Classified-Admin salaries are managed on a flat/negotiated rate basis rather than assigned to a pay grade.

Employee Outreach

Focus Groups

- September 20-22, 2022
- Multiple sessions over the two days
- 80 employees participated
- Cross section of employee classifications and grades

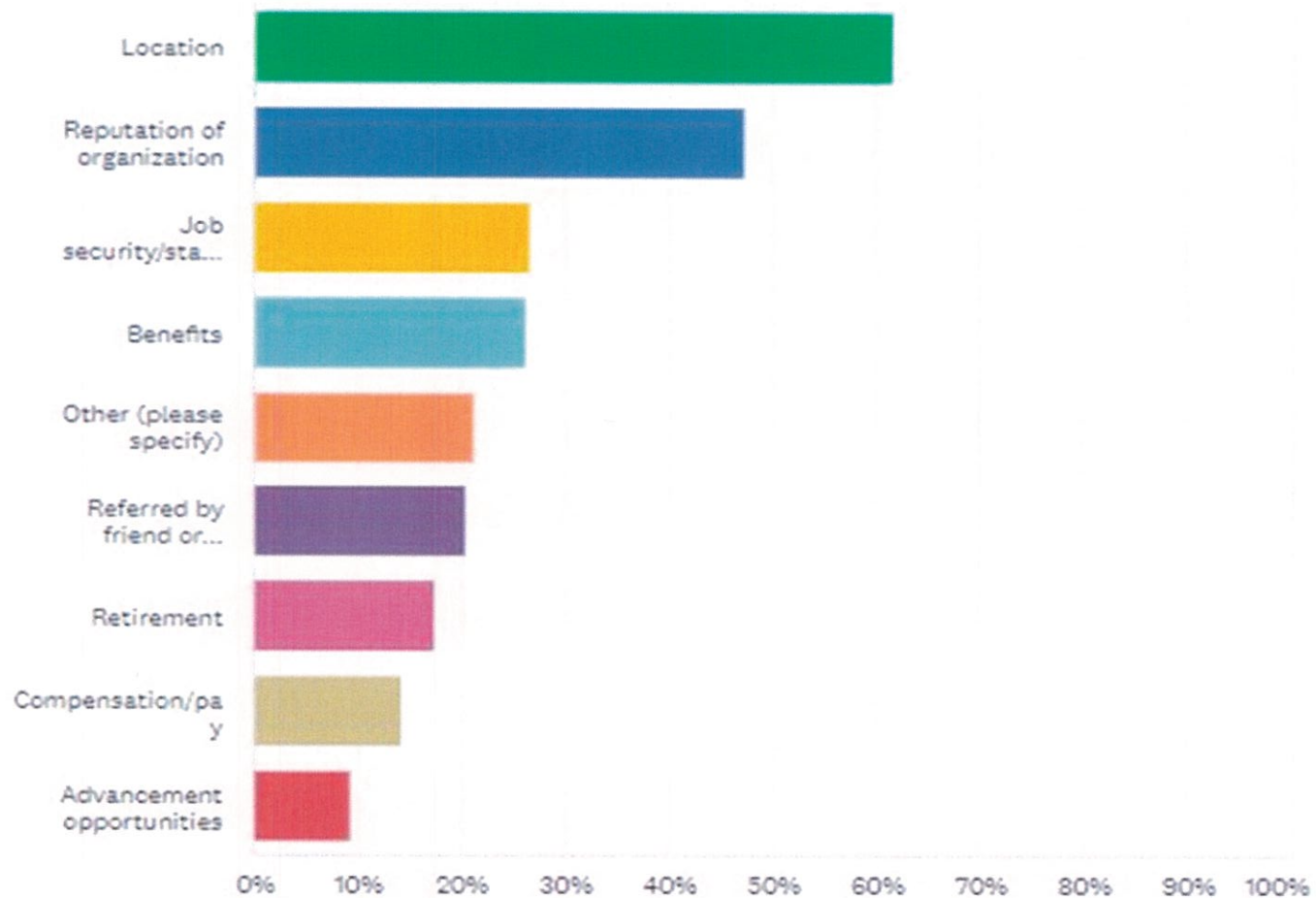
Survey to all employees

- Released September 22, 2022
- Received 1,540 responses



Employee Outreach

Employees shared that they came to work for the District as well as remain because of the following:



Employee Outreach

Compensation Concerns

- No longer competitive with peers or private sector
- A significant number of participants stated that there was a lack of understanding/familiarity with the compensation system
- Would like more communication regarding how starting pay/step is determined
- More than half of the participants felt that salaries were not equitable internally, raises and/or incentives were not consistently applied.

Employee Outreach

Classification Concerns

- Some classifications are very generic and do not accurately describe the position
- Job descriptions do not include all roles and responsibilities
- Limited career progression with some classifications
- Office/Administrative support classifications do not reflect actual roles and responsibilities. Request to redefine roles and job descriptions.

