Agenda

Board of Trustees

Regular Meeting

Location: Center for Advanced Technical Studies

Video Livestream: https://www.youtube.com/live/rl8xJ1Eyqow

October 27, 2025

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. Discussion of Employee Compensation (Exhibit C)
    d. Legal advice regarding C.A. No: 3:25-cv-03528-JDA-SVH

4. Call to order and convene Finance 101 Workshop at 5:30 p.m.

5. Adjourn

6. Call to order and convene regular meeting at 6:30 p.m.

7. Welcoming remarks - Kimberly Snipes, Board Chair

8. Invocation – Jason Baynham, Board of Trustees

9. Pledge of Allegiance – Jason Baynham, Board of Trustees

10. School Board Spotlight

11. Superintendent's Report
    a. District Focus: Strategic Plan for 2022-2023 to 2026-2027
    b. Finance Monthly Report (August) (Exhibit D)
    c. Student Services & Planning Report
        i. Review of LR5 Code of Conduct

12. Approval of the minutes of the October 6, 2025, board meeting

13. Public Participation*

ACTION AGENDA

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

15. Second and Final Reading of Board Policy JICG "Tobacco Use by Students" (Exhibit E)

16. Approval of Proposed 2026-2027/2027-2028 School Calendars (Exhibit F)

17. Approval of Siemens Engineering 1, 2, 3 and 4 Courses (Exhibit G)

18. Parent Concern Pursuit to Board Policy KEC "Library/Media Center Materials Selection and Reconsideration; Administrative Rule KEC-R "Library/Media Center Materials Reconsideration Process; KEC-E "Instructional Materials Uniform Parent Complaint Form (Exhibit H)

DISCUSSION AGENDA

19. Discussion of 2025-2026 General Fund Budget Amendments (Exhibit I)

20. Discussion of Board Policy KE "Public Concerns & Complaints" (Exhibit J)

21. Adjourn

INFORMATION AGENDA

22. District Five Reading Plan (Exhibit K)

23. Finance 101 Workshop: November 10, 2025 – 6:00-7:00 p.m.

24. Shatter of the Myth Event, October 28, 2025, Dutch Fork Middle School, 500-8:00 p.m. (Exhibit L)
    - 5:00-5:45 p.m. – Dinner
    - 6:00-7:30 p.m. – Parents and Student Separate for Age-Appropriate Activities
    - 7:30-8:00 p.m. – Family Discussion and Resource Sharing

25. 45th Day Enrollment Report (Exhibit M)

26. The next regular scheduled board meeting will be November 10, 2025, at ***7:00 p.m.*** 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.

Those wishing to speak during public participation must present a photo identification and fill out the Public Participation Sign Up Form by **6:30** p.m., listing topics of discussion.

Minutes/October 6, 2025

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
Mr. Jason Baynham
Dr. Scott Herring, Secretary
Mrs. Catherine Huddle
Mr. Mike Satterfield
Mr. Kevin Scully, Vice-Chair
Mrs. Kimberly Snipes, Chair
Dr. Akil E. Ross, Sr., Superintendent

The following staff were in attendance

Dr. Gerald Gary, Chief Operations Officer
Dr. Michael Harris, Chief Student Services and Planning Officer
Mrs. Tina McCaskill, Chief Academics Officer
Mrs. Amanda Taylor, Director of Communications
Mrs. Heather Tucker, Chief Financial Officer
Dr. Tamara Turner, Chief Human Resources Officer

A livestream video link was made available to the public as an option for viewing the October 6, 2025, board meeting.

Chair Snipes called the regular meeting to order at 6:13 p.m. and gave welcoming remarks.

Elizabeth Barnhardt gave the Invocation and Pledge of Allegiance.

The Board conducted the School Board Spotlight.

There was no public participation.

During the Superintendent's Report, Dr. Ross provided updates on the 2022-2027 Strategic Plan, Restructuring, and Supplement Schedule Revisions. Mrs. Tina McCaskill, Chief Academics Officer, and Mrs. Sara Wheeler, Director of Magnet Programs, presented an Academics Report, and Dr. Turner, Chief Human Resources Officer, and Debbie Rennhack, Benefits Specialist, and Mrs. Shawnda Weekley, Benefits Specialist, provided an overview of the Benefits Department roles and responsibilities.

The Board presented for discussion:

- Discussion of proposed 2026-2027/2027-2028 School Calendars (Exhibit L)
- Discussion of Board Policy KE "Public Concerns & Complaints" (Exhibit M)

The Board presented for information:

- Finance 101 Workshops:
    - October 27, 2025 - 6:00-7:00 p.m.
    - November 10, 2025 - 6:00 - 7:00 p.m.
- District Five Foundation: An Evening of Education, Saturday, October 18, Saluda Shoals Park/River Center, 7:00-10:00 p.m.
- Shatter of the Myth Event, October 28, 2025, Dutch Fork Middle School, 5:00-8:00 p.m (Exhibit N)
    - 5:00-5:45 p.m. - Dinner
    - 6:00-7:30 p.m. - Parents and Students Separate for Age-Appropriate Activities
    - 7:00-8:00 p.m. - Family Discussion and Resource Sharing

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

Record of Voting

1. **Motion:** Huddle **Second:** Barnhardt

I make a motion to amend the agenda to change the wording of item #16 from third and final reading of Board Policy JICG "Tobacco Use by Students" to discussion and first reading of changes to Board Policy JICG "Tobacco Use by Students." (Exhibit I)

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	Y	Y	Y	Y	Y	Y	Y

2. **Motion:** Huddle **Second:** Barnhardt

I make a motion to approve the agenda with the change as made.

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	Y	Y	Y	Y	Y	Y	Y

3. **Motion:** Scully **Second:** Huddle

I make a motion to enter executive session to consider the following: a.) Selected employment items (Exhibit A) (Action); b).Selected employment items (Exhibit B) (Information Only) c.)Legal advice relating to data security incident (Exhibit C); d.) Legal advice regarding C.A. No.: 3:25-cv-03528-JDA-SVH; e.) Contractual matter regarding Irmo High School - Phase II (Exhibit D); f.) Legal advice regarding Board Policy GBEB "Staff Conduct" (Exhibit E).

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	Y	Y	Y	Y	Y	Y	Y

4. **Motion:** Huddle **Second:** Herring

I make a motion that we enter regular session from executive session.

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	Y	Y	Y	Y	A	A	Y

5. **Motion:** Huddle **Second:** Barnhardt

I move that the Board approve the minutes of the September 22, 2025, Board Meeting.

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	Y	Y	Y	Y	Y	Y	Y

6. **Motion:** Scully **Second:** Huddle

I make a motion that the Board approve the selected employment items as shown in Exhibit A for action.

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	Y	Y	Y	Y	Y	Y	Y

7. **Motion:** Huddle **Second:** Barnhardt

I move that we approve the contract regarding Irmo High School Phase II per Exhibit D.

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	Y	Y	Y	Y	Y	Y	Y

8. **Motion:** Scully **Second:** Huddle

I make a motion to approve the Grant Funded Supplement Requests as shown in Exhibit F.

Motion: Satterfield **Second:** Huddle

I would like to amend the motion to exclude item #1 as shown in Exhibit F.

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	Y	Y	Y	Y	Y	N	Y

VOTE ON ORIGINAL MOTION

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	N	N	N	N	Y	Y	N

9. **Motion:** Huddle **Second:** Herring

I make a motion to approve the Memorandum of Understanding with Irmo Chapin Recreation Commission Bridge Development League per Exhibit G.

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	Y	Y	Y	Y	Y	Y	Y

10. **Motion:** Huddle **Second:** Herring

I make a motion to approve the second and final reading of proposed revisions to Board Policy GCLE "Unencumbered Time" as shown in Exhibit H.

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	Y	Y	Y	Y	Y	Y	Y

11. **Motion:** Huddle **Second:** Barnhardt

I make a motion to approve the discussion and first reading of the changes to Board Policy JICG "Tobacco Use by Students" per Exhibit I.

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	Y	Y	Y	Y	Y	Y	Y

12. **Motion:** Huddle **Second:** Herring

I move that the Board approve Mrs. Kimberly Snipes, Mr. Kevin Scully, and Mr. Mike Satterfield as delegates for the 2025 Delegate Assembly and to allocate the delegate votes for Mrs. Elizabeth Barnhardt, Mr. Jason Baynham, Dr. Scott Herring, and Mrs. Cathy Huddle. (Exhibit J)

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	Y	Y	Y	Y	Y	Y	Y

13. **Motion:** Huddle **Second:** Herring

I move that we put an item on the agenda for our next meeting under discussion to discuss the Code of Conduct

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	A	Y	Y	Y	Y	AB	Y

14. **Motion:** Huddle **Second:** Herring

I make a motion to adjourn at 9:25 p.m.

Name & Vote	Barnhardt	Baynham	Herring	Huddle	Satterfield	Scully	Snipes
	Y	Y	Y	Y	Y	Y	Y

EXHIBIT D

MEMORANDUM

To: Members of the Board of Trustees

From: Heather Tucker,
Chief Financial Officer

Date: October 21, 2025

Re: October 27, 2025 Board Meeting
Superintendent's Report
Monthly Financial Reports – August 2025

Attached for your information are the revenue and expenditure reports through August 2025.

Attachments

SCHOOL DISTRICT 5 OF LEXINGTON & RICHLAND COUNTIES
GENERAL FUND
MONTHLY REVENUE SUMMARY
FOR THE PERIOD ENDING AUGUST 31, 2025

	BUDGET	ACTUAL YEAR TO DATE	% Received	as of 8/31/2024
LOCAL SOURCES				
Property Taxes - Operations & Delinquent	**90,886,124**	**3,535,130**	3.89%	**3,507,135**
Property Taxes - Penalties & Interest	**445,277**	**56,243**	12.63%	**44,521**
Revenue in Lieu of Taxes (FILOT)	**1,487,707**	**-**	0.00%	**-**
Tuition - Out of District	**-**	**20,065**		**-**
Rentals	**120,000**	**3,205**	2.67%	**5,650**
Medicaid	**250,000**	**-**	0.00%	**-**
Interest on Investments	**1,230,000**	**401,143**	32.61%	**507,384**
Other Local Revenue	**400,000**	**8,086**	2.02%	**13,164**
TOTAL - LOCAL SOURCES	94,819,108	4,023,873	4.24%	4,077,854
STATE SOURCES				
Retiree Health Insurance	**7,951,023**	**1,203,191**	15.13%	**1,128,226**
State Aid to Classrooms	**76,041,984**	**12,714,284**	16.72%	**12,510,358**
Property Tax Relief - Tier I (1996: $100,000)	**10,580,071**	**-**	0.00%	**-**
Homestead Exemption - Tier II (Seniors Age 65+)	**1,758,200**	**-**	0.00%	**-**
Homestead Exemption - Tier III - (Act 388)	**38,891,651**	**-**	0.00%	**-**
Merchant's Inventory Tax	**213,955**	**-**	0.00%	**49,220**
School Bus Drivers' Salaries/Fringes	**2,097,016**	**59,655**	2.84%	**59,760**
Manufacturer's Depr. Reimbursement & Motor Carrier	**572,460**	**51,553**	9.01%	**72,813**
PEBA Credits	**1,194,048**	**-**	0.00%	**-**
Other State Revenue	**-**	**14,401**	#DIV/0!	**20,277**
TOTAL - STATE & FEDERAL SOURCES	139,300,408	14,043,084	10.08%	13,840,654
OTHER FINANCING SOURCES				
E I A-State Aid to Classrooms	**16,060,504**	**2,676,751**	16.67%	**2,580,834**
Indirect Cost - Special Revenue Funds	**400,000**	**7,925**	1.98%	**8,577**
Sale of Fixed Assets	**-**	**-**		**-**
TOTAL OTHER FINANCING SOURCES	16,460,504	2,684,676	16.31%	2,589,411
TOTAL REVENUES THROUGH 8/31/2025	**$ 250,580,020**	**$ 20,751,632**	**8.28%**	
TOTAL REVENUES THROUGH 8/31/2024	**$ 240,100,236**	**$ 20,507,919**	**8.54%**	

School District Five of Lexington and Richland

Copy of Board Report Revenue

From Date: 8/1/2025 To Date: 8/31/2025

Fiscal Year: 2025-2026

☐ 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	($47,662,700.18)	$0.00	($47,662,700.18)	$0.00	($235,346.11)	($47,427,354.07)	$0.00	($47,427,354.07)	99.51%
100.000.0111002.0000.000	Ad Valorem Taxes - Richland	($21,811,422.59)	$0.00	($21,811,422.59)	($53,768.95)	($98,068.33)	($21,713,354.26)	$0.00	($21,713,354.26)	99.55%
100.000.0112001.0000.000	Vehicle Taxes - Lexington	($9,892,086.95)	$0.00	($9,892,086.95)	$0.00	($1,067,851.00)	($8,824,235.95)	$0.00	($8,824,235.95)	89.20%
100.000.0112002.0000.000	Vehicle Taxes - Richland	($9,450,069.82)	$0.00	($9,450,069.82)	($942,015.08)	($1,862,198.48)	($7,587,871.34)	$0.00	($7,587,871.34)	80.29%
100.000.0113001.0000.000	Delinquent Taxes - Lexington	($1,042,177.62)	$0.00	($1,042,177.62)	$0.00	$23,357.77	($1,065,535.39)	$0.00	($1,065,535.39)	102.24%
100.000.0113002.0000.000	Delinquent Taxes - Richland	($1,027,666.77)	$0.00	($1,027,666.77)	($234,556.23)	($295,023.87)	($732,642.90)	$0.00	($732,642.90)	71.29%
100.000.0114001.0000.000	Penalties & Interest on Taxes - Lexington	($225,277.00)	$0.00	($225,277.00)	$0.00	($9,075.10)	($216,201.90)	$0.00	($216,201.90)	95.97%
100.000.0114002.0000.000	Penalties & Interest on Taxes - Richland	($220,000.00)	$0.00	($220,000.00)	($36,084.71)	($47,168.16)	($172,831.84)	$0.00	($172,831.84)	78.56%
100.000.0128001.0000.000	Revenue in Lieu of Taxes - Lexington	($1,487,707.00)	$0.00	($1,487,707.00)	$0.00	$0.00	($1,487,707.00)	$0.00	($1,487,707.00)	100.00%
100.000.0131000.0000.000	Student Tuition Out of District	$0.00	$0.00	$0.00	($13,811.22)	($20,064.94)	$20,064.94	$0.00	$20,064.94	0.00%
100.000.0151000.0000.000	Interest on Investments	($1,230,000.00)	$0.00	($1,230,000.00)	($162,470.00)	($382,460.26)	($847,539.74)	$0.00	($847,539.74)	68.91%
100.000.0151001.0000.000	Interest - Lexington	$0.00	$0.00	$0.00	$0.00	($18,683.22)	$18,683.22	$0.00	$18,683.22	0.00%
100.000.0191000.0000.000	Rentals	($120,000.00)	$0.00	($120,000.00)	($3,205.00)	($3,205.00)	($116,795.00)	$0.00	($116,795.00)	97.33%
100.000.0192000.6002.000	Private Donations	$0.00	$0.00	$0.00	($750.00)	($6,000.00)	$6,000.00	$0.00	$6,000.00	0.00%
100.000.0193000.0000.000	Medicaid	($250,000.00)	$0.00	($250,000.00)	$0.00	$0.00	($250,000.00)	$0.00	($250,000.00)	100.00%
100.000.0195000.0000.000	Refund of Prior Year	$0.00	$0.00	$0.00	($456.00)	($456.00)	$456.00	$0.00	$456.00	0.00%
100.000.0196000.0000.013	Printing Revenue	$0.00	$0.00	$0.00	($145.00)	($145.00)	$145.00	$0.00	$145.00	0.00%
100.000.0199400.0000.000	Receipt of Legal Settlements	$0.00	$0.00	$0.00	($154.98)	($154.98)	$154.98	$0.00	$154.98	0.00%
100.000.0199900.0000.000	Other Local Revenue	($400,000.00)	$0.00	($400,000.00)	($1,310.05)	($1,330.05)	($398,669.95)	$0.00	($398,669.95)	99.67%
100.000.0310300.0000.000	STATE AID TO CLASSROOMS	($92,102,488.00)	$0.00	($92,102,488.00)	($6,357,141.79)	($12,714,283.58)	($79,388,204.42)	$0.00	($79,388,204.42)	86.20%
100.000.0316000.0000.000	School Bus Driver Salary	($2,035,426.00)	$0.00	($2,035,426.00)	$0.00	$0.00	($2,035,426.00)	$0.00	($2,035,426.00)	100.00%
100.000.0316200.0000.000	Workers Compensation School Bus Drivers	($61,590.00)	$0.00	($61,590.00)	$0.00	($59,654.87)	($1,935.13)	$0.00	($1,935.13)	3.14%
100.000.0318100.0000.000	Retiree Health Insurance	($7,951,023.00)	$0.00	($7,951,023.00)	($601,595.26)	($1,203,190.52)	($6,747,832.48)	$0.00	($6,747,832.48)	84.87%
100.000.0381000.0000.000	Local Property Tax Relief (Tier 1)	($10,580,071.00)	$0.00	($10,580,071.00)	$0.00	$0.00	($10,580,071.00)	$0.00	($10,580,071.00)	100.00%
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%
100.000.0382500.0000.000	Property Tax Relief - Tier 3	($38,891,651.00)	$0.00	($38,891,651.00)	$0.00	$0.00	($38,891,651.00)	$0.00	($38,891,651.00)	100.00%
100.000.0383001.0000.000	Merchants Inventory Tax - Lexington	($213,955.00)	$0.00	($213,955.00)	$0.00	$0.00	($213,955.00)	$0.00	($213,955.00)	100.00%
100.000.0384001.0000.000	Manufacturers Depr. Reimbursement - Lexington	($296,231.00)	$0.00	($296,231.00)	$0.00	$0.00	($296,231.00)	$0.00	($296,231.00)	100.00%
100.000.0389001.0000.000	Motor Carrier Vehicle Tax - Lexington	($276,229.00)	$0.00	($276,229.00)	$0.00	($33,945.39)	($242,283.61)	$0.00	($242,283.61)	87.71%
100.000.0389002.0000.000	Motor Carrier Vehicle Tax - Richland	$0.00	$0.00	$0.00	($1,392.41)	($17,607.66)	$17,607.66	$0.00	$17,607.66	0.00%
100.000.0399200.0000.000	State Forest Commission Revenue	$0.00	$0.00	$0.00	($14,401.49)	($14,401.49)	$14,401.49	$0.00	$14,401.49	0.00%
100.000.0399300.0000.000	PEBA On-behalf Payments	($1,194,048.00)	$0.00	($1,194,048.00)	$0.00	$0.00	($1,194,048.00)	$0.00	($1,194,048.00)	100.00%
100.000.0523000.0000.000	Transfer from EIA	$0.00	$0.00	$0.00	($1,338,375.31)	($2,676,750.62)	$2,676,750.62	$0.00	$2,676,750.62	0.00%
100.000.0528000.0000.000	Transfer of Indirect Cost	($400,000.00)	$0.00	($400,000.00)	$0.00	$0.00	($400,000.00)	$0.00	($400,000.00)	100.00%

Copy of Board Report Revenue

From Date: 8/1/2025 To Date: 8/31/2025

Fiscal Year: 2025-2026

☐ 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
100.000.0530000.0000.000	Sale of Fixed Assets	$0.00	$0.00	$0.00	($4,808.03)	($7,925.45)	$7,925.45	$0.00	$7,925.45	0.00%
Grand Total:		**($250,580,019.93)**	**$0.00**	**($250,580,019.93)**	**($9,766,441.51)**	**($20,751,632.31)**	**($229,828,387.62)**	**$0.00**	**($229,828,387.62)**	**91.72%**

End of Report

SCHOOL DISTRICT 5 OF LEXINGTON & RICHLAND COUNTIES
GENERAL FUND
MONTHLY EXPENDITURE SUMMARY
FOR THE PERIOD ENDING AUGUST 31, 2025

	ORIGINAL BUDGET	ADJUSTED BUDGET	ACTUAL YEAR TO DATE	% Expended	as of 8/31/2024
SALARIES AND FRINGE					
Instructional	$ 140,777,597	$ 140,777,597	$ 11,497,743	8.17%	5,939,669
Support & Community Services	79,954,882	79,954,882	6,146,709	7.69%	8,403,382
Subtotal	220,732,478	220,732,479	17,644,451	7.99%	14,343,051
CONTRACTUAL SERVICES & Oth. Obj.					
Instructional	4,157,512	4,170,075	646,404	15.50%	30,764
Support & Community Services	15,011,144	15,029,735	1,493,214	9.94%	3,000,404
Subtotal	19,168,655	19,199,810	2,139,618	11.14%	3,031,168
SUPPLIES AND MATERIALS					
Instructional	2,480,026	2,464,822	162,441	6.59%	360,863
Support & Community Services	8,122,350	8,105,124	794,731	9.81%	1,067,675
Subtotal	10,602,375	10,569,946	957,172	9.06%	1,428,538
EQUIPMENT					
Instructional	27,000	28,000	27,595	98.55%	-
Support & Community Services	49,510	49,785	2,640	5.30%	-
Subtotal	76,510	77,785	30,235	38.87%	-
TRANSFERS					
Pmts to Other Govt Entities-Per Proviso	-	-	(5,119)		(2,621)
Food Service	-	-	-		-
	-	-	(5,119)		(2,621)
OPERATIONAL BALANCE					
TOTAL EXPENDITURES THROUGH 8/31/2025	$ 250,580,019	$ 250,580,020	$ 20,766,358	8.29%	
TOTAL EXPENDITURES THROUGH 8/31/2024	$ 232,018,415	$ 232,018,415	$ 18,800,136	8.10%	

School District Five of Lexington and Richland

Board Report Expenditures

From Date: 8/1/2025 To Date: 8/31/2025

Fiscal Year: 2025-2026

☐ 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
100.100.3000000.0000.000	Purchased Services	$40,000.00	$0.00	$40,000.00	$0.00	$0.00	$40,000.00	$0.00	$40,000.00	100.00%
100.100.4000000.0000.000	Supplies and Materials	$40,000.00	$0.00	$40,000.00	$0.00	$0.00	$40,000.00	$0.00	$40,000.00	100.00%
	FUNCTION: Instruction - 100	$80,000.00	$0.00	$80,000.00	$0.00	$0.00	$80,000.00	$0.00	$80,000.00	100.00%
100.111.1000000.0000.000	Salaries	$5,451,516.84	$0.00	$5,451,516.84	$444,786.17	$444,786.17	$5,006,730.67	$4,952,066.01	$54,664.66	1.00%
100.111.2000000.0000.000	Employee Benefits	$2,986,611.90	$0.00	$2,986,611.90	$244,661.49	$244,661.49	$2,741,950.41	$2,651,638.74	$90,311.67	3.02%
100.111.3000000.0000.000	Purchased Services	$0.00	$0.00	$0.00	$984.78	$984.78	($984.78)	($810.01)	($174.77)	0.00%
100.111.4000000.0000.000	Supplies and Materials	$64,519.00	$0.00	$64,519.00	$8,081.38	$15,149.48	$49,369.52	($6,763.81)	$56,133.33	87.00%
	FUNCTION: Kindergarten Programs - 111	$8,502,647.74	$0.00	$8,502,647.74	$698,513.82	$705,581.92	$7,797,065.82	$7,596,130.93	$200,934.89	2.36%
100.112.1000000.0000.000	Salaries	$16,580,087.37	$0.00	$16,580,087.37	$1,345,544.15	$1,349,516.15	$15,230,571.22	$14,842,956.45	$387,614.77	2.34%
100.112.2000000.0000.000	Employee Benefits	$8,586,230.23	$0.00	$8,586,230.23	$680,826.58	$683,550.02	$7,902,680.21	$7,541,461.51	$361,218.70	4.21%
100.112.3000000.0000.000	Purchased Services	$4,450.00	$0.00	$4,450.00	$132,536.45	$132,536.45	($128,086.45)	$23,587.94	($151,674.39)	-3408.41%
100.112.4000000.0000.000	Supplies and Materials	$262,645.00	$0.00	$262,645.00	$18,556.03	$50,888.41	$211,756.59	($12,549.20)	$224,305.79	85.40%
	FUNCTION: Primary Programs - 112	$25,433,412.60	$0.00	$25,433,412.60	$2,177,463.21	$2,216,491.03	$23,216,921.57	$22,395,456.70	$821,464.87	3.23%
100.113.1000000.0000.000	Salaries	$28,096,902.50	$0.00	$28,096,902.50	$2,278,606.34	$2,278,606.34	$25,818,296.16	$25,188,693.90	$629,602.26	2.24%
100.113.2000000.0000.000	Employee Benefits	$13,782,926.45	$0.00	$13,782,926.45	$1,085,127.92	$1,085,127.92	$12,697,798.53	$11,900,525.43	$797,273.10	5.78%
100.113.3000000.0000.000	Purchased Services	$208,655.00	$0.00	$208,655.00	$172,419.92	$174,150.61	$34,504.39	$35,152.32	($647.93)	-0.31%
100.113.4000000.0000.000	Supplies and Materials	$493,734.66	$0.00	$493,734.66	$43,876.97	$69,811.91	$423,922.75	($5,438.78)	$429,361.53	86.96%
100.113.5000000.0000.000	Capital Outlay	$0.00	$0.00	$0.00	$8,108.58	$8,108.58	($8,108.58)	$80,946.55	($89,055.13)	0.00%
	FUNCTION: Elementary Programs - 113	$42,582,218.61	$0.00	$42,582,218.61	$3,588,139.73	$3,615,805.36	$38,966,413.25	$37,199,879.42	$1,766,533.83	4.15%
100.114.1000000.0000.000	Salaries	$21,864,482.91	$0.00	$21,864,482.91	$1,800,790.37	$1,846,555.60	$20,017,927.31	$19,861,862.12	$156,065.19	0.71%
100.114.2000000.0000.000	Employee Benefits	$10,568,247.63	$0.00	$10,568,247.63	$838,923.50	$862,616.86	$9,705,630.77	$9,273,689.72	$431,941.05	4.09%
100.114.3000000.0000.000	Purchased Services	$263,000.00	$0.00	$263,000.00	$235,948.19	$235,948.19	$27,051.81	$357,784.56	($330,732.75)	-125.75%
100.114.4000000.0000.000	Supplies and Materials	$934,799.00	$0.00	$934,799.00	$48,702.62	$62,105.15	$872,693.85	$67,420.42	$805,273.43	86.14%
100.114.5000000.0000.000	Capital Outlay	$27,000.00	$0.00	$27,000.00	$19,486.25	$19,486.25	$7,513.75	$159,054.14	($151,540.39)	-561.26%
100.114.6000000.0000.000	Other Objects	$1,200.00	$0.00	$1,200.00	$320.00	$320.00	$880.00	($320.00)	$1,200.00	100.00%
	FUNCTION: High School Programs - 114	$33,658,729.54	$0.00	$33,658,729.54	$2,944,170.93	$3,027,032.05	$30,631,697.49	$29,719,490.96	$912,206.53	2.71%
100.115.1000000.0000.000	Salaries	$3,246,340.30	$0.00	$3,246,340.30	$272,168.76	$290,665.16	$2,955,675.14	$3,024,318.69	($68,643.55)	-2.11%
100.115.2000000.0000.000	Employee Benefits	$1,552,584.76	$0.00	$1,552,584.76	$131,146.95	$138,692.26	$1,413,892.50	$1,422,820.78	($8,928.28)	-0.58%
100.115.3000000.0000.000	Purchased Services	$16,250.00	$0.00	$16,250.00	$1,015.45	$1,015.45	$15,234.55	$7,543.56	$7,690.99	47.33%
100.115.4000000.0000.000	Supplies and Materials	$135,000.00	$0.00	$135,000.00	$14,982.93	$19,807.40	$115,192.60	$12,464.22	$102,728.38	76.10%
INCTION: Career and Technology Education (Vocational) Prog - 115		$4,950,175.06	$0.00	$4,950,175.06	$419,314.09	$450,180.27	$4,499,994.79	$4,467,147.25	$32,847.54	0.66%
100.118.1000000.0000.000	Salaries	$544,598.96	$0.00	$544,598.96	$50,095.94	$50,095.94	$494,503.02	$561,063.19	($66,560.17)	-12.22%

Board Report Expenditures

From Date: 8/1/2025 To Date: 8/31/2025

Fiscal Year: 2025-2026

☐ 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
100.118.2000000.0000.000	Employee Benefits	$314,261.04	$0.00	$314,261.04	$28,968.98	$28,968.98	$285,292.06	$321,763.11	($36,471.05)	-11.61%
100.118.4000000.0000.000	Supplies and Materials	$25,000.00	$0.00	$25,000.00	$181.26	$181.26	$24,818.74	($61.26)	$24,880.00	99.52%
	FUNCTION: Montessori Programs - 118	$883,860.00	$0.00	$883,860.00	$79,246.18	$79,246.18	$804,613.82	$882,765.04	($78,151.22)	-8.84%
100.121.1000000.0000.000	Salaries	$3,043,027.59	$0.00	$3,043,027.59	$247,238.73	$247,238.73	$2,795,788.86	$2,776,134.41	$19,654.45	0.65%
100.121.2000000.0000.000	Employee Benefits	$1,524,578.30	$0.00	$1,524,578.30	$124,400.84	$124,400.84	$1,400,177.46	$1,380,613.50	$19,563.96	1.28%
100.121.3000000.0000.000	Purchased Services	$31,000.00	$0.00	$31,000.00	$14,990.43	$14,990.43	$16,009.57	($144.00)	$16,153.57	52.11%
100.121.4000000.0000.000	Supplies and Materials	$5,810.00	$0.00	$5,810.00	$2,564.60	$4,713.17	$1,096.83	($2,534.60)	$3,631.43	62.50%
	FUNCTION: Educable Mentally Handicapped - 121	$4,604,415.89	$0.00	$4,604,415.89	$389,194.60	$391,343.17	$4,213,072.72	$4,154,069.31	$59,003.41	1.28%
100.122.1000000.0000.000	Salaries	$558,758.68	$0.00	$558,758.68	$40,128.64	$40,128.64	$518,630.04	$351,377.83	$167,252.21	29.93%
100.122.2000000.0000.000	Employee Benefits	$261,974.36	$0.00	$261,974.36	$20,008.50	$20,008.50	$241,965.86	$197,554.81	$44,411.05	16.95%
100.122.3000000.0000.000	Purchased Services	$750.00	$0.00	$750.00	$0.00	$0.00	$750.00	$0.00	$750.00	100.00%
100.122.4000000.0000.000	Supplies and Materials	$2,686.00	$0.00	$2,686.00	$224.52	$286.59	$2,399.41	($224.52)	$2,623.93	97.69%
	FUNCTION: Trainable Mentally Handicapped - 122	$824,169.04	$0.00	$824,169.04	$60,361.66	$60,423.73	$763,745.31	$548,708.12	$215,037.19	26.09%
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	$2,755.00	$0.00	$2,755.00	$0.00	$0.00	$2,755.00	$0.00	$2,755.00	100.00%
	FUNCTION: Orthopedically Handicapped - 123	$2,905.00	$0.00	$2,905.00	$0.00	$0.00	$2,905.00	$0.00	$2,905.00	100.00%
100.124.3000000.0000.000	Purchased Services	$74,858.08	$0.00	$74,858.08	$0.00	$0.00	$74,858.08	$0.00	$74,858.08	100.00%
100.124.4000000.0000.000	Supplies and Materials	$1,390.00	$0.00	$1,390.00	$18.17	$18.17	$1,371.83	($18.17)	$1,390.00	100.00%
	FUNCTION: Visually Handicapped - 124	$76,248.08	$0.00	$76,248.08	$18.17	$18.17	$76,229.91	($18.17)	$76,248.08	100.00%
100.125.1000000.0000.000	Salaries	$288,104.35	$0.00	$288,104.35	$24,008.68	$24,008.68	$264,095.67	$264,095.67	$0.00	0.00%
100.125.2000000.0000.000	Employee Benefits	$137,710.69	$0.00	$137,710.69	$11,323.60	$11,323.60	$126,387.09	$124,558.95	$1,828.14	1.33%
100.125.3000000.0000.000	Purchased Services	$107,500.00	$0.00	$107,500.00	$0.00	$0.00	$107,500.00	$0.00	$107,500.00	100.00%
100.125.4000000.0000.000	Supplies and Materials	$3,033.00	$0.00	$3,033.00	$22.16	$150.97	$2,882.03	($22.16)	$2,904.19	95.75%
	FUNCTION: Hearing Handicapped - 125	$536,348.04	$0.00	$536,348.04	$35,354.44	$35,483.25	$500,864.79	$388,632.46	$112,232.33	20.93%
100.126.1000000.0000.000	Salaries	$2,167,860.28	$0.00	$2,167,860.28	$171,530.74	$171,530.74	$1,996,329.54	$1,886,838.48	$109,491.06	5.05%
100.126.2000000.0000.000	Employee Benefits	$1,082,478.53	$0.00	$1,082,478.53	$85,798.40	$85,798.40	$996,680.13	$933,847.59	$62,832.54	5.80%
100.126.3000000.0000.000	Purchased Services	$50,000.00	$0.00	$50,000.00	$115.41	$115.41	$49,884.59	$194,292.00	($144,407.41)	-288.81%
100.126.4000000.0000.000	Supplies and Materials	$119,190.00	$0.00	$119,190.00	$2,818.09	$3,486.50	$115,703.50	($2,740.79)	$118,444.29	99.37%
	FUNCTION: Speech Handicapped - 126	$3,419,528.81	$0.00	$3,419,528.81	$260,262.64	$260,931.05	$3,158,597.76	$3,012,237.28	$146,360.48	4.28%
100.127.1000000.0000.000	Salaries	$4,738,644.46	$0.00	$4,738,644.46	$386,589.90	$386,527.40	$4,352,117.06	$4,242,061.91	$110,055.15	2.32%
100.127.2000000.0000.000	Employee Benefits	$2,317,641.61	$0.00	$2,317,641.61	$190,663.84	$190,663.84	$2,126,977.77	$2,058,818.56	$68,159.21	2.94%
100.127.3000000.0000.000	Purchased Services	$10,000.00	$0.00	$10,000.00	$71,439.89	$71,439.89	($61,439.89)	$1,859.79	($63,299.68)	-633.00%

Board Report Expenditures

From Date: 8/1/2025 To Date: 8/31/2025

Fiscal Year: 2025-2026

☐ 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
100.127.4000000.0000.000	Supplies and Materials	$196,061.00	$0.00	$196,061.00	$14,778.63	$17,572.42	$178,488.58	($3,233.18)	$181,721.76	92.69%
FUNCTION: Learning Disabilities - 127		$7,262,347.07	$0.00	$7,262,347.07	$663,472.26	$666,203.55	$6,596,143.52	$6,299,507.08	$296,636.44	4.08%
100.128.1000000.0000.000	Salaries	$523,275.92	$0.00	$523,275.92	$44,515.29	$44,515.29	$478,760.63	$440,137.97	$38,622.66	7.38%
100.128.2000000.0000.000	Employee Benefits	$309,074.87	$0.00	$309,074.87	$25,642.19	$25,642.19	$283,432.68	$242,383.75	$41,048.93	13.28%
100.128.3000000.0000.000	Purchased Services	$3,000.00	$0.00	$3,000.00	$0.00	$0.00	$3,000.00	$0.00	$3,000.00	100.00%
100.128.4000000.0000.000	Supplies and Materials	$13,814.00	$0.00	$13,814.00	$423.98	$423.98	$13,390.02	($423.98)	$13,814.00	100.00%
FUNCTION: Emotionally Handicapped - 128		$849,164.79	$0.00	$849,164.79	$70,581.46	$70,581.46	$778,583.33	$682,097.74	$96,485.59	11.36%
100.129.1000000.0000.000	Salaries	$745,636.48	$0.00	$745,636.48	$69,808.52	$69,808.52	$675,827.96	$767,893.98	($92,066.02)	-12.35%
100.129.2000000.0000.000	Employee Benefits	$365,588.23	$0.00	$365,588.23	$33,389.57	$33,389.57	$332,198.66	$367,291.63	($35,092.97)	-9.60%
100.129.3000000.0000.000	Purchased Services	$3,000.00	$0.00	$3,000.00	$0.00	$0.00	$3,000.00	$0.00	$3,000.00	100.00%
100.129.4000000.0000.000	Supplies and Materials	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00	100.00%
FUNCTION: Coordinated Early Intervening Services (CEIS) - 129		$1,124,224.71	$0.00	$1,124,224.71	$103,198.09	$103,198.09	$1,021,026.62	$1,135,185.61	($114,158.99)	-10.15%
100.135.1000000.0000.000	Salaries	$5,000.00	$0.00	$5,000.00	$416.66	$416.66	$4,583.34	$4,583.34	$0.00	0.00%
100.135.2000000.0000.000	Employee Benefits	$1,649.25	$0.00	$1,649.25	$131.98	$131.98	$1,517.27	$1,451.79	$65.48	3.97%
100.135.4000000.0000.000	Supplies and Materials	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00	100.00%
JNCTION: Preschool Handicapped Speech (3 and 4 year olds) - 135		$16,649.25	$0.00	$16,649.25	$548.64	$548.64	$16,100.61	$6,035.13	$10,065.48	60.46%
100.136.1000000.0000.000	Salaries	$5,568.74	$0.00	$5,568.74	$494.54	$494.54	$5,074.20	$5,439.94	($365.74)	-6.57%
100.136.2000000.0000.000	Employee Benefits	$2,861.50	$0.00	$2,861.50	$289.96	$289.96	$2,571.54	$3,189.56	($618.02)	-21.60%
100.136.3000000.0000.000	Purchased Services	$10,750.00	$0.00	$10,750.00	$0.00	$0.00	$10,750.00	$0.00	$10,750.00	100.00%
FUNCTION: Preschool Handicapped Itinerant (3 and 4 yr olds) - 136		$19,180.24	$0.00	$19,180.24	$784.50	$784.50	$18,395.74	$8,629.50	$9,766.24	50.92%
100.137.1000000.0000.000	Salaries	$1,148,782.78	$0.00	$1,148,782.78	$88,033.32	$88,033.32	$1,060,749.46	$1,044,335.54	$16,413.92	1.43%
100.137.2000000.0000.000	Employee Benefits	$596,590.55	$0.00	$596,590.55	$43,417.36	$43,417.36	$553,173.19	$499,409.80	$53,763.39	9.01%
100.137.3000000.0000.000	Purchased Services	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00	100.00%
100.137.4000000.0000.000	Supplies and Materials	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00	100.00%
JNCTION: Preschool Handicapped Self Contained (3 &4 yr old) - 137		$1,765,373.33	$0.00	$1,765,373.33	$131,450.68	$131,450.68	$1,633,922.65	$1,543,745.34	$90,177.31	5.11%
100.138.1000000.0000.000	Salaries	$2,932.79	$0.00	$2,932.79	$274.88	$274.88	$2,657.91	$3,023.68	($365.77)	-12.47%
100.138.2000000.0000.000	Employee Benefits	$1,301.17	$0.00	$1,301.17	$162.46	$162.46	$1,138.71	$1,787.06	($648.35)	-49.83%
UNCTION: Preschool Handicapped Homebased (3 & 4 yr olds) - 138		$4,233.96	$0.00	$4,233.96	$437.34	$437.34	$3,796.62	$4,810.74	($1,014.12)	-23.95%
100.139.1000000.0000.000	Salaries	$819,128.67	$0.00	$819,128.67	$72,398.32	$72,398.32	$746,730.35	$793,070.49	($46,340.14)	-5.66%
100.139.2000000.0000.000	Employee Benefits	$483,700.68	$0.00	$483,700.68	$42,921.41	$42,921.41	$440,779.27	$469,646.34	($28,867.07)	-5.97%
100.139.3000000.0000.000	Purchased Services	$19,820.00	$0.00	$19,820.00	$1,936.41	$1,936.41	$17,883.59	($592.00)	$18,475.59	93.22%
100.139.4000000.0000.000	Supplies and Materials	$30,164.00	$0.00	$30,164.00	$1,590.64	$1,751.47	$28,412.53	($909.67)	$29,322.20	97.21%