Employee Outreach

Benefits and Retirement

- General support and appreciation for the benefits provided by the District.
- Some participants reported being unfamiliar with the types of benefits provided by the District. Requested additional information and education materials on benefit options.
- Request to review benefit options with lower premiums and provide improved dental plans and wellness benefits.
- Request to review leave packages, specifically, parental leave provided to employees.
- Request to allow employees to the option of increasing their contribution to retirement plans and for the District to match contributions.



Market Salary Survey

Data was solicited from 17 peers:

- 15 peers provided complete or partial data for requested classifications
- All responses were adjusted for cost of living
- 137 classifications were used as Benchmarks
- Average match count for the classifications was 7.3

Market Peers	
Lexington 1	Stamford School District
Lexington 2	Spartanburg Schools 5
Newberry School District	Rock Hill Schools
Richland 2	SCDOE
Spartanburg 2	SCDOEW
York 4	SCDOJ
York 1	Allen University*
Edison School District	Columbia College*
Racine School District	



Market Salary Survey

Market Average at the 50 th Percentile Adjusted for Cost of Living		
Minimum	Midpoint	Maximum
2.9%	-4.3%	-7.8%

- A negative differential indicates the District is behind at that market position on average.
- The results show the importance of range spread when comparing to the market. The District is slightly ahead of the market at the minimums of the pay scale but then loses that competitive position at the midpoint and maximum due to the narrow pay ranges.

Market Salary Survey

Benefit Summary

% of Total Compensation	Health Care Coverage	Annual and Sick Leave	Other Benefits
District: 32% Peer Avg: 30%	The District contributes more, on average, than responding peers. Health plans offer similar coverage as peer plans.	On average, the monthly accrual rate of sick leave is slightly greater. On average, the monthly accrual of annual leave is slightly greater at the District.	District offers up to 5 more paid holidays than peers. EAP programs offered by all organizations.

- A review of benefits provided by market peers suggests that:
 - Overall, the District provides a competitive benefit package to its employees.
 - The average percent contribution provided by the District is 2% higher than responding peers.
 - Organizations primarily participate in state retirement plan. Additional investment options are available to employees at their cost.

Salary Plan Considerations

Based on being competitive at the 50th percentile

Provide consistency in structure; ensure compliance with anticipated changes to state teacher scale

Four plans

- Certified
- Classified
- Administrative
- Transportation

Proposed Salary Plans

Certified Plan

Five (5) Grades;

34 Steps;

Step Progression: Avg 1.3%

190 day contract

Grade	Proposed Minimum	Proposed Midpoint	Proposed Maximum	Range Spread	Grade Progression
BACHELORS	\$ 44,023.00	\$55,736.71	\$67,450.42	53%	
BACHELORS+18	\$46,224.15	\$58,523.55	\$70,822.95	53%	5.0%
MASTERS	\$49,690.96	\$62,912.81	\$76,134.67	53%	7.5%
MASTERS+30	\$52,175.51	\$66,058.45	\$79,941.40	53%	5.0%
DOCTORATE	\$60,001.84	\$75,967.22	\$91,932.61	53%	15.00%

Proposed Salary Plans

Classified Plan

Nineteen (19) Grades; 21 Steps

Grade	Proposed Minimum	Proposed Midpoint	Proposed Maximum	Range Spread	Grade Progression	Step Progression
100	\$13.75	\$17.53	\$21.31	55%	-	2%
101	\$14.44	\$18.41	\$22.38	55%	5.00%	2%
102	\$15.16	\$19.33	\$23.50	55%	5.00%	2%
103	\$15.92	\$20.29	\$24.67	55%	5.00%	2%
104	\$16.71	\$21.31	\$25.91	55%	5.00%	2%
105	\$17.55	\$22.37	\$27.20	55%	5.00%	2%
106	\$18.43	\$23.49	\$28.56	55%	5.00%	2%
107	\$19.81	\$25.26	\$30.70	55%	7.50%	2%
108	\$20.80	\$26.52	\$32.24	55%	5.00%	2%
109	\$21.84	\$27.84	\$33.85	55%	5.00%	2%
110	\$22.93	\$29.24	\$35.54	55%	5.00%	2%
111	\$24.08	\$30.70	\$37.32	55%	5.00%	2%
112	\$25.28	\$32.23	\$39.19	55%	5.00%	2%
113	\$27.18	\$34.65	\$42.12	55%	7.50%	2%
114	\$28.54	\$36.38	\$44.23	55%	5.00%	2%
115	\$29.96	\$38.20	\$46.44	55%	5.00%	2%
116	\$31.46	\$40.11	\$48.76	55%	5.00%	2%
117	\$33.03	\$42.12	\$51.20	55%	5.00%	2%
118	\$34.69	\$44.22	\$53.76	55%	5.00%	2%
119	\$36.42	\$46.44	\$56.45	55%	5.00%	2%
120	\$38.24	\$48.76	\$59.27	55%	5.00%	2%

Proposed Salary Plans

Administrative Plan

Nine (9) Grades; 21 Steps

240 day contract

Grade	Proposed Minimum	Proposed Midpoint	Proposed Maximum	Range Spread	Grade Progression	Step Progression
200	\$73,267.20	\$89,752.32	\$106,237.44	45%	-	2%
201	\$78,762.24	\$96,483.74	\$114,205.25	45%	7.50%	2%
202	\$82,700.35	\$101,307.93	\$119,915.51	45%	5.00%	2%
203	\$86,835.37	\$106,373.33	\$125,911.29	45%	5.00%	2%
204	\$93,348.02	\$114,351.33	\$135,354.63	45%	7.50%	2%
205	\$98,015.42	\$120,068.89	\$142,122.36	45%	5.00%	2%
206	\$102,916.19	\$126,072.34	\$149,228.48	45%	5.00%	2%
207	\$108,062.00	\$132,375.96	\$156,689.91	45%	5.00%	2%
208 *	\$118,868.20	\$142,641.85	\$166,415.49	40%	10.00%	3%

* Pay grade 208 has 10 steps

Proposed Salary Plans

Transportation-Bus Plan

One (1) Plan; 21 Steps

Grade	Proposed Minimum	Proposed Midpoint	Proposed Maximum	Range Spread	Step Progression
BUS 9	\$17.20	\$21.93	\$26.66	55.0%	2%



Implementation Options

Implementation Option	Description
Bring to New Minimum/Closest Step	A calculation is performed so that each employee's salary is adjusted to the minimum of their classification's proposed pay grade. If their salary is already within the proposed pay range, no adjustment is made. The employee is then moved to the next highest/closest step.
Step Plus 1 Step (Certified)	All employees are cross-walked over to the new pay scale. Maintains certified employees' current step placement and advances all eligible employees one step at the upcoming fiscal year.

Implementation Costs

Certified

Implementation Option	Total Implementation Cost	# Employees Receiving Adjustments	Average Salary Adjustment	Average Percentage Adjustment
Step Plus 1 Step	\$5,020,796.30	1442	\$3,481.83	6.6%

Classified

Implementation Option	Total Implementation Cost	# Employees Receiving Adjustments	Average Salary Adjustment	Average Percentage Adjustment
Bring to New Min or 3% Adjustment	\$1,473,344.07	1013	\$1,454.44	4.2%

Administrative

Implementation Option	Total Implementation Cost	# Employees Receiving Adjustments	Average Salary Adjustment	Average Percentage Adjustment
Bring to New Min or 3% Adjustment	\$386,610.61	134	\$2,885.15	2.9%

Estimates do not include benefits



Implementation Costs

Total Estimate				
Option	Estimate of Cost	# Employees	Avg Adjustment	Avg Percentage
Bring to New Min or 3% Adjustment (Admin + Class)	\$1,859,954.69	1147	\$2,169.80	3.6%
Step Plus 1 Step (Certified)	\$5,020,796.30	1442	\$3,481.83	6.6%
Total Cost Estimate	\$6,880,750.99	2589	\$2,657.69	5.1%

** Estimates do not include benefits*

Recommendations

Revise all job descriptions to include updated classification information provided in the JAT; review job descriptions annually for accuracy.

Implement four (4) updated pay plans for Bus, Certified, Classified, and Administrative employees; slot all classifications into the plans based on external and internal equity; transition employees' salaries into the new plans with salary ranges for all classifications.

Recommendations

Conduct small-scale salary surveys as needed to assess the market competitiveness of hard-to-fill classifications and/or classifications with retention issues and make changes to pay grade assignments if necessary.

Conduct a comprehensive classification and compensation study every three to five years subject to budget constraints and as market conditions are warranted.

Review and revise, as appropriate, existing pay practice guidelines including those for determining salaries of newly hired employees, progressing employee salaries through the pay plans, and determining pay increase for employees who have been promoted to a different classification.

Next Steps



Update job descriptions

Thank You!

Stasey Whichel, Project Manager

Evergreen Solutions, LLC

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Tallahassee, Florida 32308

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850.383.1511 fax


www.ConsultEvergreen.com





MEMORANDUM

To: Members of the Board of Trustees

From: Maddison Paul,
Chief Financial Officer 

Date: April 20, 2023

Re: April 24, 2023 Board Meeting
Discussion Item
Proposed FY 2023-2024 General Fund Budget

Item: The proposed FY 2023-2024 General Fund Budget will be presented.

Background: The purpose of this presentation is to provide information for Discussion of the Proposed FY 2023-2024 General Fund Budget.