Board Report Expenditures

From Date: 8/1/2025 To Date: 8/31/2025

Fiscal Year: 2025-2026

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.139.6000000.0000.000	Other Objects	$500.00	$0.00	$500.00	$0.00	$0.00	$500.00	$200.00	$300.00	60.00%
FUNCTION:	Early Childhood Programs - 139	$1,353,313.35	$0.00	$1,353,313.35	$118,846.78	$119,007.61	$1,234,305.74	$1,261,415.16	($27,109.42)	-2.00%
100.141.1000000.0000.000	Salaries	$990,816.16	$0.00	$990,816.16	$79,780.10	$79,780.10	$911,036.06	$878,581.19	$32,454.87	3.28%
100.141.2000000.0000.000	Employee Benefits	$486,452.38	$0.00	$486,452.38	$37,441.68	$37,441.68	$449,010.70	$412,624.36	$36,386.34	7.48%
100.141.3000000.0000.000	Purchased Services	$4,809.52	$0.00	$4,809.52	$0.00	$0.00	$4,809.52	$0.00	$4,809.52	100.00%
100.141.4000000.0000.000	Supplies and Materials	$3,331.00	$0.00	$3,331.00	$45.96	$45.96	$3,285.04	($45.96)	$3,331.00	100.00%
100.141.6000000.0000.000	Other Objects	$519.00	$0.00	$519.00	$329.00	$329.00	$190.00	($129.00)	$319.00	61.46%
FUNCTION:	Gifted and Talented Academic - 141	$1,485,928.06	$0.00	$1,485,928.06	$117,596.74	$117,596.74	$1,368,331.32	$1,291,030.59	$77,300.73	5.20%
100.143.1000000.0000.000	Salaries	$169,470.97	$0.00	$169,470.97	$9,535.98	$9,535.98	$159,934.99	$104,895.85	$55,039.14	32.48%
100.143.2000000.0000.000	Employee Benefits	$74,914.48	$0.00	$74,914.48	$4,110.90	$4,110.90	$70,803.58	$45,219.00	$25,584.58	34.15%
100.143.4000000.0000.000	Supplies and Materials	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00	100.00%
FUNCTION:	Advanced Placement - 143	$249,385.45	$0.00	$249,385.45	$13,646.88	$13,646.88	$235,738.57	$150,114.85	$85,623.72	34.33%
100.144.3000000.0000.000	Purchased Services	$25,000.00	$0.00	$25,000.00	$0.00	$950.00	$24,050.00	$0.00	$24,050.00	96.20%
100.144.4000000.0000.000	Supplies and Materials	$23,500.00	$0.00	$23,500.00	$0.00	$0.00	$23,500.00	$0.00	$23,500.00	100.00%
100.144.6000000.0000.000	Other Objects	$15,000.00	$0.00	$15,000.00	$14,368.00	$14,368.00	$632.00	$0.00	$632.00	4.21%
FUNCTION:	International Baccalaureate - 144	$63,500.00	$0.00	$63,500.00	$14,368.00	$15,318.00	$48,182.00	$0.00	$48,182.00	75.88%
100.145.1000000.0000.000	Salaries	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,575.00	($3,575.00)	0.00%
100.145.2000000.0000.000	Employee Benefits	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,980.25	($1,980.25)	0.00%
100.145.3000000.0000.000	Purchased Services	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	$15,187.50	($5,187.50)	-51.88%
	FUNCTION: Homebound - 145	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	$20,742.75	($10,742.75)	-107.43%
100.148.1000000.0000.000	Salaries	$126,522.48	$0.00	$126,522.48	$10,543.54	$10,543.54	$115,978.94	$115,979.00	($0.06)	0.00%
100.148.2000000.0000.000	Employee Benefits	$62,071.86	$0.00	$62,071.86	$4,659.22	$4,659.22	$57,412.64	$51,259.00	$6,153.64	9.91%
100.148.3000000.0000.000	Purchased Services	$7,000.00	$0.00	$7,000.00	$0.00	$0.00	$7,000.00	$0.00	$7,000.00	100.00%
100.148.4000000.0000.000	Supplies and Materials	$3,000.00	$0.00	$3,000.00	$0.00	$0.00	$3,000.00	$0.00	$3,000.00	100.00%
FUNCTION:	Gifted and Talented Artistic - 148	$198,594.34	$0.00	$198,594.34	$15,202.76	$15,202.76	$183,391.58	$167,238.00	$16,153.58	8.13%
100.149.1000000.0000.000	Salaries	$689,276.21	$0.00	$689,276.21	$110,357.46	$110,357.46	$578,918.75	$707,144.54	($128,225.79)	-18.60%
100.149.2000000.0000.000	Employee Benefits	$348,659.69	$0.00	$348,659.69	$42,905.92	$42,905.92	$305,753.77	$325,184.98	($19,431.21)	-5.57%
100.149.3000000.0000.000	Purchased Services	$3,226,000.00	$0.00	$3,226,000.00	$0.00	$0.00	$3,226,000.00	$2,610,000.00	$616,000.00	19.09%
100.149.4000000.0000.000	Supplies and Materials	$500.00	$0.00	$500.00	$0.00	$0.00	$500.00	$0.00	$500.00	100.00%
FUNCTION:	Other Special Programs - 149	$4,264,435.90	$0.00	$4,264,435.90	$153,263.38	$153,263.38	$4,111,172.52	$3,642,329.52	$468,843.00	10.99%
100.161.1000000.0000.000	Salaries	$932,866.11	$0.00	$932,866.11	$93,722.89	$93,722.89	$839,143.22	$1,039,487.47	($200,344.25)	-21.48%
100.161.2000000.0000.000	Employee Benefits	$523,166.81	$0.00	$523,166.81	$52,240.70	$52,240.70	$470,926.11	$580,011.06	($109,084.95)	-20.85%

Board Report Expenditures

From Date: 8/1/2025 To Date: 8/31/2025

Fiscal Year: 2025-2026

☐ 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
100.161.3000000.0000.000	Purchased Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,016.01	($11,016.01)	0.00%
100.161.4000000.0000.000	Supplies and Materials	$57,469.00	$0.00	$57,469.00	$5,165.77	$7,828.26	$49,640.74	($1,964.54)	$51,605.28	89.80%
FUNCTION: Other Exceptional Programs - 161		$1,513,501.92	$0.00	$1,513,501.92	$151,129.36	$153,791.85	$1,359,710.07	$1,628,550.00	($268,839.93)	-17.76%
100.173.1000000.0000.000	Salaries	$0.00	$0.00	$0.00	$26,817.50	$66,732.50	($66,732.50)	$0.00	($66,732.50)	0.00%
100.173.2000000.0000.000	Employee Benefits	$0.00	$0.00	$0.00	$8,845.78	$22,011.80	($22,011.80)	$0.00	($22,011.80)	0.00%
FUNCTION: High School Summer School - 173		$0.00	$0.00	$0.00	$35,663.28	$88,744.30	($88,744.30)	$0.00	($88,744.30)	0.00%
100.181.1000000.0000.000	Salaries	$95,901.37	$0.00	$95,901.37	$9,812.78	$17,804.56	$78,096.81	$85,380.81	($7,284.00)	-7.60%
100.181.2000000.0000.000	Employee Benefits	$38,308.72	$0.00	$38,308.72	$3,771.23	$6,941.81	$31,366.91	$33,507.03	($2,140.12)	-5.59%
100.181.3000000.0000.000	Purchased Services	$300.00	$0.00	$300.00	$0.00	$0.00	$300.00	$0.00	$300.00	100.00%
100.181.4000000.0000.000	Supplies and Materials	$125.00	$0.00	$125.00	$0.00	$0.00	$125.00	$0.00	$125.00	100.00%
FUNCTION: Adult Basic Education Programs - 181		$134,635.09	$0.00	$134,635.09	$13,584.01	$24,746.37	$109,888.72	$118,887.84	($8,999.12)	-6.68%
100.182.4000000.0000.000	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: Adult Secondary Education Programs - 182		$1,500.00	$0.00	$1,500.00	$0.00	$0.00	$1,500.00	$0.00	$1,500.00	100.00%
100.188.1000000.0000.000	Salaries	$146,580.00	$0.00	$146,580.00	$12,215.02	$14,461.28	$132,118.72	$132,118.84	($0.12)	0.00%
100.188.2000000.0000.000	Employee Benefits	$82,025.42	$0.00	$82,025.42	$6,721.46	$8,178.88	$73,846.54	$72,478.59	$1,367.95	1.67%
100.188.3000000.0000.000	Purchased Services	$4,000.00	$0.00	$4,000.00	$0.00	$0.00	$4,000.00	$0.00	$4,000.00	100.00%
100.188.4000000.0000.000	Supplies and Materials	$25,000.00	$0.00	$25,000.00	$407.44	$407.44	$24,592.56	($407.44)	$25,000.00	100.00%
FUNCTION: Parenting/Family Literacy - 188		$257,605.42	$0.00	$257,605.42	$19,343.92	$23,047.60	$234,557.82	$204,189.99	$30,367.83	11.79%
100.190.1000000.0000.000	Salaries	$980,488.30	$0.00	$980,488.30	$44,688.36	$45,896.74	$934,591.56	$647,592.96	$286,998.60	29.27%
100.190.2000000.0000.000	Employee Benefits	$323,414.74	$0.00	$323,414.74	$14,336.58	$14,731.70	$308,683.04	$177,297.96	$131,385.08	40.62%
100.190.6000000.0000.000	Other Objects	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	$346.15	$9,653.85	96.54%
FUNCTION: Instructional Pupil Activity - 190		$1,313,903.04	$0.00	$1,313,903.04	$59,024.94	$60,628.44	$1,253,274.60	$825,237.07	$428,037.53	32.58%
100.200.3000000.0000.000	Purchased Services	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00	100.00%
100.200.4000000.0000.000	Supplies and Materials	$40,000.00	$0.00	$40,000.00	$0.00	$0.00	$40,000.00	$0.00	$40,000.00	100.00%
FUNCTION: Support - 200		$50,000.00	$0.00	$50,000.00	$0.00	$0.00	$50,000.00	$0.00	$50,000.00	100.00%
100.211.1000000.0000.000	Salaries	$2,174,525.55	$0.00	$2,174,525.55	$181,337.25	$210,113.89	$1,964,411.66	$1,909,114.16	$55,297.50	2.54%
100.211.2000000.0000.000	Employee Benefits	$1,216,265.56	$0.00	$1,216,265.56	$100,872.51	$113,801.75	$1,102,463.81	$1,036,262.74	$66,201.07	5.44%
100.211.3000000.0000.000	Purchased Services	$47,498.49	$0.00	$47,498.49	$4,097.00	$4,097.00	$43,401.49	($1,366.23)	$44,767.72	94.25%
100.211.4000000.0000.000	Supplies and Materials	$32,101.51	$0.00	$32,101.51	$462.90	$862.20	$31,239.31	($322.90)	$31,562.21	98.32%
100.211.6000000.0000.000	Other Objects	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$400.00	($400.00)	0.00%
FUNCTION: Attendance and Social Work Services - 211		$3,470,391.11	$0.00	$3,470,391.11	$286,769.66	$328,874.84	$3,141,516.27	$2,944,087.77	$197,428.50	5.69%
100.212.1000000.0000.000	Salaries	$4,308,179.92	$0.00	$4,308,179.92	$356,893.22	$414,401.42	$3,893,778.50	$3,862,934.07	$30,844.43	0.72%

Board Report Expenditures

From Date: 8/1/2025 To Date: 8/31/2025

Fiscal Year: 2025-2026

☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.212.2000000.0000.000	Employee Benefits	$2,097,505.09	$0.00	$2,097,505.09	$171,345.22	$199,630.98	$1,897,874.11	$1,831,284.56	$66,589.55	3.17%
100.212.3000000.0000.000	Purchased Services	$2,150.00	$0.00	$2,150.00	$2,480.61	$2,480.61	($330.61)	($520.00)	$189.39	8.81%
100.212.4000000.0000.000	Supplies and Materials	$69,047.00	$0.00	$69,047.00	$2,353.16	$3,483.74	$65,563.26	($2,248.98)	$67,812.24	98.21%
	FUNCTION: Guidance Services - 212	$6,476,882.01	$0.00	$6,476,882.01	$533,072.21	$619,996.75	$5,856,885.26	$5,691,449.65	$165,435.61	2.55%
100.213.1000000.0000.000	Salaries	$2,716,784.70	$0.00	$2,716,784.70	$215,642.59	$229,319.39	$2,487,465.31	$2,487,907.08	($441.77)	-0.02%
100.213.2000000.0000.000	Employee Benefits	$1,484,061.95	$0.00	$1,484,061.95	$113,810.77	$119,743.86	$1,364,318.09	$1,254,397.46	$109,920.63	7.41%
100.213.3000000.0000.000	Purchased Services	$130,000.00	$0.00	$130,000.00	$1,830.75	$1,830.75	$128,169.25	$0.00	$128,169.25	98.59%
100.213.4000000.0000.000	Supplies and Materials	$68,333.00	$0.00	$68,333.00	$7,428.60	$10,885.51	$57,447.49	($4,731.16)	$62,178.65	90.99%
100.213.6000000.0000.000	Other Objects	$220.00	$0.00	$220.00	$0.00	$0.00	$220.00	$0.00	$220.00	100.00%
	FUNCTION: Health Services - 213	$4,399,399.65	$0.00	$4,399,399.65	$338,712.71	$361,779.51	$4,037,620.14	$3,737,573.38	$300,046.76	6.82%
100.214.1000000.0000.000	Salaries	$1,330,588.29	$0.00	$1,330,588.29	$127,836.66	$127,836.66	$1,202,751.63	$1,406,202.46	($203,450.83)	-15.29%
100.214.2000000.0000.000	Employee Benefits	$609,314.23	$0.00	$609,314.23	$58,773.94	$58,773.94	$550,540.29	$634,852.89	($84,312.60)	-13.84%
100.214.3000000.0000.000	Purchased Services	$156,687.50	$0.00	$156,687.50	$0.00	$0.00	$156,687.50	$121,406.25	$35,281.25	22.52%
100.214.4000000.0000.000	Supplies and Materials	$6,000.00	$0.00	$6,000.00	$0.00	$0.00	$6,000.00	$5,999.92	$0.08	0.00%
	FUNCTION: Psychological Services - 214	$2,102,590.02	$0.00	$2,102,590.02	$186,610.60	$186,610.60	$1,915,979.42	$2,168,461.52	($252,482.10)	-12.01%
100.217.1000000.0000.000	Salaries	$485,579.61	$0.00	$485,579.61	$36,798.32	$45,337.68	$440,241.93	$396,241.93	$44,000.00	9.06%
100.217.2000000.0000.000	Employee Benefits	$248,164.75	$0.00	$248,164.75	$18,595.18	$22,845.30	$225,319.45	$200,296.77	$25,022.68	10.08%
	FUNCTION: Career Specialist Services - 217	$733,744.36	$0.00	$733,744.36	$55,393.50	$68,182.98	$665,561.38	$596,538.70	$69,022.68	9.41%
100.221.1000000.0000.000	Salaries	$2,726,703.54	$0.00	$2,726,703.54	$231,316.81	$333,371.51	$2,393,332.03	$2,522,821.23	($129,489.20)	-4.75%
100.221.2000000.0000.000	Employee Benefits	$1,194,327.78	$0.00	$1,194,327.78	$102,750.97	$148,903.09	$1,045,424.69	$1,075,245.09	($29,820.40)	-2.50%
100.221.3000000.0000.000	Purchased Services	$278,000.00	$0.00	$278,000.00	$123,186.43	$140,351.58	$137,648.42	$43,146.98	$94,501.44	33.99%
100.221.4000000.0000.000	Supplies and Materials	$795,000.00	$0.00	$795,000.00	$49,441.19	$57,723.37	$737,276.63	$208.82	$737,067.81	92.71%
100.221.6000000.0000.000	Other Objects	$36,950.00	$0.00	$36,950.00	$33,680.00	$33,733.00	$3,217.00	$2,320.00	$897.00	2.43%
JNCTION: Improvement of Instruction Curriculum Development - 221		$5,030,981.32	$0.00	$5,030,981.32	$540,375.40	$714,082.55	$4,316,898.77	$3,643,742.12	$673,156.65	13.38%
100.222.1000000.0000.000	Salaries	$2,152,135.87	$0.00	$2,152,135.87	$177,392.97	$177,392.97	$1,974,742.90	$1,938,018.96	$36,723.94	1.71%
100.222.2000000.0000.000	Employee Benefits	$1,116,659.41	$0.00	$1,116,659.41	$91,420.90	$91,420.90	$1,025,238.51	$975,874.98	$49,363.53	4.42%
100.222.3000000.0000.000	Purchased Services	$1,090.00	$0.00	$1,090.00	$18,719.03	$19,780.15	($18,690.15)	$1,379.54	($20,069.69)	-1841.26%
100.222.4000000.0000.000	Supplies and Materials	$426,034.00	$0.00	$426,034.00	$23,440.21	$29,765.92	$396,268.08	$14,889.80	$381,378.28	89.52%
100.222.6000000.0000.000	Other Objects	$200.00	$0.00	$200.00	$0.00	$0.00	$200.00	$0.00	$200.00	100.00%
	FUNCTION: Library and Media Services - 222	$3,696,119.28	$0.00	$3,696,119.28	$310,973.11	$318,359.94	$3,377,759.34	$2,930,163.28	$447,596.06	12.11%
100.223.1000000.0000.000	Salaries	$1,244,093.04	$0.00	$1,244,093.04	$106,013.61	$205,960.21	$1,038,132.83	$1,064,850.70	($26,717.87)	-2.15%
100.223.2000000.0000.000	Employee Benefits	$537,219.44	$0.00	$537,219.44	$46,427.04	$89,422.40	$447,797.04	$467,261.74	($19,464.70)	-3.62%

Board Report Expenditures

From Date: 8/1/2025 To Date: 8/31/2025

Fiscal Year: 2025-2026

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.223.3000000.0000.000	Purchased Services	$0.00	$0.00	$0.00	$0.00	$231.13	($231.13)	$0.00	($231.13)	0.00%
100.223.4000000.0000.000	Supplies and Materials	$9,000.00	$0.00	$9,000.00	$636.84	$1,681.92	$7,318.08	($34.06)	$7,352.14	81.69%
100.223.6000000.0000.000	Other Objects	$1,200.00	$0.00	$1,200.00	$0.00	$0.00	$1,200.00	$800.00	$400.00	33.33%
FUNCTION: Supervision of Special Programs - 223		$1,791,512.48	$0.00	$1,791,512.48	$153,077.49	$297,295.66	$1,494,216.82	$1,532,878.38	($38,661.56)	-2.16%
100.224.3000000.0000.000	Purchased Services	$59,874.00	$0.00	$59,874.00	$1,354.32	$1,453.32	$58,420.68	$95.84	$58,324.84	97.41%
100.224.4000000.0000.000	Supplies and Materials	$6,250.00	$0.00	$6,250.00	$393.68	$1,086.32	$5,163.68	($393.68)	$5,557.36	88.92%
FUNCTION: Improvement of Instruction Inservice & Staff Train - 224		$66,124.00	$0.00	$66,124.00	$1,748.00	$2,539.64	$63,584.36	($297.84)	$63,882.20	96.61%
100.231.1000000.0000.000	Salaries	$68,922.00	$0.00	$68,922.00	$5,743.50	$11,487.00	$57,435.00	$57,435.00	$0.00	0.00%
100.231.2000000.0000.000	Employee Benefits	$22,733.97	$0.00	$22,733.97	$1,894.48	$3,788.96	$18,945.01	$18,944.80	$0.21	0.00%
100.231.3000000.0000.000	Purchased Services	$515,000.00	$0.00	$515,000.00	$23,247.07	$56,346.82	$458,653.18	$83,720.94	$374,932.24	72.80%
100.231.6000000.0000.000	Other Objects	$675,000.00	$0.00	$675,000.00	$0.00	$325,006.24	$349,993.76	$290,660.50	$59,333.26	8.79%
FUNCTION: Board of Education - 231		$1,281,655.97	$0.00	$1,281,655.97	$30,885.05	$396,629.02	$885,026.95	$450,761.24	$434,265.71	33.88%
100.232.1000000.0000.000	Salaries	$335,196.60	$0.00	$335,196.60	$28,426.38	$56,852.80	$278,343.80	$284,263.80	($5,920.00)	-1.77%
100.232.2000000.0000.000	Employee Benefits	$128,566.52	$0.00	$128,566.52	$10,771.52	$21,543.04	$107,023.48	$106,909.31	$114.17	0.09%
100.232.3000000.0000.000	Purchased Services	$61,100.00	$0.00	$61,100.00	$1,916.00	$9,812.85	$51,287.15	$616.00	$50,671.15	82.93%
100.232.4000000.0000.000	Supplies and Materials	$29,000.00	$0.00	$29,000.00	$157.18	$157.18	$28,842.82	$3,608.74	$25,234.08	87.01%
100.232.6000000.0000.000	Other Objects	$2,500.00	$0.00	$2,500.00	$0.00	$0.00	$2,500.00	$0.00	$2,500.00	100.00%
FUNCTION: Office of Superintendent - 232		$556,363.12	$0.00	$556,363.12	$41,271.08	$88,365.87	$467,997.25	$395,397.85	$72,599.40	13.05%
100.233.1000000.0000.000	Salaries	$13,000,710.31	$0.00	$13,000,710.31	$1,080,080.58	$1,898,919.00	$11,101,791.31	$10,997,272.50	$104,518.81	0.80%
100.233.2000000.0000.000	Employee Benefits	$6,108,047.96	$0.00	$6,108,047.96	$503,810.02	$870,248.66	$5,237,799.30	$5,110,347.71	$127,451.59	2.09%
100.233.3000000.0000.000	Purchased Services	$197,459.73	$0.00	$197,459.73	$18,862.64	$21,885.86	$175,573.87	$8,627.25	$166,946.62	84.55%
100.233.4000000.0000.000	Supplies and Materials	$272,807.00	$0.00	$272,807.00	$32,699.68	$71,933.07	$200,873.93	($4,387.35)	$205,261.28	75.24%
100.233.6000000.0000.000	Other Objects	$24,613.00	$0.00	$24,613.00	$418.08	$893.08	$23,719.92	$16,717.12	$7,002.80	28.45%
FUNCTION: School Administration - 233		$19,603,638.00	$0.00	$19,603,638.00	$1,635,871.00	$2,863,879.67	$16,739,758.33	$16,128,577.23	$611,181.10	3.12%
100.251.1000000.0000.000	Salaries	$99,269.19	$0.00	$99,269.19	$4,136.21	$4,136.21	$95,132.98	$70,278.58	$24,854.40	25.04%
100.251.2000000.0000.000	Employee Benefits	$30,274.19	$0.00	$30,274.19	$1,268.12	$1,268.12	$29,006.07	$19,870.25	$9,135.82	30.18%
100.251.3000000.0000.000	Purchased Services	$468,600.00	$0.00	$468,600.00	$0.00	$0.00	$468,600.00	$274,200.00	$194,400.00	41.49%
100.251.4000000.0000.000	Supplies and Materials	$15,000.00	$0.00	$15,000.00	$0.00	$0.00	$15,000.00	$3,000.00	$12,000.00	80.00%
UNCTION: Student Transportation (Federal/District Mandated) - 251		$613,143.38	$0.00	$613,143.38	$5,404.33	$5,404.33	$607,739.05	$367,348.83	$240,390.22	39.21%
100.252.1000000.0000.000	Salaries	$1,179,835.68	$0.00	$1,179,835.68	$95,829.77	$193,711.11	$986,124.57	$834,791.60	$151,332.97	12.83%
100.252.2000000.0000.000	Employee Benefits	$563,132.15	$0.00	$563,132.15	$43,713.63	$89,772.41	$473,359.74	$358,278.16	$115,081.58	20.44%
100.252.3000000.0000.000	Purchased Services	$65,000.00	$0.00	$65,000.00	$8,951.58	$19,886.59	$45,113.41	$2,552.20	$42,561.21	65.48%

Board Report Expenditures

From Date: 8/1/2025 To Date: 8/31/2025

Fiscal Year: 2025-2026

☐ 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
100.252.4000000.0000.000	Supplies and Materials	$15,000.00	$0.00	$15,000.00	$102.60	$593.37	$14,406.63	$2,405.71	$12,000.92	80.01%
100.252.5000000.0000.000	Capital Outlay	$10,000.00	$0.00	$10,000.00	$64.79	$64.79	$9,935.21	($64.79)	$10,000.00	100.00%
100.252.6000000.0000.000	Other Objects	$5,000.00	$0.00	$5,000.00	$305.00	$305.00	$4,695.00	($105.00)	$4,800.00	96.00%
	FUNCTION: Fiscal Services - 252	$1,837,967.83	$0.00	$1,837,967.83	$148,967.37	$304,333.27	$1,533,634.56	$1,197,857.88	$335,776.68	18.27%
100.253.3000000.0000.000	Purchased Services	$20,000.00	$0.00	$20,000.00	$18,500.00	$18,500.00	$1,500.00	$56,748.00	($55,248.00)	-276.24%
100.253.4000000.0000.000	Supplies and Materials	$10,000.00	$0.00	$10,000.00	$60.00	$60.00	$9,940.00	$290.00	$9,650.00	96.50%
100.253.5000000.0000.000	Capital Outlay	$0.00	$0.00	$0.00	$0.00	$20,000.00	($20,000.00)	$4,300.00	($24,300.00)	0.00%
	FUNCTION: Facilities Acquisition and Construction - 253	$30,000.00	$0.00	$30,000.00	$18,560.00	$38,560.00	($8,560.00)	$61,338.00	($69,898.00)	-232.99%
100.254.1000000.0000.000	Salaries	$8,431,500.23	$0.00	$8,431,500.23	$644,647.07	$1,285,573.67	$7,145,926.56	$6,243,516.85	$902,409.71	10.70%
100.254.2000000.0000.000	Employee Benefits	$4,526,259.17	$0.00	$4,526,259.17	$342,445.64	$685,436.57	$3,840,822.60	$3,249,896.61	$590,925.99	13.06%
100.254.3000000.0000.000	Purchased Services	$6,685,450.00	$0.00	$6,685,450.00	$686,963.22	$1,120,334.81	$5,565,115.19	$5,079,574.27	$485,540.92	7.26%
100.254.4000000.0000.000	Supplies and Materials	$6,032,827.00	$0.00	$6,032,827.00	$651,679.32	$874,875.17	$5,157,951.83	$3,815,276.30	$1,342,675.53	22.26%
100.254.5000000.0000.000	Capital Outlay	$39,510.00	$0.00	$39,510.00	$1,814.43	$1,814.43	$37,695.57	$2,008.38	$35,687.19	90.32%
100.254.6000000.0000.000	Other Objects	$1,825.00	$0.00	$1,825.00	$0.00	$0.00	$1,825.00	$400.00	$1,425.00	78.08%
	FUNCTION: Operation and Maintenance of Plant - 254	$25,717,371.40	$0.00	$25,717,371.40	$2,327,549.68	$3,968,034.65	$21,749,336.75	$18,390,672.41	$3,358,664.34	13.06%
100.255.1000000.0000.000	Salaries	$5,079,307.29	$0.00	$5,079,307.29	$346,025.10	$396,088.02	$4,683,219.27	$4,556,269.30	$126,949.97	2.50%
100.255.2000000.0000.000	Employee Benefits	$2,766,681.57	$0.00	$2,766,681.57	$156,547.08	$176,568.47	$2,590,113.10	$2,319,323.16	$270,789.94	9.79%
100.255.3000000.0000.000	Purchased Services	$218,900.00	$0.00	$218,900.00	$6,793.78	$8,692.57	$210,207.43	$103,038.84	$107,168.59	48.96%
100.255.4000000.0000.000	Supplies and Materials	$57,550.00	$0.00	$57,550.00	$8,574.78	$10,032.99	$47,517.01	($5,103.78)	$52,620.79	91.43%
100.255.6000000.0000.000	Other Objects	$2,000.00	$0.00	$2,000.00	$0.00	$0.00	$2,000.00	$0.00	$2,000.00	100.00%
	FUNCTION: Student Transportation (State Mandated) - 255	$8,124,438.86	$0.00	$8,124,438.86	$517,940.74	$591,382.05	$7,533,056.81	$6,973,527.52	$559,529.29	6.89%
100.257.1000000.0000.000	Salaries	$356,314.36	$0.00	$356,314.36	$25,827.48	$51,654.96	$304,659.40	$292,715.14	$11,944.26	3.35%
100.257.2000000.0000.000	Employee Benefits	$161,306.08	$0.00	$161,306.08	$11,032.50	$22,065.00	$139,241.08	$131,233.51	$8,007.57	4.96%
100.257.3000000.0000.000	Purchased Services	$531,815.00	$0.00	$531,815.00	$43,752.63	$43,752.63	$488,062.37	$70,046.86	$418,015.51	78.60%
100.257.4000000.0000.000	Supplies and Materials	$18,900.00	$0.00	$18,900.00	$3,966.37	$5,939.14	$12,960.86	($3,966.37)	$16,927.23	89.56%
	FUNCTION: Internal Services - 257	$1,068,335.44	$0.00	$1,068,335.44	$84,578.98	$123,411.73	$944,923.71	$490,029.14	$454,894.57	42.58%
100.258.1000000.0000.000	Salaries	$302,114.12	$0.00	$302,114.12	$25,314.63	$50,490.81	$251,623.31	$215,383.61	$36,239.70	12.00%
100.258.2000000.0000.000	Employee Benefits	$120,306.85	$0.00	$120,306.85	$9,949.33	$19,887.47	$100,419.38	$86,827.94	$13,591.44	11.30%
100.258.3000000.0000.000	Purchased Services	$2,298,723.00	$0.00	$2,298,723.00	$7,163.42	$7,163.42	$2,291,559.58	$2,583,210.42	($291,650.84)	-12.69%
100.258.4000000.0000.000	Supplies and Materials	$28,000.00	$0.00	$28,000.00	$973.06	$973.06	$27,026.94	$0.00	$27,026.94	96.52%
	FUNCTION: Security - 258	$2,749,143.97	$0.00	$2,749,143.97	$43,400.44	$78,514.76	$2,670,629.21	$2,885,421.97	($214,792.76)	-7.81%
100.262.1000000.0000.000	Salaries	$824,569.20	$0.00	$824,569.20	$66,899.67	$131,279.51	$693,289.69	$716,800.87	($23,511.18)	-2.85%

Board Report Expenditures

From Date: 8/1/2025 To Date: 8/31/2025

Fiscal Year: 2025-2026

☐ 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
100.262.2000000.0000.000	Employee Benefits	$359,823.80	$0.00	$359,823.80	$28,497.53	$56,163.89	$303,659.91	$301,814.59	$1,845.32	0.51%
100.262.3000000.0000.000	Purchased Services	$8,000.00	$0.00	$8,000.00	$0.00	$0.00	$8,000.00	$0.00	$8,000.00	100.00%
	FUNCTION: Planning - 262	$1,192,393.00	$0.00	$1,192,393.00	$95,397.20	$187,443.40	$1,004,949.60	$1,018,615.46	($13,665.86)	-1.15%
100.263.1000000.0000.000	Salaries	$509,390.65	$0.00	$509,390.65	$40,824.22	$80,398.44	$428,992.21	$391,813.81	$37,178.40	7.30%
100.263.2000000.0000.000	Employee Benefits	$239,823.99	$0.00	$239,823.99	$19,178.38	$37,953.03	$201,870.96	$181,341.40	$20,529.56	8.56%
100.263.3000000.0000.000	Purchased Services	$143,000.00	$0.00	$143,000.00	$26,941.74	$81,226.78	$61,773.22	($4,806.48)	$66,579.70	46.56%
100.263.4000000.0000.000	Supplies and Materials	$60,000.00	$0.00	$60,000.00	$8,837.03	$17,379.50	$42,620.50	$1,611.04	$41,009.46	68.35%
100.263.6000000.0000.000	Other Objects	$7,750.00	$0.00	$7,750.00	$405.00	$405.00	$7,345.00	($5.00)	$7,350.00	94.84%
	FUNCTION: Information Services - 263	$959,964.64	$0.00	$959,964.64	$96,186.37	$217,362.75	$742,601.89	$569,954.77	$172,647.12	17.98%
100.264.1000000.0000.000	Salaries	$1,203,620.40	$0.00	$1,203,620.40	$81,991.59	$163,740.25	$1,039,880.15	$774,129.46	$265,750.69	22.08%
100.264.2000000.0000.000	Employee Benefits	$521,458.18	$0.00	$521,458.18	$34,628.08	$70,539.28	$450,918.90	$319,287.04	$131,631.86	25.24%
100.264.3000000.0000.000	Purchased Services	$54,000.00	$0.00	$54,000.00	$2,912.17	$5,702.13	$48,297.87	$9,991.65	$38,306.22	70.94%
100.264.4000000.0000.000	Supplies and Materials	$24,500.00	$0.00	$24,500.00	$285.53	$406.77	$24,093.23	($285.53)	$24,378.76	99.51%
100.264.6000000.0000.000	Other Objects	$10,000.00	$0.00	$10,000.00	$0.00	$156.00	$9,844.00	$800.00	$9,044.00	90.44%
	FUNCTION: Staff Services - 264	$1,813,578.58	$0.00	$1,813,578.58	$119,817.37	$240,544.43	$1,573,034.15	$1,103,922.62	$469,111.53	25.87%
100.266.1000000.0000.000	Salaries	$1,858,664.52	$0.00	$1,858,664.52	$144,065.79	$281,495.38	$1,577,169.14	$1,455,526.89	$121,642.25	6.54%
100.266.2000000.0000.000	Employee Benefits	$846,183.04	$0.00	$846,183.04	$62,968.13	$125,216.19	$720,966.85	$639,757.55	$81,209.30	9.60%
100.266.3000000.0000.000	Purchased Services	$1,565,810.00	$0.00	$1,565,810.00	$460,580.81	$842,096.81	$723,713.19	$119,303.37	$604,409.82	38.60%
100.266.4000000.0000.000	Supplies and Materials	$50,000.00	$0.00	$50,000.00	$3,239.21	$174,827.26	($124,827.26)	($914.64)	($123,912.62)	-247.83%
100.266.5000000.0000.000	Capital Outlay	$0.00	$0.00	$0.00	$760.73	$760.73	($760.73)	($760.73)	$0.00	0.00%
100.266.6000000.0000.000	Other Objects	$1,700.00	$0.00	$1,700.00	$0.00	$0.00	$1,700.00	$200.00	$1,500.00	88.24%
	FUNCTION: Technology and Data Processing Services - 266	$4,322,357.56	$0.00	$4,322,357.56	$671,614.67	$1,424,396.37	$2,897,961.19	$2,213,112.44	$684,848.75	15.84%
100.271.1000000.0000.000	Salaries	$3,289,958.43	$0.00	$3,289,958.43	$128,481.29	$206,824.77	$3,083,133.66	$1,608,661.20	$1,474,472.46	44.82%
100.271.2000000.0000.000	Employee Benefits	$1,214,527.88	$0.00	$1,214,527.88	$50,174.87	$83,677.24	$1,130,850.64	$590,797.46	$540,053.18	44.47%
100.271.3000000.0000.000	Purchased Services	$222,278.00	$0.00	$222,278.00	$153.00	$190,150.00	$32,128.00	$3,983.63	$28,144.37	12.66%
100.271.4000000.0000.000	Supplies and Materials	$55,000.00	$0.00	$55,000.00	$0.00	$0.00	$55,000.00	$0.00	$55,000.00	100.00%
100.271.6000000.0000.000	Other Objects	$497,750.00	$0.00	$497,750.00	$0.00	$397,500.00	$100,250.00	$161.04	$100,088.96	20.11%
	FUNCTION: Pupil Service Activities - 271	$5,279,514.31	$0.00	$5,279,514.31	$178,809.16	$878,152.01	$4,401,362.30	$2,203,603.33	$2,197,758.97	41.63%
100.350.1000000.0000.000	Salaries	$118,509.34	$0.00	$118,509.34	$10,357.77	$20,039.91	$98,469.43	$100,199.20	($1,729.77)	-1.46%
100.350.2000000.0000.000	Employee Benefits	$45,765.97	$0.00	$45,765.97	$3,950.21	$7,677.55	$38,088.42	$38,387.60	($299.18)	-0.65%
	FUNCTION: Custody and Care of Children - 350	$164,275.31	$0.00	$164,275.31	$14,307.98	$27,717.46	$136,557.85	$138,586.80	($2,028.95)	-1.24%
100.360.3000000.0000.000	Purchased Services	$4,000.00	$0.00	$4,000.00	$0.00	$0.00	$4,000.00	$0.00	$4,000.00	100.00%

Board Report Expenditures

From Date: 8/1/2025 To Date: 8/31/2025

Fiscal Year: 2025-2026

☐ 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
100.360.4000000.0000.000	Supplies and Materials	$2,000.00	$0.00	$2,000.00	$0.00	$0.00	$2,000.00	$0.00	$2,000.00	100.00%
	FUNCTION: Welfare Services - 360	$6,000.00	$0.00	$6,000.00	$0.00	$0.00	$6,000.00	$0.00	$6,000.00	100.00%
100.412.7000000.0000.000	Transfers	$0.00	$0.00	$0.00	($5,118.51)	($5,118.51)	$5,118.51	$0.00	$5,118.51	0.00%
	FUNCTION: Payments to Other Governmental Units - 412	$0.00	$0.00	$0.00	($5,118.51)	($5,118.51)	$5,118.51	$0.00	$5,118.51	0.00%
Grand Total:		**$250,580,019.93**	**$0.00**	**$250,580,019.93**	**$20,766,358.08**	**$26,927,470.10**	**$223,652,549.83**	**$207,187,570.67**	**$16,464,979.16**	**6.57%**

End of Report

EXHIBIT E

MEMORANDUM

To: Members of the Board of Trustees

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

From: Dr. Michael R. Harris

Date: October 20, 2025

Re: October 27, 2025 Board Meeting, **Second and Final Reading**
Revisions to Board Policy JICG "Tobacco Use By Students"

Item: Second and Final Reading of revisions to Board Policy JICG "Tobacco Use By Students".

Recommendation: The administration recommends that the Board of Trustees approve the second and final reading of the proposed revisions to Policy JICG "Tobacco Use By Students".

Attachments: Current Policy JICG "Tobacco Use By Students"
Revised Policy JICG "Tobacco Use By Students"

Policy JICG Tobacco Use by Students

Issued 1/19

Purpose: To establish the basic structure for the board's prohibition of tobacco use by students.

The board believes that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board affirms that one of the best methods of instruction is one that is provided within a 100 percent tobacco-free environment.

The district does not allow students to use or to possess tobacco products or tobacco paraphernalia. This restriction applies while students are on school grounds, in the school buildings, on buses, or during any other time they are under the direct administrative jurisdiction of the school, whether on or off the school grounds.

Goal

The goal of this policy is to provide a 100 percent tobacco-free, smoke-free environment for all students within all district schools, facilities, vehicles, and grounds. This includes any building, facility, and vehicle owned, leased, rented, or chartered by the district. The goal applies to all school-sponsored or school-related events on or off the school grounds. The district commits to the following:

- exhibiting healthy behavior for all students
- utilizing a proven and effective science-based tobacco use prevention curricula
- providing access to cessation counseling or referral services for all students and staff

Procedures

- Prohibit the use and/or possession of all tobacco products or paraphernalia including, but not limited to, cigarettes, cigars, pipes, smokeless tobacco, snuff, and alternative nicotine products such as e-cigarettes by all students.
- Ensure that tobacco use prevention programs as recommended by the South Carolina Department of Health and Environmental Control, the South Carolina Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education are an integral part of district substance abuse prevention efforts.
- Provide and/or refer to cessation services for students.

Enforcement

The district will enforce this policy by determining appropriate disciplinary actions for students violating this policy such as the following:

- parent/legal guardian/administrator conferences
- mandatory enrollment in a tobacco prevention education
- community service
- in-school suspension
- out-of-school suspension
- suspension from extracurricular activities

School administrators will develop procedures consistent with the discipline code of this district in order to enforce this policy (see JICDA-R, Level I, possession/use or transfer of tobacco or tobacco products).

Education and Assistance

The district will be responsible for utilizing proven and effective tobacco use prevention curricula to educate all students and providing appropriate counseling and/or referral services for students.

Tobacco Industry Marketing or Sponsorship

The district will not accept any contributions or gifts, money, or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco use or tobacco products will not be allowed on district grounds or in the possession of students at district-sponsored events.

Cf. ADC, GBED

Adopted 8/15/94; Revised 8/24/95, 2/28/11, 1/28/19

Legal References:

United States Code of Laws, as amended:

Pro-Children Act of 2001, 20 U.S.C.A. Section 7181, *et seq.*

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

Section 16-17-490 - Contributing to the delinquency of a minor.

Section 16-17-500 - Youth Access to Tobacco Prevention Act of 2006; unlawful to supply tobacco or alternative nicotine products to minors.

Section 44-95-10, *et seq.* - Clean Indoor Air Act of 1990.

Section 59-67-150 - Smoking on school bus prohibited.

School District Five of Lexington and Richland Counties

TOBACCO USE BY STUDENTS

Code **JICG**

Revised – 2nd and Final Reading

The board affirms that tobacco use and exposure to secondhand smoke (environmental tobacco smoke) are hazardous to the health of human beings, especially children. Therefore, the board believes that it is essential to maintain a 100 percent tobacco-free environment in order to ensure students and staff have access to the healthiest, most productive learning environment possible.

For purposes of this policy:

Tobacco product means a substance that contains, is made of, or derived from tobacco or nicotine and is likely to be consumed or is intended for human consumption, that can be inhaled, absorbed, or ingested by any other means including, but not limited to, cigarettes, cigars, chewing tobacco, pipe tobacco, snus, or snuff.

Electronic smoking device means any device that may be used to deliver any vaporized or aerosolized substance including e-liquid, to the person inhaling from the device including, but not limited to e-cigarettes, e-cigars, e-pipe, vape pen, or e-hookah. Electronic smoking device also includes any component, part, or accessory of the device including any substance intended to be vaporized or aerosolized while using the device whether or not it contains nicotine.