Attachments – FY23-24 General Fund Budget Presentation

FY23-24 General Fund Budget Discussion



Budget Timeline - General Assembly

- January - Executive Budget Released
 - Governor's budget for FY 2024 released on January 6, 2023
- February/ March - House Budget Released
 - House Budget for FY 2024 passed on March 15, 2023
- April - Senate Budget Released (possibly this week)
- May/ June - Final Budget & Vetoes from Governor



FY 2023-2024

Budget Considerations - State Level

- Funded step increase for teachers
 - SCRS employer contribution increase - 1%
 - Minimum teacher salary for Bachelor's with 0 years \$42,500
 - Employer health insurance premium increase - 3.7%
 - Bus Driver salary increase - 25% to the **State**
- Minimum Bus Driver Salary Schedule**



FY 2023- 2024

Projected General Fund Revenues (Best Case)

	2022-2023 Budget as Approved	2022-2023 Projection as of 4/18/23	2023-2024 Projection	% increase /decrease	
Local Revenues:					
Taxes (calculated at 246.10 mils)	\$ 75,738,334	\$ 76,516,459	\$ 77,137,331	0.81%	AV increases
Other Local Rev (Interest, Tuition, etc)	\$ 1,010,000	\$ 1,924,544	\$ 1,010,000	-47.52%	less investment income and E-Rate rev
State Revenues					
State Aid to Classrooms	\$ 80,253,343	\$ 80,721,621	\$ 88,426,504	9.55%	House Version
Homestead Exemptions (Tier I, II, III)	\$ 46,670,909	\$ 46,670,909	\$ 48,754,338	4.46%	increase in Tier III
PEBA Credit	\$ 1,190,410	\$ 1,192,418	\$ 1,192,418	0.00%	
Other State Revenues	\$ 8,448,972	\$ 8,326,137	\$ 9,206,230	10.57%	Retiree insurance increase
Other Financing Sources					
Transfers (Indirect Cost)	\$ 400,000	\$ 415,000	\$ 400,000	-3.61%	less indirect cost being claimed
Total	\$ 213,711,968	\$ 215,767,088	\$ 226,126,821	4.80%	

FY 2023- 2024

Projected General Fund Revenues (Worst Case)

	2022-2023 Budget as Approved	2022-2023 Projection as of 4/18/23	2023-2024 Projection	% Increase /decrease	
Local Revenues:					
Taxes (calculated at 246.10 mils)	\$ 75,738,334	\$ 76,516,459	\$ 77,137,331	0.81%	AV increases
Other Local Rev (Interest, Tuition, etc)	\$ 1,010,000	\$ 1,924,544	\$ 1,010,000	-47.52%	less investment income and E-Rate rev
State Revenues					
State Aid to Classrooms	\$ 80,253,343	\$ 80,721,621	\$ 80,721,622	0.00%	CY Revenue
Homestead Exemptions (Tier I, II,III)	\$ 46,670,909	\$ 46,670,909	\$ 46,670,909	0.00%	No increase in Tier III
PEBA Credit	\$ 1,190,410	\$ 1,192,418	\$ 1,192,418	0.00%	
Other State Revenues	\$ 8,448,972	\$ 8,326,137	\$ 8,326,136	0.00%	No increase in retiree insurance
Other Financing Sources					
Transfers (Indirect Cost)	\$ 400,000	\$ 415,000	\$ 400,000	-3.61%	less indirect cost being claimed
Total	\$ 213,711,968	\$ 215,767,088	\$ 215,458,416	-0.14%	

FY 2023-2024

Budget Considerations - District Level

- Keep everything the same as FY2023
 - Retirement increase \$1.3M
 - Health insurance increase \$300k
 - FY23 Positions added - full year cost \$250k
 - ESS contract increase full year \$220k
 - HVAC contract increase \$800k
 - State roll up & magnet positions - \$2.2M
- Total Cost to stay the same - \$5.1M
- Best case scenario revenue increase less total cost to stay at the current staffing structure = \$7.3M remaining for new initiatives



FY 2023-2024

Budget Considerations - District Level

- Additional Considerations
 - Salary Study implementation \$9.6M
 - New Special Education positions (10) - \$1M
 - Boots on the ground positions -\$900k
 - Administrative Assistant Principals at all elementary schools (3) - \$340k
- Total additional considerations - \$11.8M



FY 2023-2024 Calculation for Allowable Operating Millage Increase

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

Consumer Price Index (CPI)	8.00%
Population Growth	<u>1.89%</u>
Allowable Percentage Increase	9.89%
 FY 2022-23 Operating Millage Rate	 246.10 mills
FY 2023-24 Operating Millage Cap	24.34 mills
 Allowable but not previously imposed millage lookback (Section 6-1-320(A)(2))	 25.57 mills
 Total Allowable millage increase	 49.91 mills



FY 2023-2024

Calculation for Allowable Operating Millage Increase

Fiscal Year	Mill Cap	Value of Mill @ 95% Collection Rate	Revenue Impact to General Fund	Tax Increase to Taxpayer *
FY 20-21	6.05	\$ 296,060	\$ 1,792,365	\$ 54
FY 21-22	4.85	\$ 296,060	\$ 1,435,349	\$ 44
FY 22-23	14.67	\$ 296,060	\$ 4,342,478	\$ 132
FY23-24	24.34	\$ 296,060	\$ 7,206,100	\$ 219
Cumulative Total			\$ 14,776,292	\$ 230

**Assumes 6% property (investment property) valued at \$150k.
4% property (owner-occupied primary residences) pays no school operating taxes.*