The board commits to the following:

- maintaining a 100 percent tobacco-free, smoke-free environment for all students, staff, parents/legal guardians, contract and other workers, volunteers, visitors, and other members of the public within all district facilities, vehicles, and grounds. This includes any building, facility, and vehicle owned, operated, leased, rented, or chartered by the district and also applies to all school-sponsored or school-related events on or off school grounds.

- prohibiting the use of any tobacco product or electronic smoking device by persons attending a school-sponsored event when in the presence of students or staff or in an area where smoking or other tobacco use is otherwise prohibited by law

- prohibiting the possession of all tobacco products, electronic smoking devices, or associated paraphernalia

- utilizing a proven and effective science-based tobacco use prevention curriculum

- providing access to cessation counseling or referral services for all students and staff

Notice

This policy will be communicated through a variety of efforts to educate students. The policy will be posted on the school website and printed in staff and student handbooks on an annual basis.

Tobacco-free signs prohibiting the use of tobacco products and electronic smoking devices on district property ~~may~~ **will** be posted in highly visible areas at facility entrances and throughout school and district grounds, including athletic facilities.

Enforcement

Students are required to comply with this tobacco-free policy. The district will enforce this policy through appropriate disciplinary actions for violators, including but not limited to, the following:

Students

- parent/legal guardian/administrator conferences
- mandatory enrollment in a tobacco prevention education or cessation programs
- community service
- in-school suspension
- suspension from extracurricular activities
- out-of-school suspension

All staff members are expected to enforce the policy under the direction of the principal or district administrator. Any violation of this policy should be reported to the school or district administration.

Education and Assistance

The district will utilize a proven and effective tobacco use prevention curriculum to educate all students and will provide assistance and/or make appropriate cessation referrals. The district will collaborate with the South Carolina Department of Health and Environmental Control, the South Carolina Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education, as appropriate, to implement this policy.

Tobacco Industry Marketing or Sponsorship

The district will not accept any contributions, gifts, money, or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, any gear, paraphernalia, clothing, etc., that advertises tobacco or electronic smoking devices, or tobacco or electronic smoking device use, will not be allowed on district grounds or in the possession of students on district property or at district-sponsored events.

Cf. ADC, GBED

Adopted ^

Legal References:

A. United States Code of Laws, as amended:
   1. Pro-Children Act of 2001, 20 U.S.C.A. Section 7972, *et seq.*

B. S.C. Code of Laws, 1976, as amended:
   1. Section 16-17-490 - Prohibits contributing to the delinquency of a minor.
   2. Section 16-17-500, *et seq.* - Youth Access to Tobacco Prevention Act of 2006.
   3. Section 44-95-10, *et seq.* - Clean Indoor Air Act of 1990.
   4. Section 59-1-380 - Requires a written district policy prohibiting the use of tobacco products and electronic smoking devices on school property or at school-sponsored events.
   5. Section 59-67-150 - Prohibits use of tobacco products on school buses.

EXHIBIT F

MEMORANDUM

To: Members of the Board of Trustees

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

From: Amanda Taylor
Director of Communications

Date: October 23, 2025

Re: October 27, 2025, Board Meeting
Action Item
Approval of Proposed 2026-2027 and 2027-2028 School Calendars

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Item: Approval of Proposed 2026-2027 and 2027-2028 School Calendars

Background: Pursuant to Board Policy IC, "The superintendent or his/her designee, in consultation with the staff, will prepare the school calendar. The calendar will set forth starting dates, ending dates, days of attendance for students, days of in-service and organizational meetings for teachers, holidays and vacation periods, days of reports to parents/guardians, and other schedules of importance to the staff and public. The superintendent will present the proposed calendar to the board for approval."

Recommendations: The administration recommends that the Board of Trustees approve the Proposed 2026-2027 and 2027-2028 School Calendars.

Attachments: Proposed 2026-2027 Year-Round Modified Academic Calendar
Proposed 2027-2028 Year-Round Modified Academic Calendar

Lexington-Richland School District Five
Year-Round Modified Academic Calendar

2026-2027 School Year

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

November 2026						
S	M	T	W	T	F	S
1	2	3*	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21*	22*	23	24	25	26
27	28	29	30	31		

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15*	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
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21	22	23	24	25	26	27
28	29	30	31			

April 2027						
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11	12	13	14	15	16	17
18	19	20	21	22	23*	24
25	26	27	28	29	30	

May 2027						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

August 4-10…Teacher Work Day/Staff Dev.
August 11……..…First Day for Students
September 7……..…...…Labor Day Holiday
October 9……Teacher Work Day/Staff Dev.
October 12……..……..……..……Fall Break
November 3*……..……..……Election Day
November 25-27……Thanksgiving Holidays
December 21*- January 1……..Winter Break
January 4……...Teacher Work Day/Staff Dev.
January 5……....Students Return to School

January 18……..……..…..Dr. M. L. King, Jr. Holiday
February 12……..…Teacher Work Day/Staff Dev.
February 15….No School for Teachers/Students
March 12…..……..…Teacher Work Day/Staff Dev.
March 26……..…Teacher Work Day/Staff Dev.
March 29 - April 2..……..……Spring Break
April 23*…… No School for Teachers/Students
May 28……..……..…..Last Day for Students
May 31……..……..……..Memorial Day Holiday

- **Possible severe weather make-up days: October 12, February 15, April 23**
- **Half-days for students: May 26-28**
- **Parent/Teacher Conferences: October 9**
- *** Asterisk indicates *Work day for 240-day employees***

School District Five is a SCDE approved eLearning district. The current provision allows the district to use up to five (5) days in eLearning. These days are for emergency situations, such as inclement weather or utility interruptions (for example, water line breaks or power outages). They are not planned days on the calendar. Additional student learning opportunities will be provided during the school year on dates to be determined and communicated to families by the individual schools.

School Day

Schools & Offices Closed
*Work day for 240-day employees

Staff Development/Teacher Work Day
No School for Students

School Day
End of Nine Weeks

Lexington-Richland School District Five
Year-Round Modified Academic Calendar

2027-2028 School Year

July 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2027

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2027

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2027

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3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2027

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	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2027

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20*	21	22	23	24	25
26	27	28	29	30	31	

January 2028

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2028

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21*	22	23	24	25	26
27	28	29				

March 2028

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13*	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2028

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14*	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2028

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2028

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

August 3-9……...Teacher Work Day/Staff Dev.
August 10……..……First Day for Students
September 6……..……Labor Day Holiday
October 8…….Teacher Work Day/Staff Dev.
October 11……..……Fall Break
November 23…..Teacher Work Day/Staff Dev.
November 24-26……Thanksgiving Holidays
December 20*-31……..……Winter Break
January 3……...Teacher Work Day/Staff Dev.

January 4……..……Students Return to School
January 17……..……Dr. M. L. King, Jr. Holiday
February 18……..……Teacher Work Day/Staff Dev.
February 21*...No School for Teachers/Students
March 10……..……Teacher Work Day/Staff Dev.
March 13*……..No School for Teachers/Students
April 14*-21……..……..Spring Break
May 26……..……..Last Day for Students
May 29……..……..Memorial Day Holiday

- **Possible severe weather make-up days: October 11, March 13, April 14**
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School Day

Schools & Offices Closed
*Work day for 240-day employees

Staff Development/Teacher Work Day
No School for Students

School Day
End of Nine Weeks

EXHIBIT G

MEMORANDUM

To: Members of the Board of Trustees

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

From: Tina McCaskill
Chief Academics Officer

Date: October 22, 2025

Re: October 27, 2025 Board Meeting
Action Item
CTE Honors Siemens 1, 2, 3, & 4 Engineering Courses

Item: CTE Honors Siemens 1, 2, 3, & 4 Engineering Courses will be offered at Chapin HS, Dutch Fork HS, and Spring Hill HS beginning in the 2026-27 school year.

Background: The Siemens Pathway to Learning Engineering Honors Courses are designed to empower educators to inspire and engage students to learn about engineering. The pathway includes a project-based curriculum, engineering design software, classroom management tools, and professional development resources. The attached frameworks were developed to reflect the rigor and depth expected of honors coursework and to provide students with enhanced academic and technical learning experiences that align with industry and postsecondary expectations.

Siemens Engineering 1, Engineering Design: This course challenges students to work in teams to solve real-world design problems. Students apply the engineering design process ad make extensive use of engineering design software and 3D printing as the research, design, develop and communicate design solutions.

Siemens Engineering 2, Manufacturing and Automation: This course has students apply engineering principles and technical skills to design, plan and develop machining and automation programs. In addition to advanced CAD skills, students use Siemens PLCs and TIA Portal software as tools for problem solving and preparing solutions.

Siemens Engineering 3, Mechatronics and IoT: This course prepares students to design automated mechatronic systems, combining mechanical and electrical components. Students build systems that focus on the Internet of Things (IoT),

Industry 4.0 and human-machine interfaces (HMI), including PWM and PID control systems.

Siemens Engineering 4, Engineering Research and Development: In this course, students collaborate to research, design and prototype solutions, develop business models, and apply lean design and Six Sigma to optimize manufacturing. The Capstone project culminates in a presentation to an authentic audience.

Recommendation: The administration recommends that the Board of Trustees approve the addition of CTE Honors Siemens 1, 2, 3, & 4 Engineering courses.

Attachments: CTE Honors Siemens 1, 2, 3, & 4 Engineering Courses Framework and Syllabus.
Internal District 5 document adding these courses to the 26-27 Course Guide

CTE Honors Framework-Siemens 1

South Carolina Honors Framework

I. Course Content

1. How has the course content been adapted for advanced learners?

Is there evidence of learning and enrichment opportunities that extend beyond the CP coursework and is aligned to the South Carolina state standards? The honors level curriculum should indicate depth in rigor, complexity, challenges, and creativity as outlined in the *Profile of the South Carolina Graduate.*

Siemens 1 - Engineering Design, the first course in the Siemens Engineering program, challenges students to work in teams to solve complex design problems. Students research, design, develop, and communicate design solutions Teams use engineering software to prepare and evaluate designs and make extensive use of 3D printing to prepare models for presentation to authentic audiences. The goal of the course is the application of the tools to address unique problems allowing the students to rapidly create and analyze proposed solutions. Siemens' software and hardware are tools frequently used by industry and understanding how these tools are used in problem solving is critical.

2. How does the honors level curriculum extend personalized student learning and allow for an environment in which students are self-directed and take ownership of their learning?

Is there evidence that extensions and enrichment are aligned with the *Profile of the South Carolina Graduate*, South Carolina state standards, and any appropriate advanced coursework?

The honors-level curriculum in **Siemens 1 - Engineering Design** extends personalized learning by allowing students to choose projects that align with their interests, fostering creativity and engagement. Students work on individualized projects with increased criteria and levels of complexity that reflects the needs of an advanced learner. The curriculum includes individual and collaborative assignments. Regular critiques and peer feedback sessions encourage students to reflect on their work and set personal goals. By emphasizing professional practices and portfolio development, the course supports students in taking ownership of their learning and preparing for future careers or advanced studies.

3. Is there Honors Level Course Content Evidence?

Evidence for the Honors Level Course includes:

· Rationale for course development.
· Alignment of standards and objectives (development of standards if necessary). · Course Outline and Plan.
· Student work, interest surveys, and data (trend, longitudinal, SLO, etc.).

Rationale: An honors-level introduction to engineering course is designed to meet the need to challenge high-achieving, motivated students with a more rigorous, in-depth, and enriched academic experience. By adding complexity and greater practical application to the foundational curriculum, this course develops stronger critical-thinking and problem-solving skills and prepares students for advanced studies and career pathways.

ADMINISTRATION USE ONLY: COURSE CONTENT	MET	NOT MET
1. ADAPTED AND DIFFERENTIATED	✓	
2. ALIGNMENT TO SOUTH CAROLINA STATE STANDARDS	✓	
3. EVIDENCE OF EXTENSION AND ENRICHMENT	✓	

II. Instructional Methods and Materials

1. What instructional methods and materials will be used?

Is there evidence of appropriate differentiation in instructional practices for advanced learners? Differentiated instructional strategies that enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate* may include, but not limited to:

· Varied texts and supplemental materials,
· Technology to enhance instruction,
· Adaptive digital content,
· Targeted differentiated small group/individualized instruction,
· Group investigation,
· Personalized learning plans,
· Curriculum Compacting,
· Scaffolded tasks,
· Independent learning contracts,
· Higher level questioning and answering, and
· Student-initiated project design.

Differentiation resulting in complexity beyond the CP level course may include, but is not limited to:

· Student-initiated research,
· Student collaboration and engagement,
· Project-based learning,
· Problem-solving and critical thinking,
· Seminar methods to include the incorporation of writing,
· Connections to world-class skills, characteristics, and context, and

· Creativity and innovation.

2. Honors Level Course Instructional Methods & Materials Evidence:

· Rationale for instructional methods and materials
· Instructional materials and methods
· Sample units, lessons, and assignments
· Student work samples
· Anecdotal data

Instructional Methods and Materials

1. Instructional Methods:

- **Project-Based Learning**: Students will engage in comprehensive projects such as creating professional grade working drawings with detailed functional and comparative analysis of project designs that demonstrate a deeper understanding of the manufacturing process. This method encourages hands-on learning and allows students to apply their skills in real-world contexts.
- **Blended Learning**: Incorporate both in-class instruction and online resources, including tutorials and industry articles, to provide flexibility and depth. This approach supports self-directed learning and access to advanced techniques.
- **Peer and Self-Critique**: Regular critique sessions will help students refine their work, receive constructive feedback, and engage in reflective practice. This promotes higher-order thinking and continuous improvement.
- **Workshops and Guest Speakers**: Include workshops led by industry professionals and guest speakers to provide insight into current practices and career opportunities. This real-world connection enriches learning and offers networking opportunities.
- **Differentiated Instruction**: Tailor assignments and activities to meet individual student needs, providing options for different skill levels and interests. This might include varied project scopes or advanced tool options based on student proficiency.

2. Instructional Materials:

- **Software Tools**: Solid Edge, Keystroke, Google Sheets, Data Recording software such as Logger Pro, Creality Slicer and Blender for 3D elements may also be used.
- **Online Resources**: Access to online tutorials, industry blogs, and forums for advanced techniques and current trends. This includes platforms like LinkedIn Learning, Siemens Xcelerator Academy, and YouTube.
- **Textbooks and Guides**: Specialized textbooks and guides on advanced manufacturing techniques and industry practices.
- **Hardware**: Computers with high-performance graphics capabilities, 3D printers, and other equipment to support professional-level work.
- **Feedback Tools**: Platforms for peer review and feedback, such as online critique forums or collaborative tools like Google Classroom.

Evidence of Differentiation for Advanced Learners

1. Advanced Project Options:

- Students will select a significantly more complex product with a greater number of components. The extension would focus on creating a detailed, multi-level bill of materials (BOM) and a complete exploded assembly drawing that clearly documents the assembly process. The student would also present a functional analysis of how each part contributes to the final product, demonstrating a deeper understanding of assembly modeling and documentation. This personalization allows learners to delve deeper into areas they are passionate about.

2. Flexible Pacing:

- Assignments and projects are designed with varying levels of complexity and scope. Advanced learners can work on more challenging elements or additional features or experimenting with new techniques.

3. Enrichment Activities:

- Provide opportunities for students to engage in enrichment activities beyond the standard curriculum, such as participating in competitions, internships, or advanced workshops. This helps extend their learning experience and apply their skills in diverse contexts.

4. Self-Directed Learning Modules:

- Offer optional self-paced modules that allow students to explore advanced topics or additional software tools. This approach caters to individual learning preferences and encourages students to take ownership of their learning journey.

5. Individualized Feedback and Support:

- Tailor feedback to each student's level and project, offering guidance that challenges them to push their skills further. Provide opportunities for one-on-one mentoring or coaching sessions to address specific needs and goals.

These instructional methods and differentiation strategies ensure that the honors-level curriculum meets the diverse needs of advanced learners, fostering an environment where students can excel and take charge of their educational experiences.

ADMINISTRATION USE ONLY: INSTRUCTIONAL METHODS AND MATERIALS	**MET**	**NOT MET**
1. ACCEPTABLE METHODS AND MATERIALS	✓	
2. HONORS LEVEL COURSE EVIDENCE	✓	

III. Assessment

1. How is the Honors Level Course Assessed?

Is there evidence that valid assessments are used throughout the course and are aligned to the honors level curriculum? Pre-assessments along with formative and summative assessments will be used to modify and enhance learning.

1. Pre-Assessments

Purpose: To gauge students' prior knowledge and skill levels, identifying strengths and areas for development.

Methods:

- **Initial Skills Assessment**: At the start of the course, students complete an assessment to evaluate their proficiency with engineering principles and software tools. This helps tailor instruction to address gaps and build on existing knowledge.
- **Project Proposal**: Students submit proposals for their initial projects, outlining their understanding of engineering concepts and techniques. This provides insight into their starting point and readiness for advanced topics.

2. Formative Assessments

Purpose: To provide ongoing feedback during the course, helping students improve their skills and understanding before final evaluations.

Methods:

- **Engineering Design Challenge with Constraints:** Assign a more complex design task (e.g., design a drone with weight, power, and cost constraints) requiring prototype sketches, calculations, and justification of design choices.
- **Peer and Self-Critique Sessions**: Regular critiques of work-in-progress allow students to receive and give feedback, fostering a reflective learning environment. These sessions help identify areas for improvement and encourage collaborative learning.
- **Milestone Reviews**: Key stages of larger projects are reviewed and assessed. This provides opportunities to refine and enhance work before final submission.
- **Technical Quick Write:** Prompt: "Explain how the engineering design process can be optimized using iterative testing and data analysis. Provide examples."

3. Summative Assessments

Purpose: To evaluate students' overall understanding and application of course content at the end of major units or projects.

Methods:

- **Project-Based Assessments**: Students identify a real-world problem, research, design a detailed

solution with sketches, calculations, and a prototype or model. Can include a prototype, formal report and presentation addressing constraints, trade-offs, and ethical considerations.

- **Final Portfolio Review**: At the end of the course, students compile a portfolio of their best work: design challenges, reflections, sketches, data analyses, and peer feedback collected throughout the course. This portfolio is assessed for technical proficiency, creativity, and professional presentation. Feedback is given to highlight strengths and areas for future development.
- **Case Study Analysis:** Analyze a complex engineering failure or success case. Write a detailed report identifying causes, lessons learned, and recommendations for future designs.

Alignment with Honors Level Curriculum

1. Rigor and Depth:

- Assessments are designed to challenge students with complex projects and advanced techniques, reflecting the honors-level curriculum's emphasis on deeper learning and higher-order skills.

2. Learning Enhancement:

- Pre-assessments help tailor instruction to individual needs, while formative assessments provide continuous feedback to guide students' progress. Summative assessments ensure that students have achieved the expected level of proficiency and creativity.

3. Authentic Evaluation:

- By incorporating industry critiques and professional standards into the assessment process, the course ensures that students are evaluated against real-world benchmarks, aligning with the honors-level expectation for high standards and professional readiness.

2. Honors Level Course Assessment Evidence:

· Rationale for assessment practices;
· Assessment tools (rubrics and/or scoring guides and formative and summative assessments when applicable);
· Assessment samples (pre-assessment, description of formative assessment, and summative assessment when applicable); and
· Student self- and peer-assessments.

ADMINISTRATION USE ONLY: ASSESSMENT	MET	NOT MET
1. HONORS ASSESSMENTS (ALIGNED TO HONORS CURRICULUM)	✓	
2. HONORS LEVEL COURSE EVIDENCE	✓	

South Carolina Honors Level Course Checklist

MUST INCLUDE:	INCLUDED
TEACHER NAME	✓
COURSE TITLE	✓
COURSE DESCRIPTION	✓
DOCUMENTATION OF LOCAL APPROVAL (SIGNATURES)	✓

Course Content Evidence MUST INCLUDE:	INCLUDED
RATIONALE FOR COURSE DEVELOPMENT	✓
ALIGNMENT TO SOUTH CAROLINA STATE STANDARDS (COMPILATION OF STANDARDS IF NECESSARY)	✓
CURRICULUM GUIDE (PACING, SYLLABUS, AND SCOPE AND SEQUENCE)	✓
STUDENT WORK AND DATA	x

Instructional Methods and Materials Evidence MUST INCLUDE:	INCLUDED
RATIONALE FOR METHODS AND MATERIALS	✓
INSTRUCTIONAL MATERIALS AND METHODS	✓
SAMPLE UNITS OF STUDY, LESSONS, AND ASSIGNMENTS	✓

STUDENT WORK SAMPLES	✓
ANECDOTAL DATA	✓

Assessment Evidence MUST INCLUDE:	**INCLUDED**
RATIONALE FOR ASSESSMENT PRACTICES	✓
ASSESSMENT TOOLS	✓
ASSESSMENT SAMPLES (PRE-ASSESSMENT, FORMATIVE ASSESSMENT, AND SUMMATIVE ASSESSMENT)	✓

REQUIRED SIGNATURE/TITLE

I. [signature] 10/6/25
Teacher Date

II. [signature] 10/6/25
Principal Date

III. _____ _____
District Superintendent Date

IV. _____ _____
Chairperson of Board of Education Date

SPRING HILL
HIGH SCHOOL

Siemens 1 - Engineering Design Syllabus (Honors Level)

Instructor: Mrs. Dorothy Ernst
E-mail: dernst2@lexrich5.org
Phone: 803-476-8823
Credit: 1 Elective

Siemens 1 - Engineering Design is an honors-level engineering design course which challenges high-achieving students to master advanced engineering principles through intensive project-based learning using industry-standard Solid Edge CAD software. Students will engage in complex design challenges that integrate mathematics, science, and engineering to solve real-world problems while developing professional-level technical skills and critical thinking abilities.