Upcoming dates to remember

- May 8th - 1st reading of FY 2023-2024 budget
- May 11th - *Sine Die* General Assembly
- May 22nd - 2nd and Final reading of FY 2023-2024 budget
 - Public Hearing held prior to Board vote
- June - State budget signed by Governor





MEMORANDUM

To: Members of the Board of Trustees

From: Maddison Paul,
Chief Financial Officer *Maddison Paul*

Date: April 20, 2023

Re: April 24, 2023 Board Meeting
Discussion Item
Discussion of Proposed Revisions to Board Policy JQ "Student Fees, Fines, and Charges"

Item: Discussion of Proposed Revisions to Board Policy JQ "Student Fees, Fines, and Charges"

Background: The District assesses student fees to offset the cost of educational materials and supplies for certain instructional courses and athletic/extracurricular participation. All fees are presented to the Board of Trustees each year during the budget process for approval.

In May 2021, Board Policy JQ "Student Fees, Fines, and Charges" was updated to remove free/reduced lunch as the sole indicator for free/reduced fees. The policy removed the free/reduced lunch language and added language regarding students designated as Pupils in Poverty (PIP) based on Socio-Economic Indicator (SEI) data. The PIP data is provided by the S.C. Revenue and Fiscal Affairs Office and is updated monthly. The data is pushed from the S.C. Department of Education/Office of Research and Data Analysis to Power School. Because this is a monthly process, students can move on or off the PIP list each month. This can be difficult to monitor and has caused confusion for parents who received waived fees one semester and were asked to pay fees the following semester.

Additionally, surrounding districts are still using free/reduced lunch status as an indicator for free/reduced fees. When students transfer into our district, parents/guardians have a difficult time understanding why their students free/reduced lunch status does not waive the educational fees.

Recommendation: The administration recommends that the Board of Trustees add free/reduced lunch status as an additional indicator of free/reduced fee status to Board Policy JQ "Student Fees, Fines, and Charges".

Attachments – Current Board Policy JQ "Student Fees, Fines, and Charges"
Board Policy JQ "Student Fees, Fines, and Charges" Revised for Discussion

www.lexrich5.org

1020 Dutch Fork Road • Irmo, South Carolina 29063 • (803) 476-8000

"We Love and Grow Our Students!"

Policy JQ Student Fees, Fines, and Charges

Issued 5/21

Purpose: To establish the basic structure for the assessment of student fees, fines, and charges.

Fees

The board recognizes that it may charge student fees to offset the cost of educational materials and supplies. The district will not deny any student an education because of his/her failure to pay these supplementary charges.

No school will charge a fee that has not been approved by the board.

The superintendent will work with principals to formulate the necessary controls and records to assure that all fees are uniform and held to a minimum.

The district will not charge instructional fees to students who are designated as S.C. Pupils in Poverty (PIP) based on Socio-Economic Indicator (SEI) data which is provided by the S.C. Revenue and Fiscal Affairs Office (RFA) through the S.C. Department of Education/Office of Research and Data Analysis (ORDA).

Fines and Charges

No student is exempt from charges for books, lockers, materials, supplies, and equipment that are lost or damaged.

No additional books, supplies, or equipment will be issued to a student with outstanding rental, loss, or damage debts until the fines and/or charges have been paid.

Adopted 2/24/69; Revised 8/1/73, 11/16/81, 2/6/89, 12/12/11, 5/24/21

Legal References:

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

[Section 59-19-90\(8\)](#) - Authority of board to charge matriculation and incidental fees.

Policy JQ Student Fees, Fines, and Charges

Issued ~~5/21~~ 5/23

Purpose: To establish the basic structure for the assessment of student fees, fines, and charges.

Fees

The board recognizes that it may charge student fees to offset the cost of educational materials and supplies. The district will not deny any student an education because of his/her failure to pay these supplementary charges.

No school will charge a fee that has not been approved by the board.

The superintendent will work with principals to formulate the necessary controls and records to assure that all fees are uniform and held to a minimum.

The district will not charge instructional fees to students who [receive free lunches or](#) are designated as S.C. Pupils in Poverty (PIP) based on Socio-Economic Indicator (SEI) data which is provided by the S.C. Revenue and Fiscal Affairs Office (RFA) through the S.C. Department of Education/Office of Research and Data Analysis (ORDA). [The district will prorate instructional fees for students who receive reduced-price lunches.](#)

Fines and Charges

No student is exempt from charges for books, lockers, materials, supplies, and equipment that are lost or damaged.

No additional books, supplies, or equipment will be issued to a student with outstanding rental, loss, or damage debts until the fines and/or charges have been paid.

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Legal References:

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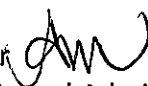
[Section 59-19-90\(8\)](#) - Authority of board to charge matriculation and incidental fees.