The course emphasizes deeper theoretical understanding, advanced analysis techniques, and independent research while maintaining the hands-on, project-based approach that makes engineering education engaging and relevant. Students will complete 26 comprehensive projects that build progressively in complexity and sophistication.

Course Objectives

Students will learn to apply the engineering design process to solve problems, conduct research, document their work, and collaborate in teams. They will gain technical skills in 3D modeling with CAD software, creating assemblies, technical drawings, and using 3D printing for prototypes. The course integrates math and science by applying geometric principles, formulas, and data analysis to design. Communication skills include presenting solutions, writing reports, teamwork, and maintaining engineering notebooks.

Course Standards and Success Criteria

South Carolina State Standards for Siemens 1 are available at SDE: South Carolina State Science, Technology, Engineering, and Mathematics Standards
The District 5 of Lexington and Richland Counties success criteria for Siemens 1.

Course Sequence

Quarter 1: Introduction to Engineering & 3D Modeling (Weeks 1-9)

- **Focus:** Engineering fundamentals and basic CAD skills
- **Core Projects:**
  - Engineering Design Process: Advanced problem-solving methodologies with case study analysis
  - Precision Sketching & Documentation: Technical drawing standards and multi-view projections
  - Parametric Name Plate Holder: Mathematical constraints and optimization principles
  - Advanced Design Challenge: Choose from Sport Drink Container (with fluid dynamics), Kitchen Tool (with ergonomic analysis), or Chess Set (with manufacturing considerations)
  - Photorealistic Rendering & Analysis: Advanced visualization and design critique

- **Learning Objectives:**
  - Master basic CAD operations and interface navigation
  - Understand the importance of documentation in engineering
  - Apply geometric relationships in 3D space
  - Create simple parametric models with constraints
- **Honors Enhancements:**
  - Literature reviews for each project
  - Mathematical derivations for volume and constraint calculations
  - Peer review and iterative design cycles
  - Introduction to design optimization theory

Quarter 2: Assemblies & Manufacturing Processes (Weeks 10-18)

- **Focus:** Multi-part systems and basic manufacturing concepts
- **Core Projects:**
  - 3D Puzzle: Assembly modeling and part relationships
  - Mold Design: Introduction to manufacturing processes and Boolean operations
  - Optional: Coaches' Cart: Transportation design challenge
  - Reverse Engineering: Disassembly, measurement, and recreation of existing products
- **Learning Objectives:**
  - Create and manage multi-part assemblies
  - Understand basic manufacturing processes
  - Practice precision measurement techniques
  - Analyze existing designs for improvement opportunities
- **Honors Enhancements:**
  - Tolerance analysis and statistical quality control
  - Material selection based on mechanical properties
  - Manufacturing process optimization
  - Lifecycle assessment and environmental impact analysis

Quarter 3: Simple Machines & Mechanical Systems (Weeks 19-27)

- **Focus:** Mechanical principles and motion
- **Core Projects:**
  - Simple Machines: Choose Bathroom Door Latch or Nutcracker with basic mechanical advantage calculations
  - Ball Launcher: Projectile motion and data collection with Excel integration
  - Differential Gear Design: Gear systems and power transmission
  - Merry-Go-Round: Rotating systems and structural considerations
- **Learning Objectives:**
  - Identify and apply the six types of simple machines
  - Calculate basic mechanical advantage
  - Understand motion and force relationships
  - Use data analysis tools for design validation
- **Honors Enhancements:**
  - Calculus-based force and motion analysis
  - Statistical analysis of experimental data
  - Advanced gear geometry and power transmission calculations
  - Safety factor analysis and failure mode evaluation

Quarter 4: Structures & Engineering Applications (Weeks 28-36)

- **Focus:** Structural design and comprehensive projects
- **Core Projects:**
  - Truss System & Toy Connector: Structural analysis and strength concepts
  - Playground Design: Collaborative design with safety considerations
  - Final Engineering System: Choose from Centrifugal Pump, Training Wheels, Mechanical Bank, Glider, or Child's Toy
- **Learning Objectives:**
  - Understand basic structural engineering principles
  - Apply safety factors and design considerations
  - Work in large collaborative teams
  - Complete comprehensive design projects with multiple components
- **Honors Enhancements:**
  - Finite element analysis (FEA) for structural validation
  - Advanced material science applications
  - Professional-level technical reports with peer review
  - Industry-standard presentation techniques

Class Resources

Assignments and Instructional videos will be provided online through Google Classroom.
Students will need a 1" binder or 2-pocket folder, pen, pencil, calculator, and graph paper notebook/paper. Optional - wired earbuds or headphones (if you don't want to use the classroom set)

Computer programs used in the course:

- Google Suite
- Solid Edge

Student Expectations

Students are expected to follow The Spring Hill Way.

Restrooms: Our classroom is located at the beginning of E hall, therefore you can use the bathroom directly across from the entrance to E hall or the bathroom around the corner heading to E115.

Food: Any food or drinks in the classroom should remain on the tables in the center of the room. Food and drink should not be on the tables with the computers.

Cell Phones: Cell phones are prohibited in the classroom by State legislation. This is not new to us therefore I will not be disrupting class to address cell phone use. The first time I observe a student using a cell phone (theirs or someone else's) I will document it as a Minor Infraction and send the report home via email. The second violation will result in a Discipline Report that will be sent to the administrators and they will have a conference with the student. Any additional violations will follow the disciplinary policies outlined in the student handbook.

Course Grading Policies, Assessments, & Procedures

Grading Scale:
A = 90-100
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F = 59 and below

Assessment Structure

Formative Assessment (60%)
- Engineering Notebook: Daily documentation, research notes, and reflection (20%)
- Project Milestones: Design briefs, prototypes, and peer reviews (25%)
- Technical Skills: CAD proficiency, analysis accuracy, and problem-solving (15%)

Summative Assessment (40%)
- Project Presentations: Professional communication and technical depth (15%)
- Engineering Reports: Comprehensive documentation and analysis (15%)
- Final Portfolio: Cumulative demonstration of growth and mastery (10%)

Honors-Level Expectations
- All projects require literature review and citation of engineering sources
- Mathematical analysis must include derivations and error analysis
- Peer review process with constructive critique and revision cycles
- Professional presentation standards with industry-level documentation

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SHHS Policy for Late Work

All coursework is expected to be turned in on or before the assigned due date and completed to the best of the student's ability. All late assignments are subject to a 5% deduction per calendar day. No late work will be accepted after 5 school days.

Tardy Infractions

Teachers will follow the tardy policy as outlined in the student handbook.

Honor Code

The Academic Honesty Policy is being implemented to ensure that students submit credible work that is evident of their mastery. Students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon its originality. They should avoid academic dishonesty and misconduct in all its forms including plagiarism, fabrication or falsification, cheating, and other academic misconduct, including misuse of artificial intelligence (AI). Teachers will follow the school discipline policy as outlined in the student handbook.

CTE Honors Framework-Siemens 2

South Carolina Honors Framework

I. Course Content

1. How has the course content been adapted for advanced learners?

Is there evidence of learning and enrichment opportunities that extend beyond the CP coursework and is aligned to the South Carolina state standards? The honors level curriculum should indicate depth in rigor, complexity, challenges, and creativity as outlined in the *Profile of the South Carolina Graduate.*

Siemens 2 - Manufacturing and Automation, the second course in the Siemens Engineering program, is designed for students who have experience with the Engineering Design course, providing students with experience in the creation of a design, preparing the design for machining and designing the automation necessary to control processes. This course in manufacturing will challenge students to collaboratively solve design problems by working in teams, require research and report findings, and prepare students to obtain Siemens PLC and Solid Edge certifications. The Siemens manufacturing course will utilize the various Siemens' software as a tool for problem solving and preparing solutions. The goal of the course is the application of the tools to address unique problems allowing the students to rapidly create and analyze proposed solutions.

2. How does the honors level curriculum extend personalized student learning and allow for an environment in which students are self-directed and take ownership of their learning?

Is there evidence that extensions and enrichment are aligned with the *Profile of the South Carolina Graduate*, South Carolina state standards, and any appropriate advanced coursework?

The honors-level curriculum in **Siemens 2 - Manufacturing and Automation** extends personalized learning by allowing students to choose projects that align with their interests, fostering creativity and engagement. Students work on individualized projects with increased criteria and levels of complexity that reflects the needs of an advanced learner. The curriculum includes individual and collaborative assignments. Regular critiques and peer feedback sessions encourage students to reflect on their work and set personal goals. By emphasizing professional practices and portfolio development, the course supports students in taking ownership of their learning and preparing for future careers or advanced studies.

3. Is there Honors Level Course Content Evidence?

Evidence for the Honors Level Course includes:

· Rationale for course development.

· Alignment of standards and objectives (development of standards if necessary). ·

Course Outline and Plan.
· Student work, interest surveys, and data (trend, longitudinal, SLO, etc.).

Rationale: An honors-level manufacturing and automation course is designed to meet the need to challenge high-achieving, motivated students with a more rigorous, in-depth, and enriched academic experience. By adding complexity and greater practical application to the foundational curriculum, this course develops stronger critical-thinking and problem-solving skills and prepares students for advanced studies and career pathways.

ADMINISTRATION USE ONLY: COURSE CONTENT	MET	NOT MET
1. ADAPTED AND DIFFERENTIATED	✓	
2. ALIGNMENT TO SOUTH CAROLINA STATE STANDARDS	✓	
3. EVIDENCE OF EXTENSION AND ENRICHMENT	✓	

II. Instructional Methods and Materials

1. <u>What instructional methods and materials will be used?</u>

Is there evidence of appropriate differentiation in instructional practices for advanced learners? Differentiated instructional strategies that enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate* may include, but not limited to:
· Varied texts and supplemental materials,
· Technology to enhance instruction,
· Adaptive digital content,
· Targeted differentiated small group/individualized instruction,
· Group investigation,
· Personalized learning plans,
· Curriculum Compacting,
· Scaffolded tasks,
· Independent learning contracts,
· Higher level questioning and answering, and
· Student-initiated project design.

Differentiation resulting in complexity beyond the CP level course may include, but is not limited to:
· Student-initiated research,
· Student collaboration and engagement,
· Project-based learning,
· Problem-solving and critical thinking,

· Seminar methods to include the incorporation of writing,
· Connections to world-class skills, characteristics, and context, and
· Creativity and innovation.

2. Honors Level Course Instructional Methods & Materials Evidence:

· Rationale for instructional methods and materials
· Instructional materials and methods
· Sample units, lessons, and assignments
· Student work samples
· Anecdotal data

Instructional Methods and Materials

1. Instructional Methods:

- **Project-Based Learning (PBL)**
  - Primary Method: All learning is structured around authentic engineering problems that students solve through the complete design process.
    - Implementation:
      - Students work in teams of 2 on 19 major projects across 4 quarters
      - Each project follows the engineering design process: research → design → build → evaluate → redesign → communicate
      - Projects build complexity from basic design concepts to integrated automation systems
      - Real-world scenarios with authentic audiences (clients, company leadership)
    - Benefits:
      - Answers "Why do I need to know this?" and "Where will I ever use this?"
      - Develops deep exploration and problem-solving skills
      - Integrates cross-curricular content naturally
- **Just-in-Time Learning**
  - Implementation:
    - Enabling activities provide needed skills and knowledge precisely when students need them for projects
    - Software tutorials accessed as students encounter specific design challenges
    - Technical concepts introduced when required for project completion
  - Examples:
    - G-Code programming taught when students need to create CNC tool paths
    - Pneumatics theory introduced when designing automated clamping systems
    - Tolerance and fits concepts taught during precision assembly projects
- **Collaborative Learning**
  - Structure:
    - Teams of 2 students per project
    - Larger teams (up to 5) for complex Quarter 4 workcell projects
    - Peer review and feedback sessions
    - Cross-team collaboration for integrated systems

    - Leadership Development:
        - Students assume leadership responsibility for team actions and decisions
        - Project management plans with divided responsibilities
        - Presentation and communication skill development
- **Inquiry-Based Research**
    - Process:
        - Students begin each project with research phase
        - Emphasis on peer-reviewed sources and professional credentials
        - Integration of mathematical analysis and scientific principles
        - Documentation in engineering notebooks
    - Critical Thinking:
        - Students evaluate source credibility and validity
        - Analysis of existing products and systems
        - Design optimization through iterative improvement
- **Workshops and Guest Speakers**: Include workshops led by industry professionals and guest speakers to provide insight into current practices and career opportunities. This real-world connection enriches learning and offers networking opportunities.
- **Differentiated Instruction**: Tailor assignments and activities to meet individual student needs, providing options for different skill levels and interests. This might include varied project scopes or advanced tool options based on student proficiency.

2. Instructional Materials:

- **Software Tools**: Solid Edge, Solid Edge CAM Pro, TIA Portal, Keystroke, CAMotics, s7-PLCSIM, Google Sheets, Creality Slicer and Blender for 3D elements may also be used.
- **Online Resources**: Access to online tutorials, industry blogs, and forums for advanced techniques and current trends. This includes platforms like LinkedIn Learning, Siemens Xcelerator Academy, and YouTube.
- **Textbooks and Guides**: Specialized textbooks and guides on advanced manufacturing techniques and industry practices.
- **Hardware**: Computers with high-performance graphics capabilities, 3D printers, and other equipment to support professional-level work.
- **Feedback Tools**: Platforms for peer review and feedback, such as online critique forums or collaborative tools like Google Classroom.

Evidence of Differentiation for Advanced Learners

1. Advanced Project Options:

- Advanced project options provide honors-level students with opportunities to engage in cutting-edge manufacturing technologies, integrating multiple systems and developing professional-level competencies. These projects emphasize innovation, sustainability, automation, and real-world industrial applications. This personalization allows learners to delve deeper into areas they are passionate about.

2. Flexible Pacing:

- Assignments and projects are designed with varying levels of complexity and scope. Advanced

learners can work on more challenging elements or additional features or experimenting with new techniques.

3. Enrichment Activities:

- Provide opportunities for students to engage in enrichment activities beyond the standard curriculum, such as participating in competitions, internships, or advanced workshops. This helps extend their learning experience and apply their skills in diverse contexts.

4. Self-Directed Learning Modules:

- Offer optional self-paced modules that allow students to explore advanced topics or additional software tools. This approach caters to individual learning preferences and encourages students to take ownership of their learning journey.

5. Individualized Feedback and Support:

- Tailor feedback to each student's level and project, offering guidance that challenges them to push their skills further. Provide opportunities for one-on-one mentoring or coaching sessions to address specific needs and goals.

These instructional methods and differentiation strategies ensure that the honors-level curriculum meets the diverse needs of advanced learners, fostering an environment where students can excel and take charge of their educational experiences.

ADMINISTRATION USE ONLY: INSTRUCTIONAL METHODS AND MATERIALS	**MET**	**NOT MET**
1. ACCEPTABLE METHODS AND MATERIALS	✓	
2. HONORS LEVEL COURSE EVIDENCE	✓	

III. Assessment

1. <u>How is the Honors Level Course Assessed?</u>

Is there evidence that valid assessments are used throughout the course and are aligned to the honors level curriculum? Pre-assessments along with formative and summative assessments will be used to modify and enhance learning.

1. Pre-Assessments

Purpose: To gauge students' prior knowledge and skill levels, identifying strengths and areas for development.

Methods:

- **Initial Skills Assessment**: At the start of the course, students complete an assessment to evaluate their proficiency with manufacturing and automation practices and software tools. This helps tailor instruction to address gaps and build on existing knowledge.
- **Project Proposal**: Students submit proposals for their initial projects, outlining their understanding of manufacturing and automation concepts and techniques. This provides insight into their starting point and readiness for advanced topics.

2. Formative Assessments

Purpose: To provide ongoing feedback during the course, helping students improve their skills and understanding before final evaluations.

Methods:

- **Advanced Scenario-Based Quizzes**
  - Include case studies requiring application of manufacturing theories and automation principles.
  - Example: "Given a production line bottleneck caused by a robot arm delay, propose process improvements considering cost and efficiency."
- **Complex Process Mapping**
  - Students create detailed flowcharts or value stream maps for an automated manufacturing system, identifying waste and suggesting optimization.
- **Simulation Analysis and Reporting**
  - Use advanced simulation software to model manufacturing processes; students analyze output data, identify inefficiencies, and recommend improvements.
- **Troubleshooting with Root Cause Analysis**
  - Present multi-layered machine failures; students perform root cause analysis using tools like Fishbone diagrams or 5 Whys.
- **Peer Critique and Technical Debate**
  - Students review peers' automation designs or process improvements and provide detailed technical critiques.
  - Organize debates on automation ethics, workforce displacement, or sustainability.
- **Data Interpretation Exercises**
  - Provide real or simulated production data (cycle times, defect rates); students perform statistical analysis to guide decision-making.

3. Summative Assessments

Purpose: To evaluate students' overall understanding and application of course content at the end of major units or projects.

Methods:

- **Capstone Design Project**
  - Students design and simulate an automated manufacturing system for a specific product.

- Deliverables: detailed process flow diagrams, equipment specifications, automation programming logic, cost analysis, and a formal technical report.
- Include a presentation defending design choices, efficiency, and sustainability considerations.

- **Technical Research Paper**
  - In-depth paper on a cutting-edge topic like smart factories, AI-driven automation, or advanced robotics in manufacturing.
  - Require critical evaluation of technologies, challenges, and future trends with scholarly references.
- **Practical Automation Exam**
  - Hands-on or simulated exam where students program and troubleshoot CNC machines or robotic arms based on real-world scenarios.
  - Assessment covers setup, programming accuracy, safety protocols, and problem-solving.
- **Data-Driven Process Improvement Report**
  - Analyze provided production data sets (e.g., throughput, downtime, defect rates).
  - Propose data-driven improvements using lean manufacturing and automation principles with justifications supported by calculations and charts.
- **Case Study Analysis and Presentation**
  - Investigate a major industrial automation implementation or failure.
  - Write a comprehensive report and present lessons learned, ethical considerations, and recommendations.
- **Collaborative Team Project**
  - Multidisciplinary teams plan and prototype an automated manufacturing cell.
  - Submit group report plus individual reflections on technical and teamwork challenges.

Alignment with Honors Level Curriculum

1. Rigor and Depth:

- Assessments are designed to challenge students with complex projects and advanced techniques, reflecting the honors-level curriculum's emphasis on deeper learning and higher-order skills.

2. Learning Enhancement:

- Pre-assessments help tailor instruction to individual needs, while formative assessments provide continuous feedback to guide students' progress. Summative assessments ensure that students have achieved the expected level of proficiency and creativity.

3. Authentic Evaluation:

- By incorporating industry critiques and professional standards into the assessment process, the course ensures that students are evaluated against real-world benchmarks, aligning with the honors-level expectation for high standards and professional readiness.

2. <u>Honors Level Course Assessment Evidence:</u>

· Rationale for assessment practices;
· Assessment tools (rubrics and/or scoring guides and formative and summative assessments when applicable);
· Assessment samples (pre-assessment, description of formative assessment, and summative assessment when applicable); and
· Student self- and peer-assessments.