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: April 20, 2023

Re: April 24, 2023 Board Meeting
Discussion Item
Discussion of Potential Revisions to Board Policy IJ "Instructional Resources and Materials" and Board Policy IJK "Supplementary Materials Selection and Adoption"

Item: Potential Revisions to Board Policy IJ "Instructional Resources and Materials" and Board Policy IJK "Supplementary Materials Selection and Adoption"

Recommendation: The administration recommends that the Board of Trustees review and discuss the attached potential revisions to Board Policy IJ "Instructional Resources and Materials" and Board Policy IJK "Supplementary Materials Selection and Adoption."

Attachments: Current Policy and Potential Revisions to Board Policy IJ
Current Policy, Model Policy, and Potential Revisions to Board Policy IJK

Policy IJ Instructional Resources and Materials

Issued 1/13

Purpose: To establish the board's vision for instructional materials and the basic structure for parental examination of certain materials.

Instructional materials are all materials designed for use by students and their teachers as a learning resource. They may be printed or non-printed and may include books, audiovisual/video media materials and kits.

The professional staff will have primary responsibility for the selection of instructional materials and resources. They will seek the involvement of parents/legal guardians and other community members in selecting instructional materials. The selection of instructional materials will follow state board of education regulations as well as other legal requirements. All materials will support the schools' educational philosophy, goals and objectives. The board will handle challenges to materials as provided in policy KEC.

Parental inspection of certain materials

Parents/legal guardians of district students have the right to inspect all instructional materials including teacher's manuals, films, tapes or other supplementary materials which will be used in connection with any survey, analysis or evaluation as part of any applicable program. The district will make the materials available for inspection at appropriate locations.

The district will not require any student to submit to a survey, analysis or evaluation that reveals information prohibited by law as cited in the references below.

The district will give parents and students effective notice of their rights under the law.

Adopted 11/17/86; Revised 1/25/88, 1/28/13

Legal references:

[20 U.S.C. Code, Section 1232h](#), as amended:

SEC.439.

(a) All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children.

(b) No student shall be required, as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning --

(1) political affiliations;

(2) mental and psychological problems potentially embarrassing to the student or his family;

(3) sex behavior or attitudes;

(4) illegal, anti-social, self-incriminating and demeaning behavior;

(5) critical appraisals of other individuals with whom respondents have close family relationships;

(6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or

(7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

(c) educational agencies and institutions shall give parents and students effective notice of their rights under this section.

School District Five of Lexington and Richland Counties

Instructional Resources and Materials

Code IJ Issued ~~1/13~~ 04/23

Purpose: To establish the board's vision for instructional materials and the basic structure for parental examination of certain materials.

Instructional materials are all materials designed for use by students and their teachers as a learning resource. They may be printed or non-printed and may include books, audiovisual/video media materials and kits.

The professional staff will have primary responsibility for the selection of instructional materials and resources. They will seek the involvement of parents/legal guardians and other community members in selecting instructional materials. The selection of instructional materials will follow state board of education regulations as well as other legal requirements. All materials will support the schools' educational philosophy, goals and objectives. ~~The board will handle challenges to materials as provided in policy KEC.~~

Parental inspection of certain materials

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The district will not require any student to submit to a survey, analysis or evaluation that reveals information prohibited by law as cited in the references below.

The district will give parents and students effective notice of their rights under the law. Adopted

11/17/86; Revised 1/25/88, 1/28/13

Legal references:

[20 U.S.C. Code, Section 1232h](#), as amended:

SEC.439.

- (a) All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children.
- (b) No student shall be required, as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning --
 - (1) political affiliations;
 - (2) mental and psychological problems potentially embarrassing to the student or his family;
 - (3) sex behavior or attitudes;
 - (4) illegal, anti-social, self-incriminating and demeaning behavior;
 - (5) critical appraisals of other individuals with whom respondents have close family relationships;
 - (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
 - (7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior

consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

(c) educational agencies and institutions shall give parents and students effective notice of their rights under this section.

School District Five of Lexington and Richland Counties

Policy IJK Supplementary Materials Selection and Adoption

Issued 12/13

Purpose: To establish the board's vision for the selection and adoption of supplementary materials.

For the purpose of this policy, supplementary materials are any instructional materials other than textbooks including, but not limited to, the following.

- books
- periodicals
- newspapers
- press cuttings
- pictures
- diagrams
- maps
- charts
- photocopies
- slides
- filmstrips
- films
- records
- audiotapes
- videotapes
- computer programs
- CD Roms
- electronic materials

The board believes that the availability of a carefully selected and widely varied collection of supplementary materials enhances students' opportunity to acquire knowledge, to learn how to learn, to learn for self-knowledge and to learn for self-cultivation.

The principal must approve supplementary materials.

Adopted 6/16/86; Revised 12/9/13

School District Five of Lexington and Richland Counties

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

Code IJK Issued MODEL

For the purpose of this policy, supplementary materials are any instructional materials other than textbooks including, but not limited to, the following:

- books
- periodicals
- newspapers
- pictures
- diagrams
- maps
- charts
- photocopies
- slides
- audio materials
- computer hardware
- computer software
- electronic media

It is the policy of the board to provide supplemental educational materials that support and enrich the curriculum and enhance the district's educational program. The board believes that the availability of a carefully selected and widely varied collection of supplementary materials enhances students' learning.