ADMINISTRATION USE ONLY: ASSESSMENT	MET	NOT MET
1. HONORS ASSESSMENTS (ALIGNED TO HONORS CURRICULUM)	✓	
2. HONORS LEVEL COURSE EVIDENCE	✓	

South Carolina Honors Level Course Checklist

MUST INCLUDE:	INCLUDED
TEACHER NAME	✓
COURSE TITLE	✓
COURSE DESCRIPTION	✓
DOCUMENTATION OF LOCAL APPROVAL (SIGNATURES)	✓

Course Content Evidence MUST INCLUDE:	INCLUDED
RATIONALE FOR COURSE DEVELOPMENT	✓
ALIGNMENT TO SOUTH CAROLINA STATE STANDARDS (COMPILATION OF STANDARDS IF NECESSARY)	✓
CURRICULUM GUIDE (PACING, SYLLABUS, AND SCOPE AND SEQUENCE)	✓
STUDENT WORK AND DATA	x

Instructional Methods and Materials Evidence MUST INCLUDE:	**INCLUDED**
RATIONALE FOR METHODS AND MATERIALS	✓
INSTRUCTIONAL MATERIALS AND METHODS	✓
SAMPLE UNITS OF STUDY, LESSONS, AND ASSIGNMENTS	✓
STUDENT WORK SAMPLES	✓
ANECDOTAL DATA	✓

Assessment Evidence MUST INCLUDE:	**INCLUDED**
RATIONALE FOR ASSESSMENT PRACTICES	✓
ASSESSMENT TOOLS	✓
ASSESSMENT SAMPLES (PRE-ASSESSMENT, FORMATIVE ASSESSMENT, AND SUMMATIVE ASSESSMENT)	✓

REQUIRED SIGNATURE/TITLE

I. Dorothy Dees _____ 10/6/25 _____
Teacher Date

II. Michael Patton _____ 10/6/25 _____
Principal Date

III. _____ _____
District Superintendent Date

IV. _____ _____
Chairperson of Board of Education Date

SPRING HILL
HIGH SCHOOL

Siemens 2 - Manufacturing and Automation Syllabus (Honors Level)

Instructor: Mrs. Dorothy Ernst
E-mail: dernst2@lexrich5.org
Phone: 803-476-8823
Credit: 1 Elective

Siemens 2 - Manufacturing and Automation Honors the second course in the Siemens Engineering program, is designed to provide students with advanced experience in design creation, precise preparation for machining, and the development of sophisticated automation systems to control manufacturing processes. This honors-level course challenges students to collaboratively tackle complex design problems through teamwork, in-depth research, and comprehensive reporting. Students will engage with Siemens' cutting-edge software tools to solve problems and develop innovative solutions. The course rigorously prepares students for Siemens PLC and Solid Edge certifications by emphasizing the strategic application of these tools to rapidly generate, evaluate, and optimize engineering solutions for unique and demanding challenges.

Course Objectives

Students will learn to apply the engineering design process to solve problems, conduct research, document their work, and collaborate in teams. They will gain technical skills in 3D modeling with CAD software, creating assemblies, technical drawings, and using 3D printing for prototypes. The course integrates math and science by applying geometric principles, formulas, and data analysis to design. Communication skills include presenting solutions, writing reports, teamwork, and maintaining engineering notebooks.

Course Standards and Success Criteria

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Course Sequence

Quarter 1: Drawing/Design & Engineering Fundamentals

- **Focus:**
  - Introduction to engineering design process
  - Drawing and design fundamentals
  - Tolerance dimensioning and classes of fits
  - Convergent modeling and design optimization
  - Design for manufacturing and assembly principles
- **Core Projects:**
  - Required for all students:
    - Archimedes Screw - System for moving dry materials using screw design

- Choose 2 of the following 4 projects:
  - Windmill Hub - Four-blade hub design with improved connection geometry
  - Reverse Engineering/Redesign - Analyze and improve existing products
  - Spool Mechanism for Kite String - 300-foot string storage and operating system
  - Bathroom Caddy for Blow Dryer - Storage device with matching geometry
- **Learning Objectives:**
  - Master engineering design process and notebook documentation
  - Apply tolerance dimensioning and fits classifications
  - Utilize Solid Edge for 3D modeling and assembly
  - Understand convergent modeling techniques
  - Apply design for manufacturing and assembly principles
  - Create technical drawings with proper tolerances
  - Conduct reverse engineering analysis
- **Honors Enhancements:**
  - Advanced convergent modeling with generative design
  - Complex tolerance stack-up analysis
  - Integration of biomimicry principles in design
  - Advanced material property analysis and selection
  - Product lifecycle management (PLM) considerations

Quarter 2: CNC Machining & CAM Programming

- Focus:
  - Introduction to G&M codes and CNC programming
  - Speeds and feeds calculations
  - Solid Edge CAM Pro software
  - Tooling selection and verification
  - Post processors and manufacturing processes
- **Core Projects:**
  - Required for all students:
    - Engraved Name Plate - Hand-coded G&M programming introduction
  - Choose 1 of 2:
    - Soda Can Opener - Ergonomic tool design with CNC production
    - Game Piece Design - Traditional game component manufacturing
  - Choose 1 of 2:
    - Box Design with Interlocking Top - Two-part precision assembly
    - Split Mold - Two-part mold for casting rounded products
- **Learning Objectives:**
  - Program CNC machines using G&M codes
  - Calculate appropriate speeds and feeds for materials
  - Use Solid Edge CAM Pro for toolpath generation
  - Select appropriate cutting tools and workholding

- Verify and analyze CNC programs before machining
- Understand post-processor functions
- Apply Cartesian coordinates in manufacturing

- **Honors Enhancements:**
  - Advanced 3-axis machining strategies
  - Custom post-processor modifications
  - Advanced tooling optimization
  - Multi-setup machining operations
  - Statistical process control (SPC) implementation

Quarter 3: Automation & PLC Programming

- **Focus:**
  - Programmable Logic Controller (PLC) fundamentals
  - Basic electricity and circuit analysis
  - Input/output programming
  - Counters, timers, and analog inputs
  - Logic programming and decision-making systems
- **Core Projects:**
  - Required for all students:
    - Conveyor with Counter - Automated counting system
  - Choose 1 of 4:
    - Garage Door Control - Automated door response system
    - Sun Tracking Solar Panel - Solar panel positioning system
    - Sort by Color - Automated color sorting system
    - Elevator Control - Multi-floor elevator control system
- **Learning Objectives:**
  - Program PLCs using TIA Portal software
  - Design electrical control circuits
  - Implement sensors and feedback systems
  - Create logic programs using Boolean algebra
  - Program counters and timers for automation
  - Work with analog inputs and comparison operations
  - Design state diagrams for complex control systems
- **Honors Enhancements:**
  - Advanced PLC networking and communication
  - Human-Machine Interface (HMI) development
  - SCADA system integration
  - Advanced sensor integration and calibration
  - Industrial IoT connectivity and data logging

Quarter 4: Integrated Manufacturing Systems

- **Focus:**
  - Pneumatic systems and control
  - Solenoid operation and electrical integration
  - System integration and handshaking
  - Automated workcell design
  - Complete manufacturing system development
- **Core Projects:**
  - Collaborative team-based projects:
  - Automated Pneumatic Clamping System - Workpiece positioning and securing
  - Automatic Pneumatic Feeder System - Part delivery using pneumatics
  - Conveyor Sorting System - Pneumatic sorting mechanisms
  - Automated Work Cell for CNC Mill - Complete integrated manufacturing system
- **Learning Objectives:**
  - Design and control pneumatic systems
  - Integrate electrical and pneumatic controls
  - Program system handshaking and communication
  - Apply gas laws and pneumatic principles
  - Design complete automated manufacturing cells
  - Coordinate multiple subsystems for integrated operation
  - Implement safety systems for automated equipment
- **Honors Enhancements:**
  - Advanced pneumatic circuit design
  - Integration with robotic systems
  - Advanced safety system programming (Safety PLCs)
  - Vision system integration for quality control
  - Advanced manufacturing execution system (MES) concepts
  - Industry 4.0 principles and implementation

Class Resources

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- Mathematical analysis must include derivations and error analysis
- Peer review process with constructive critique and revision cycles
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Teachers will follow the tardy policy as outlined in the student handbook.

Honor Code

The Academic Honesty Policy is being implemented to ensure that students submit credible work that is evident of their mastery. Students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon its originality. They should avoid academic dishonesty and misconduct in all its forms including plagiarism, fabrication or falsification, cheating, and other academic misconduct, including misuse of artificial intelligence (AI). Teachers will follow the school discipline policy as outlined in the student handbook.

CTE Honors Framework Siemens 3

South Carolina Honors Framework

I. Course Content

1. How has the course content been adapted for advanced learners?

   Is there evidence of learning and enrichment opportunities that extend beyond the CP coursework and are aligned to the South Carolina state standards? The honors level curriculum should indicate depth in rigor, complexity, challenges, and creativity as outlined in the *Profile of the South Carolina Graduate.*

Siemens Mechatronics and the Internet of Things (IoT), the third course in the Siemens Engineering program, requires students to collaborate in teams to research problems and develop solutions. The course focuses on the engineering of mechatronic systems, which includes a combination of robotics, electronics, computer programming, networking, systems, control, and product engineering. Students will also gain experience with secure communication between systems over the internet and explore advanced concepts like PWM and PID control systems. The course will challenge students to solve design problems by working in teams, require research and reporting of findings, and prepare them to obtain Siemens PLC and Solid Edge certifications. The Siemens course will utilize software such as **Siemens Solid Edge, TIA Portal**, and **Solid Edge CAM Pro** as tools for problem-solving and preparing solutions. The goal of the course is the application of these tools to address unique problems, allowing students to rapidly create and analyze proposed solutions.

2. How does the honors level curriculum extend personalized student learning and allow for an environment in which students are self-directed and take ownership of their learning?

   Is there evidence that extensions and enrichment are aligned with the *Profile of the South Carolina Graduate*, South Carolina state standards, and any appropriate advanced coursework?

The honors-level curriculum in **Siemens Mechatronics and the Internet of Things (IoT)** extends personalized learning by requiring students to apply their knowledge to authentic, complex problems. The curriculum is built on a project-based and problem-based approach, which enables students to take ownership of their learning by engaging in higher-level thinking and student-initiated project design.

The course's curriculum includes both individual and collaborative assignments. Students work in teams to research problems and design solutions, but each team member is responsible for their own contributions, as outlined in the cooperative group work criteria. The complexity of the projects is increased for honors-level learners by requiring students to investigate advanced concepts such as **PWM (Pulse Width Modulation)** and **PID (Proportional-Integral-Derivative) control systems**. Students also explore **machine intelligence** and **secure machine-to-machine communications** over the internet, topics that extend beyond the core curriculum.

By emphasizing professional practices through the use of industry-standard software like **Siemens Solid Edge, TIA Portal**, and **Solid Edge CAM Pro**, and by preparing students for **Siemens PLC and Solid**

Edge certifications, the course supports students in taking ownership of their learning and preparing for future careers or advanced studies.

3. Is there Honors Level Course Content Evidence?

Evidence for the Honors Level Course includes:
· Rationale for course development.
· Alignment of standards and objectives (development of standards if necessary). ·
Course Outline and Plan.
· Student work, interest surveys, and data (trend, longitudinal, SLO, etc.).

Rationale: An honors-level megatronics course is designed to meet the need to challenge high-achieving, motivated students with a more rigorous, in-depth, and enriched academic experience. By adding complexity and greater practical application to the foundational curriculum, this course develops stronger critical-thinking and problem-solving skills and prepares students for advanced studies and career pathways.

ADMINISTRATION USE ONLY: COURSE CONTENT	MET	NOT MET
1. ADAPTED AND DIFFERENTIATED	✓	
2. ALIGNMENT TO SOUTH CAROLINA STATE STANDARDS	✓	
3. EVIDENCE OF EXTENSIONS AND ENRICHMENT	✓	

II. Instructional Methods and Materials

1. What instructional methods and materials will be used?

Is there evidence of appropriate differentiation in instructional practices for advanced learners? Differentiated instructional strategies that enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate* may include, but are not limited to:
· Varied texts and supplemental materials
· Technology to enhance instruction
· Adaptive digital content
· Targeted, differentiated small group/individualized instruction
· Group investigation
· Personalized learning plans
· Curriculum Compacting
· Scaffolded tasks
· Independent learning contracts
· Higher-level questioning and answering

· Student-initiated project design

Differentiation resulting in complexity beyond the CP level course may include, but is not limited to:

· Student-initiated research
· Student collaboration and engagement
· Project-based learning
· Problem-solving and critical thinking
· Seminar methods to include the incorporation of writing
· Connections to world-class skills, characteristics, and context
· Creativity and innovation

2. Honors Level Course Instructional Methods & Materials Evidence:

· Rationale for instructional methods and materials
· Instructional materials and methods
· Sample units, lessons, and assignments
· Student work samples
· Anecdotal data

Instructional Methods and Materials

1. **Instructional Methods:**
    - **Project-Based Learning:** The curriculum is described as a "Best in Class" model for contemporary project/problem-based engineering design. Students will engage in comprehensive projects that require them to apply the eight science and engineering practices, which include asking questions, defining problems, developing models, and designing solutions. This method encourages hands-on learning and allows students to apply their skills in real-world contexts.
    - **Blended Learning:** The curriculum incorporates both in-class instruction and online resources. Students are encouraged to use the extensive help and tutorial systems built into the Siemens software, as well as online resources like "Siemens Real World Application Videos". This approach supports self-directed learning and access to advanced techniques.
    - **Peer and Self-Critique:** The course includes presentations of project solutions to the class, where students "reflect on their work by giving and receiving feedback on how they could possibly improve their designs". This promotes higher-order thinking and continuous improvement.
    - **Differentiated Instruction:** The course is designed for differentiation, with projects requiring students to engage in higher-level thinking. For example, the curriculum requires students to **conduct short as well as more sustained research projects to answer a question or solve a problem**. Students also explore advanced concepts like **PWM and PID control systems** and **machine intelligence**, which extend the learning beyond standard coursework

2. **Instructional Materials:**

- **Software Tools**: Siemens Solid Edge, TIA Portal, Solid Edge CAM Pro, Creality Slicer and Blender for 3D elements may also be used.
- **Online Resources**: Access to online tutorials, industry blogs, and forums for advanced techniques and current trends. This includes platforms like LinkedIn Learning, Siemens Xcelerator Academy, and YouTube.
- **Textbooks and Guides**: Specialized textbooks and guides on advanced manufacturing techniques and industry practices.
- **Hardware**: Computers with high-performance graphics capabilities, 3D printers, and other equipment to support professional-level work.
- **Feedback Tools**: Platforms for peer review and feedback, such as online critique forums or collaborative tools like Google Classroom.

Evidence of Differentiation for Advanced Learners

1. Advanced Project Options:

- Advanced project options provide honors-level students with opportunities to engage in cutting-edge manufacturing technologies, integrating multiple systems and developing professional-level competencies. These projects emphasize innovation, sustainability, automation, and real-world industrial applications. This personalization allows learners to delve deeper into areas they are passionate about.

2. Flexible Pacing:

- Assignments and projects are designed with varying levels of complexity and scope. Advanced learners can work on more challenging elements or additional features or experimenting with new techniques.

3. Enrichment Activities:

- Provide opportunities for students to engage in enrichment activities beyond the standard curriculum, such as participating in competitions, internships, or advanced workshops. This helps extend their learning experience and apply their skills in diverse contexts.

4. Self-Directed Learning Modules:

- Offer optional self-paced modules that allow students to explore advanced topics or additional software tools. This approach caters to individual learning preferences and encourages students to take ownership of their learning journey.

5. Individualized Feedback and Support:

- Tailor feedback to each student's level and project, offering guidance that challenges them to push their skills further. Provide opportunities for one-on-one mentoring or coaching sessions to address

specific needs and goals.

These instructional methods and differentiation strategies ensure that the honors-level curriculum meets the diverse needs of advanced learners, fostering an environment where students can excel and take charge of their educational experiences.

ADMINISTRATION USE ONLY: INSTRUCTIONAL METHODS AND MATERIALS	MET	NOT MET
1. ACCEPTABLE METHODS AND MATERIALS	✓	
2. HONORS LEVEL COURSE EVIDENCE	✓	

III. Assessment

1. How is the Honors Level Course Assessed?

Is there evidence that valid assessments are used throughout the course and are aligned with the honors-level curriculum? Pre-assessments, along with formative and summative assessments, will be used to modify and enhance learning.

1. Pre-Assessments

Purpose: To gauge students' prior knowledge and skill levels, identifying strengths and areas for development.

Methods:

- **Initial Skills Assessment**: At the start of the course, students complete an assessment to evaluate their proficiency with manufacturing and automation practices and software tools. This helps tailor instruction to address gaps and build on existing knowledge.
- **Project Proposal**: Students submit proposals for their initial projects, outlining their understanding of manufacturing and automation concepts and techniques. This provides insight into their starting point and readiness for advanced topics.

2. Formative Assessments

Purpose: To provide ongoing feedback during the course, helping students improve their skills and understanding before final evaluations.

Methods:

- **Advanced Scenario-Based Quizzes**
  - Include case studies requiring application of manufacturing theories and automation principles.

    - Example: "Given a production line bottleneck caused by a robot arm delay, propose process improvements considering cost and efficiency."
- **Complex Process Mapping**
    - Students create detailed flowcharts or value stream maps for an automated manufacturing system, identifying waste and suggesting optimization.
- **Simulation Analysis and Reporting**
    - Use advanced simulation software to model manufacturing processes; students analyze output data, identify inefficiencies, and recommend improvements.
- **Troubleshooting with Root Cause Analysis**
    - Present multi-layered machine failures; students perform root cause analysis using tools like Fishbone diagrams or 5 Whys.
- **Peer Critique and Technical Debate**
    - Students review peers' automation designs or process improvements and provide detailed technical critiques.
    - Organize debates on automation ethics, workforce displacement, or sustainability.
- **Data Interpretation Exercises**
    - Provide real or simulated production data (cycle times, defect rates); students perform statistical analysis to guide decision-making.

3. Summative Assessments

Purpose: To evaluate students' overall understanding and application of course content at the end of major units or projects.

Methods:

- **Capstone Design Project**
    - Students design and simulate an automated manufacturing system for a specific product.
    - Deliverables: detailed process flow diagrams, equipment specifications, automation programming logic, cost analysis, and a formal technical report.
    - Include a presentation defending design choices, efficiency, and sustainability considerations.
- **Technical Research Paper**
    - In-depth paper on a cutting-edge topic like smart factories, AI-driven automation, or advanced robotics in manufacturing.
    - Require critical evaluation of technologies, challenges, and future trends with scholarly references.
- **Practical Automation Exam**
    - Hands-on or simulated exam where students program and troubleshoot CNC machines or robotic arms based on real-world scenarios.
    - Assessment covers setup, programming accuracy, safety protocols, and problem-solving.
- **Data-Driven Process Improvement Report**
    - Analyze provided production data sets (e.g., throughput, downtime, defect rates).

- Propose data-driven improvements using lean manufacturing and automation principles with justifications supported by calculations and charts.

- **Case Study Analysis and Presentation**
  - Investigate a major industrial automation implementation or failure.
  - Write a comprehensive report and present lessons learned, ethical considerations, and recommendations.
- **Collaborative Team Project**
  - Multidisciplinary teams plan and prototype an automated manufacturing cell.
  - Submit group report plus individual reflections on technical and teamwork challenges.

Alignment with Honors Level Curriculum

1. Rigor and Depth:

- Assessments are designed to challenge students with complex projects and advanced techniques, reflecting the honors-level curriculum's emphasis on deeper learning and higher-order skills.

2. Learning Enhancement:

- Pre-assessments help tailor instruction to individual needs, while formative assessments provide continuous feedback to guide students' progress. Summative assessments ensure that students have achieved the expected level of proficiency and creativity.

3. Authentic Evaluation:

- By incorporating industry critiques and professional standards into the assessment process, the course ensures that students are evaluated against real-world benchmarks, aligning with the honors-level expectation for high standards and professional readiness.