The principal must approve supplementary materials.

Adopted ^

Supplementary Materials Selection and Adoption

Code **IJK** Issued ~~12/13~~ 04/23

Purpose: To establish the board's vision for the selection and adoption of supplementary materials.

For the purpose of this policy, supplementary materials are any instructional materials other than textbooks including, but not limited to, the following.

- books
- periodicals
- newspapers
- ~~press cuttings~~
- pictures
- diagrams
- maps
- charts
- photocopies
- slides
- ~~filmstrips~~
- ~~films~~
- ~~records~~
- ~~audiotapes~~ materials
- ~~videotapes~~ computer hardware
- computer ~~programs~~ software
- ~~CD-Roms~~
- electronic ~~materials~~ media

The board believes that the availability of a carefully selected and widely varied collection of supplementary materials enhances students' opportunity to acquire knowledge, to learn how to learn, to learn for self-knowledge and to learn for self-cultivation. ~~Supplementary materials must support the curriculum and align to board policy and state standards.~~

The principal must approve supplementary materials.

~~If a parent/guardian has concerns with Instructional or Supplementary materials used with their child, the parent/guardian should address those concerns to the teacher and school administration. In the event that the matter cannot be resolved at the school level, it may be brought to the Superintendent or his/her designee.~~

School District Five of Lexington and Richland Counties



Memorandum

To: Members of the Board of Trustees

From: Dr. Tamara Turner 
Chief Human Resources Officer

Date: April 20, 2023

Re: April 24, 2023 Board Meeting
Information Only Item
Deletion of Administrative Rule GCLE-R "Unencumbered Time"

Item: Deletion of Administrative Rule GCLE-R "Unencumbered Time"

Background: As stated in the Policy and Legal Services Advisory published by the South Carolina School Boards Association (SCSBA) on February 6, 2023:

Pursuant to the new statute, S.C. Code Section 59-5-63, local school boards must adopt an unencumbered time policy at a regularly scheduled meeting within three months of the adoption of a policy by the State Board of Education (SBE). The SBE adopted a model policy for unencumbered time on January 17, 2023. The local board policy must include, at a minimum, the SBE statewide policy but may also include additional provisions. The local board policy must be updated to reflect any changes made by the SBE to the statewide policy; and the policy must be adopted within three months of the SBE changes. The local board's unencumbered time policy and any subsequent revisions must be submitted to the South Carolina Department of Education within 30 days of adoption. Further, the provisions of this statute must be completely implemented by districts before July 1, 2023.

School District Five of Richland and Lexington Counties adopted Board Policy GCLE "Unencumbered Time" at the March 27, 2023 board meeting. Policy GCLE, as adopted, meets the requirements outlined by the State Board of Education and statute, S.C. Code Section 59-5-63. School boards are not required to adopt the SCSBA's model Administrative Rule GCLE-R "Unencumbered Time".

Attachments - Administrative Rule GCLE-R "Unencumbered Time"

UNENCUMBERED TIME

Code **GCLE-R** Issued **MODEL/23**

Procedures for Unencumbered Time

The principal of each school will establish an unencumbered time schedule that will provide at least 30 minutes of duty-free time each regular school day for all qualified teachers with the goal of providing an average of at least 150 minutes of unencumbered time per week.

The principal will review the schedule as needed to ensure compliance with the guidelines and to maintain equity and fairness.

The principal will also establish provisions for the safety and supervision of students by staff who are not entitled to unencumbered time.

Eligibility

A full-time teacher teaching kindergarten through fifth grade and working a minimum of 30 hours per week is eligible for 30 minutes of unencumbered time per school day.

A teacher responsible for instructing a special education class for more than 20 percent of the school day with students who are removed from the general education setting is eligible to receive 30 minutes of unencumbered time per regular school day.

Note: This provision is not limited to elementary special education teachers and extends to special education teachers who meet these criteria in grades K through 12.

Reduction or Withholding of Time

The board prohibits improper reduction or withholding of a qualified teacher's unencumbered time. A qualified teacher's unencumbered time may only be withheld or reduced when it is reasonable and necessary due to extreme and unavoidable circumstances to ensure the safety and welfare of students and staff.

In determining whether an extreme and unavoidable circumstance exists, the principal will use the following guidelines:

- A staff shortage exists when, despite reasonable efforts the principal is unable to find a sufficient number of staff members and substitute teachers to maintain instruction or to supervise students during unencumbered time periods, and no other staff members are available.
- An extreme or unavoidable circumstance exists when because of an emergency drill, illness, epidemic, natural or man-made disaster, the principal cannot acquire staff to supervise students.

Reporting of improper reductions or withholdings

A teacher who believes their unencumbered time has been intentionally and improperly reduced or withheld by their principal should follow the district's established grievance procedure. Violations may result in appropriate action under the district's disciplinary policy and may be sufficient cause for suspension or revocation of the principal's educator certificate.

(Option: The district should enter any district-specific information here.)

Issued ^

SCSBA



EXHIBIT Q

MEMORANDUM

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

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

Date: April 17, 2023

Re: Superintendent Board Brief

Attached is an Information Report pertaining to the 2022-2023 135-Day Enrollment.

Please note that the 135th day of school for the 2022-2023 school year concluded on Wednesday, March 21, 2023.

MRH:lm

www.lexrich5.org

1020 Dutch Fork Road • Irmo, South Carolina 29063 • (803) 476-8000

"We Love and Grow Our Students!"

2022-23 Enrollment for March 21, 2023

ALL STUDENTS

Day 135 - Final

School	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Ballentine Elementary School	9	74	67	108	108	89	79								534
Chapin Elementary School	107	117	143	149	145	168									829
Chapin High School											430	419	409	346	1604
Chapin Intermediate School							416	510							926
Chapin Middle School								4	496	504					1004
CrossRoads Intermediate School								696							696
Dutch Fork Elementary School	38	64	77	87	72	74	81								493
Dutch Fork High School											491	466	336	398	1691
Dutch Fork Middle School								4	444	474					922
H E Corley Elementary School	122	74	79	77	86	80	58								576
Harbison West Elementary School	107	66	63	72	89	76	96								569
Irmo Elementary School	23	71	80	103	95	86	98								556
Irmo High School											385	347	232	291	1255
Irmo Middle School								134	439	413					986
Lake Murray Elementary School	12	155	147	161	168	189									832
Leaphart Elementary School	23	71	76	82	82	88	83								505
Nursery Road Elementary School	42	64	75	73	68	69	73								464
Oak Pointe Elementary School	20	72	67	95	85	76	101								516
Piney Woods Elementary School	2	91	107	100	102	114									516
River Springs Elementary School	22	64	60	64	76	83	98								467
Seven Oaks Elementary School	43	73	68	76	81	75	73								489
Spring Hill High School											273	284	249	256	1062
Grand Total	570	1056	1109	1247	1257	1267	1256	1348	1379	1391	1579	1516	1226	1291	17492

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

Data pulled from PowerSchool at 3:50 PM on 3/28/2023

2022-23 Enrollment for March 21, 2023

IN-PERSON

Day 135 - Final

School	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Ballentine Elementary School	9	74	67	105	105	86	75								521
Chapin Elementary School	107	117	143	148	144	168									827
Chapin High School											411	412	394	333	1550
Chapin Intermediate School							411	498							909
Chapin Middle School								4	481	495					980
CrossRoads Intermediate School								653							653
Dutch Fork Elementary School	38	64	77	87	69	72	79								486
Dutch Fork High School											468	445	324	382	1619
Dutch Fork Middle School								4	427	449					880
H E Corley Elementary School	122	74	79	77	85	78	57								572
Harbison West Elementary School	107	66	63	72	88	76	93								565
Irmo Elementary School	23	71	80	103	91	85	93								546
Irmo High School											353	329	219	276	1177
Irmo Middle School								134	410	385					929
Lake Murray Elementary School	12	155	147	159	167	188									828
Leaphart Elementary School	23	71	76	82	79	87	78								496
Nursery Road Elementary School	42	64	75	73	68	67	73								462
Oak Pointe Elementary School	20	72	67	95	85	76	100								515
Piney Woods Elementary School	2	91	107	100	102	114									516
River Springs Elementary School	22	64	60	64	75	82	98								465
Seven Oaks Elementary School	43	73	68	74	78	72	70								478
Spring Hill High School											272	283	249	250	1054
Grand Total	570	1056	1109	1239	1236	1251	1227	1293	1318	1329	1504	1469	1186	1241	17028

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

Data pulled from PowerSchool at 3:50 PM on 3/28/2023

2022-23 Enrollment for March 21, 2023

FIVE

Day 135 - Final

School	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Ballentine Elementary School				3	3	3	4								13
Chapin Elementary School				1	1										2
Chapin High School											19	7	15	13	54
Chapin Intermediate School							5	12							17
Chapin Middle School									15	9					24
CrossRoads Intermediate School								43							43
Dutch Fork Elementary School					3	2	2								7
Dutch Fork High School											23	21	12	16	72
Dutch Fork Middle School									17	25					42
H E Corley Elementary School					1	2	1								4
Harbison West Elementary School					1		3								4
Irmo Elementary School					4	1	5								10
Irmo High School											32	18	13	15	78
Irmo Middle School									29	28					57
Lake Murray Elementary School				2	1	1									4
Leaphart Elementary School					3	1	5								9
Nursery Road Elementary School						2									2
Oak Pointe Elementary School							1								1
Piney Woods Elementary School															0
River Springs Elementary School					1	1									2
Seven Oaks Elementary School				2	3	3	3								11
Spring Hill High School											1	1		6	8
Grand Total	0	0	0	8	21	16	29	55	61	62	75	47	40	50	464

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

Data pulled from PowerSchool at 3:50 PM on 3/28/2023