2. Honors Level Course Assessment Evidence:

· Rationale for assessment practices
· Assessment tools (rubrics and/or scoring guides and formative and summative assessments when applicable)
· Assessment samples (pre-assessment, description of formative assessment, and summative assessment when applicable)
· Student self- and peer-assessments

ADMINISTRATION USE ONLY: ASSESSMENT	MET	NOT MET
1. HONORS ASSESSMENTS (ALIGNED TO HONORS CURRICULUM)	✓	
2. HONORS LEVEL COURSE EVIDENCE	✓	

South Carolina Honors Level Course Checklist

MUST INCLUDE:	INCLUDED
TEACHER NAME	✓
COURSE TITLE	✓
COURSE DESCRIPTION	✓
DOCUMENTATION OF LOCAL APPROVAL (SIGNATURES)	✓

Course Content Evidence MUST INCLUDE:	INCLUDED
RATIONALE FOR COURSE DEVELOPMENT	✓
ALIGNMENT TO SOUTH CAROLINA STATE STANDARDS (COMPILATION OF STANDARDS IF NECESSARY)	✓
CURRICULUM GUIDE (PACING, SYLLABUS, AND SCOPE AND SEQUENCE)	✓
STUDENT WORK AND DATA	✓

Instructional Methods and Materials Evidence MUST INCLUDE:	INCLUDED
RATIONALE FOR METHODS AND MATERIALS	✓
INSTRUCTIONAL MATERIALS AND METHODS	✓
SAMPLE UNITS OF STUDY, LESSONS, AND ASSIGNMENTS	✓
STUDENT WORK SAMPLES	✓
ANECDOTAL DATA	✓

Assessment Evidence MUST INCLUDE:	INCLUDED

RATIONALE FOR ASSESSMENT PRACTICES	✓
ASSESSMENT TOOLS	✓
ASSESSMENT SAMPLES (PRE-ASSESSMENT, FORMATIVE ASSESSMENT, AND SUMMATIVE ASSESSMENT)	✓

REQUIRED SIGNATURE/TITLE

I. _____ 10/6/25
Teacher Date

II. _____ 10/8/25
Principal Date

III. _____ _____
District Superintendent Date

IV. _____ _____
Chairperson of the Board of Education Date

Dutch Fork High School
CTE
Siemens 3 Honors
2025-26 Course Syllabus

Andrew Bell, 311
Department Head: Barry Lindler
Asst. Principal for Instruction: Lori Grant
abell@lexrich5.org

Planning Periods: 3A & 6B
Academic Assistance: By Appointment
Website: https://www.lexrich5.org/dfhs
Phone: 803.476.3520

I. Course Catalog Description

Siemens Mechatronics and the Internet of Things (IoT), the third course in the Siemens Engineering program, requires students to collaborate in teams to research problems and develop solutions. The focus will be on the engineering of mechatronic systems, and includes a combination of robotics, electronics, computer programming, networking, systems, control, and product engineering as well as communications between systems securely over the internet. Students explore PWM and PID control systems utilizing machine intelligence and machine to machine communications.

II. Course Standards and Success Criteria

South Carolina State Standards for Siemens 1 are available at SDE: South Carolina State Science, Technology, Engineering, and Mathematics Standards
The District 5 of Lexington and Richland Counties success criteria for Siemens 3.

III. Instructional Goals

Siemens 3 students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using Siemens Engineering Notebooks and 3D modeling software.

IV. Course Sequence/Pacing Overview

Quarter 1

- **Project: Create and Document a Robotic System**
- **Project: Create an End Effector**
- **Project: Robotic System Control**
- **Project: Pneumatic Gripping System**

Quarter 2

- **Project: Robotic Positioning System**

- **Project: Human to Machine Interface (HMI)**
  - **Honors Extension:** Students will add a networking component to the project, requiring secure machine-to-machine communication for remote monitoring and control over the internet. They must also build a user-friendly interface that displays real-time data and allows for remote parameter adjustments.
- **Project: Positioning Robots through Automation**
- **Project: Teach Pendant**

Quarter 3

- **Project: HMI Sensor Monitoring**
- **Project: Motor Control (PWM)**
- **Project: Temperature Control (PID)**
  - **Honors Extension:** Students will mathematically model the thermal system they are controlling and justify their selection of PID parameters through calculations. They must program the control loop to minimize both settling time and steady-state error.
- **Project: Control Charts**

Quarter 4

- **Project: Protecting Automated Systems**
- **Project: Remote Control System by Web Page**
  - **Honors Extension:** Students will enhance the remote control system by implementing a more robust security protocol to protect against unauthorized access. They will design a sophisticated user interface that displays real-time system diagnostics and historical data logs.
- **Project: Automated Bottle Filling Machine**
  - **Honors Extension:** Students will integrate a quality control system into the automated bottle filling machine, programming it to detect and reject faulty products. The report must include a detailed analysis of the sensor's accuracy and the efficiency of the rejection process.

V. Textbooks and Additional Resources

Assignments and Instructional videos will be provided online through Google Classroom. Students will need a 1" binder or 2-pocket folder, pen, pencil, calculator, and graph paper notebook/paper.

Computer programs used in the course:

- Google Suite
- Solid Edge

VI. Course Grading Policies and Assessments

A. Assessment rubrics are used for all graded assignments. Rubrics will be available on the Google Classroom.

B. Grade Calculations:
   a. Major Assignments: 60%
   b. Minor: 40%

C. To be successful in this class, it is recommended that students keep up with reading and homework assignments as assigned. Homework assignments are intended to reinforce learning from that class day. Homework credit will be given at the beginning of the period immediately after the bell rings. Credit is given for valid attempts at mastering the subject. The text and/or classroom notes can be used to complete these simple assignments.

   Homework is due by 11:59PM of the due date unless otherwise noted. Credit is given for a valid attempt.

D. It is the responsibility of the student to make up work missed during absences. Make-up assignments will be accepted within an established timeframe only in accordance with the amount of time missed. If a student has an issue with accessing an assignment, they must e-mail me regarding their issue during the time they were to do the assignment. At the teacher's discretion, students who experience difficulty completing assignments or who did not demonstrate mastery in a content area will be given additional time to complete the assignment in a timely manner. Special arrangements must be made with me for individualized instruction or make-up assignments using the computer lab.

E. **Uniform Grading Scale and Make-up Work Policy are in sections XII and XIII.**

VII. Grading Procedures

Continuing in the 2025-26 school year, grades for minor assignments must be posted within 5 school days, and major or extended assignment grades must be posted within 10 school days.

- Major Grades - Assignments that students are given 2 or more classes (more than 48 hours) to produce or prepare. The following will be major grades in all content areas:
  - Test
  - Essay
  - Research paper
  - Speech/Presentation
  - Project
  - Cumulative Assignments
  - Summative Assignments
  - Lab Reports
- Minor Grades - Assignments that students are given 1 class (48 hours) to produce or on-the-spot work. The following will be minor assignments in all content areas:

- Homework
- Quiz
- Vocabulary
- Classwork
- Formative Assessments
- Journal Entries
- Other department specific assignments

VIII. Exam Exemptions

Seniors on track for graduation can exempt final exams in semester classes and year long classes if they meet the following conditions:

1. Grade of 80 or higher in the course.
2. Has not had an Out of School Suspension.
3. Has no seat time.

IX. Honor Code

In order to foster an environment of mutual trust and respect, we believe, within the community of School District Five of Lexington and Richland Counties, each individual should accept the personal responsibility to exhibit and promote academic and social integrity. *Students will not cheat or plagiarize.*

X. Suggestions for Success in Course

As a member of the Siemens 1 class, you have certain responsibilities that will enable you to learn the knowledge and skills that are taught.

1. You must attend class regularly. This class moves at a rapid pace with each new skill scaffolding to the next. You can easily fall behind. All makeup work must be made up in accordance with the Dutch Fork High School makeup policy.
2. To receive credit for the day's work:
    a. You must do all assignments during class time.
    b. All assignments must be stored on the student's Google drive or in the Engineering notebook to receive credit.
    c. All requested assignments must be printed out and turned in to the teacher by the end of the period. All assigned work not handed in at the end of the period will be averaged in as a zero.
3. It is your responsibility to obtain make-up work from the teacher.
4. It is the student's responsibility to work out a time with the teacher for all make-up tests.
5. You are responsible for listening to and following the teacher instructions and for asking questions when something is unclear.
6. Each student should be in his/her seat when the tardy bell rings-ready to begin work.

The content recovery program consists of a course-specific, skills-based learning opportunity for students who are still enrolled in a course who have not achieved mastery of course content that has already been addressed. Content recovery allows a student to retake a subset of a course, including a single unit, more than one unit, or other supplemental assignments/activities assigned and approved

by a certified teacher as needed for the student to achieve mastery of the course content. Students who score a 60 or below will be eligible for content recovery for one major test/project each semester.

The score for that major test/project may be changed by earning a passing grade through a teacher-made retake or other assessment at the teacher's discretion to measure content remediation. Students must show that they have completed all homework and reviews that lead up to the retake with at least 60% accuracy. Work leading up to the retake may be completed at home, but any test/project must be taken at school under supervision of the teacher or a designated tester arranged by the teacher. If the student passes the retake, that test/project score will be changed to a 60. If the student fails the retake, the higher of the two failing scores will be entered in the gradebook. The student has a **maximum of 10 school days** after the test/project to complete the retake. Parents are highly encouraged to monitor student grades on Parent Portal to ensure students complete the recovery within the allotted time period.

Remember- I want you to succeed, so talk to me if there is an issue I could help you overcome.

XI. Classroom Management Plan

A. **Cell Phones/Personal Computers** are not allowed during class. They cannot be charged during class.

B. **Food:** No food or drink can be consumed during class.

C. **Chromebook** may be used in class. Students are expected to bring a charged Chromebook, use them for classwork only, and follow all instructions. Non-compliance will result in their Chromebook being taken and then returned at the end of class.

D. **Parent Opportunity to monitor student progress i.e.** parent portal
In addition to the parent portal, I will send printouts of student's grades to be signed and returned for a grade. Look for them every two weeks.

E. **Summative Assessments:** Tests and exams ARE BASED ON FORMATIVE work but are given as a single attempt assessment.

F. **10/10 Rule:** Nobody leaves class within 10 minutes of the start or end.

G. **Public speaking** is an essential 21st Century communication skill. To help develop this skill each student will be required to present in the classroom setting. Students in each of the classes will present concepts they've learned and demonstrate projects that they have built to their peers and, possibly, school officials.

H. Students are expected to follow all rules and guidelines listed in the Student Handbook on the school's website.

I. Students are expected to use school and personal technology responsibly and follow rules included in the 25-26 District Issued Device Guide and Acceptable Use Agreement. This includes:
    a. Having a charged mobile device (district-issued Chromebook or comparable personal device) at school EVERYDAY.
    b. Not using devices assigned to other students.

c. Being responsible for their own devices and should keep them secured at school and off campus.
d. Following all teacher directions regarding appropriate times for use of the device.

XII. Uniform Grading Scale

See State Department of Education website for complete details.

10 Point Grading Scale

South Carolina Uniform Grading Scale Conversions

Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100

All report cards and transcripts will use numerical grades.
A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

Each final grade (numerical) will have different weighting for the basis of computing GPR. The chart included gives the weighting for each numerical value.

Extra weight is given to honors (.5) and AP (1.0) courses. This policy also establishes that courses may not be dropped after the fifth (5th) day in a semester class or after the tenth (10th) day in a yearly class without penalty.
Students may only retake a class at the same difficulty under the following conditions: Only a course in which a D or F was earned may be retaken.

The course must be retaken at the first opportunity within the next year. The student's record will reflect all courses taken and the grade earned, except for courses taken prior to the ninth grade.

XIII. Student/Teacher and Parent/Teacher Communication

A. All students should use district issued email accounts for communicating with teachers (studentnumber@stu.lexrich5.org).

B. All students should check school email, Google Classroom and Google Calendar every school day.
C. Parents and students should check the teachers' websites for classroom calendars/assignment sheets.
D. Parents may contact teachers via email in order to receive invitations to Google Classroom parent/guardian signup. Parents will receive an email from Google and then need to register to receive emails from Google Classroom. Once a parent is registered to receive emails from one class, he/she will receive emails from all Google Classroom groups. It is not necessary to contact all teachers to register.
E. Emails and phone calls to teachers will be returned within two business days.
F. Parents and students who would like access to the parent/student PowerSchool portals should visit the DFHS attendance office for login information.

XIV. School Attendance and Make-up Work Policy

Students are encouraged to attend school regularly. If, however, a student must be absent from school for any reason, it is his/her responsibility to make-up all missed work.

Students who miss more than one half of an instructional block will be marked absent for that block of instruction. See the Student Handbook on the school website for full attendance and absence policy.

Since it is in the student's best interest to make up all missed work as quickly as possible, the following guidelines have been established for make-up work:

A. *When a student misses a class meeting*, all previously assigned work that was due the day of the absence is due no later than the beginning of the next class meeting in which the student is present. All work missed as a result of the absence is to be completed by the beginning of the second class meeting from the absence.
B. *When a student misses two consecutive class meetings*, all previously assigned work due while the student was absent and all work missed as a result of the absence should be completed by the beginning of the second class meeting from the absence.
C. *When a student misses three or more consecutive class meetings*, he/she must make specific arrangements for make-up work with each teacher the day he/she returns to class. The amount of time given for completion of work will be up to the teacher's discretion based on the amount of work missed and the level of difficulty of the material.
D. Long term projects and papers are due when the teacher says they are due. In the event of an absence, the student or the student's parent should notify the teacher in advance or upon immediate return to school.
E. Students are responsible for the work they miss while on a field trip or attending any other school event. Students should contact each of the teachers whose classes they will be missing to make specific arrangements with them regarding all make-up work. Teachers may choose for work to be submitted in advance. If the student does not follow the teacher's guidelines, the student will receive the academic penalty as assigned by the teacher.
F. Students must make every effort to complete all make-up work according to these established guidelines. If the student has not submitted his/her make-up work within the specified timeframes outlined above or as directed by the teacher, the teacher has the option of not accepting the work. As with anything, regular communication with the teacher is encouraged.

XV. Syllabus Acknowledgement and Information Form

Please complete this online form with your student to acknowledge your receipt and understanding of the items on the syllabus. Google Form

CTE Honors Framework Siemens 4

South Carolina Honors Framework

I. Course Content

1. How has the course content been adapted for advanced learners?

   Is there evidence of learning and enrichment opportunities that extend beyond the CP coursework and are aligned to the South Carolina state standards? The honors level curriculum should indicate depth in rigor, complexity, challenges, and creativity as outlined in the *Profile of the South Carolina Graduate*.

   In the **Siemens Engineering Research and Development** course, a capstone experience in the Siemens Engineering program, students form teams to identify and research an existing problem to create a unique solution. The course focuses on developing and documenting a prototype and a business plan for the solution. Students apply principles of **lean design** and **lean manufacturing** as they develop their plan. They also explore **statistical process control (SPC)** and **Six Sigma** to minimize waste and maximize profits. The course culminates with students presenting their research, prototype development, business plan, and process optimization.

2. How does the honors level curriculum extend personalized student learning and allow for an environment in which students are self-directed and take ownership of their learning?

   Is there evidence that extensions and enrichment are aligned with the *Profile of the South Carolina Graduate*, South Carolina state standards, and any appropriate advanced coursework?

Honors-Level Siemens Engineering Research and Development

The honors-level curriculum for Siemens Engineering Research and Development is a capstone experience that goes beyond the core curriculum by requiring students to apply their knowledge to complex, authentic problems. This project- and problem-based approach allows students to take ownership of their learning by engaging in higher-level thinking, student-initiated project design, and professional engineering practices.

Alignment with the Profile of the South Carolina Graduate

The honors curriculum directly addresses the Profile of the South Carolina Graduate by cultivating the following World-Class Skills and Life and Career Characteristics:

- Creativity and Innovation: Students are challenged to develop unique solutions to real-world problems and apply lean design and lean manufacturing concepts to create an original business plan.
- Critical Thinking and Problem Solving: The course is built on a framework of identifying, researching, and solving problems, which is a core theme throughout the curriculum.

Edge certifications, the course supports students in taking ownership of their learning and preparing for future careers or advanced studies.

3. Is there Honors Level Course Content Evidence?

Evidence for the Honors Level Course includes:
· Rationale for course development.
· Alignment of standards and objectives (development of standards if necessary). ·
Course Outline and Plan.
· Student work, interest surveys, and data (trend, longitudinal, SLO, etc.).

Rationale: An honors-level megatronics course is designed to meet the need to challenge high-achieving, motivated students with a more rigorous, in-depth, and enriched academic experience. By adding complexity and greater practical application to the foundational curriculum, this course develops stronger critical-thinking and problem-solving skills and prepares students for advanced studies and career pathways.

ADMINISTRATION USE ONLY: COURSE CONTENT	MET	NOT MET
1. ADAPTED AND DIFFERENTIATED	✓	
2. ALIGNMENT TO SOUTH CAROLINA STATE STANDARDS	✓	
3. EVIDENCE OF EXTENSIONS AND ENRICHMENT	✓	

II. Instructional Methods and Materials

1. What instructional methods and materials will be used?

Is there evidence of appropriate differentiation in instructional practices for advanced learners? Differentiated instructional strategies that enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate* may include, but are not limited to:
· Varied texts and supplemental materials
· Technology to enhance instruction
· Adaptive digital content
· Targeted, differentiated small group/individualized instruction
· Group investigation
· Personalized learning plans
· Curriculum Compacting
· Scaffolded tasks
· Independent learning contracts
· Higher-level questioning and answering

· Student-initiated project design

Differentiation resulting in complexity beyond the CP level course may include, but is not limited to:

· Student-initiated research
· Student collaboration and engagement
· Project-based learning
· Problem-solving and critical thinking
· Seminar methods to include the incorporation of writing
· Connections to world-class skills, characteristics, and context
· Creativity and innovation

2. Honors Level Course Instructional Methods & Materials Evidence:

· Rationale for instructional methods and materials
· Instructional materials and methods
· Sample units, lessons, and assignments
· Student work samples
· Anecdotal data

Instructional Methods and Materials

1. **Instructional Methods:**
    - **Project-Based Learning:** The curriculum is described as a "Best in Class" model for contemporary project/problem-based engineering design. Students will engage in comprehensive projects that require them to apply the eight science and engineering practices, which include asking questions, defining problems, developing models, and designing solutions. This method encourages hands-on learning and allows students to apply their skills in real-world contexts.
    - **Blended Learning:** The curriculum incorporates both in-class instruction and online resources. Students are encouraged to use the extensive help and tutorial systems built into the Siemens software, as well as online resources like "Siemens Real World Application Videos". This approach supports self-directed learning and access to advanced techniques.
    - **Peer and Self-Critique:** The course includes presentations of project solutions to the class, where students "reflect on their work by giving and receiving feedback on how they could possibly improve their designs". This promotes higher-order thinking and continuous improvement.
    - **Differentiated Instruction:** The course is designed for differentiation, with projects requiring students to engage in higher-level thinking. For example, the curriculum requires students to **conduct short as well as more sustained research projects to answer a question or solve a problem.** Students also explore advanced concepts like **PWM and PID control systems** and **machine intelligence**, which extend the learning beyond standard coursework

2. **Instructional Materials:**

- **Software Tools**: Siemens Solid Edge, TIA Portal, Solid Edge CAM Pro, Creality Slicer and Blender for 3D elements may also be used.
- **Online Resources**: Access to online tutorials, industry blogs, and forums for advanced techniques and current trends. This includes platforms like LinkedIn Learning, Siemens Xcelerator Academy, and YouTube.
- **Textbooks and Guides**: Specialized textbooks and guides on advanced manufacturing techniques and industry practices.
- **Hardware**: Computers with high-performance graphics capabilities, 3D printers, and other equipment to support professional-level work.
- **Feedback Tools**: Platforms for peer review and feedback, such as online critique forums or collaborative tools like Google Classroom.

Evidence of Differentiation for Advanced Learners

1. **Advanced Project Options**:

- Advanced project options provide honors-level students with opportunities to engage in cutting-edge manufacturing technologies, integrating multiple systems and developing professional-level competencies. These projects emphasize innovation, sustainability, automation, and real-world industrial applications. This personalization allows learners to delve deeper into areas they are passionate about.

2. **Flexible Pacing**:

- Assignments and projects are designed with varying levels of complexity and scope. Advanced learners can work on more challenging elements or additional features or experimenting with new techniques.

3. **Enrichment Activities**:

- Provide opportunities for students to engage in enrichment activities beyond the standard curriculum, such as participating in competitions, internships, or advanced workshops. This helps extend their learning experience and apply their skills in diverse contexts.

4. **Self-Directed Learning Modules**:

- Offer optional self-paced modules that allow students to explore advanced topics or additional software tools. This approach caters to individual learning preferences and encourages students to take ownership of their learning journey.

5. **Individualized Feedback and Support**:

- Tailor feedback to each student's level and project, offering guidance that challenges them to push their skills further. Provide opportunities for one-on-one mentoring or coaching sessions to address

specific needs and goals.

These instructional methods and differentiation strategies ensure that the honors-level curriculum meets the diverse needs of advanced learners, fostering an environment where students can excel and take charge of their educational experiences.

ADMINISTRATION USE ONLY: INSTRUCTIONAL METHODS AND MATERIALS	MET	NOT MET
1. ACCEPTABLE METHODS AND MATERIALS	✓	
2. HONORS LEVEL COURSE EVIDENCE	✓	

III. Assessment

1. How is the Honors Level Course Assessed?

Is there evidence that valid assessments are used throughout the course and are aligned with the honors-level curriculum? Pre-assessments, along with formative and summative assessments, will be used to modify and enhance learning.

1. Pre-Assessments

Purpose: To gauge students' prior knowledge and skill levels, identifying strengths and areas for development.

Methods:

- **Initial Skills Assessment**: At the start of the course, students complete an assessment to evaluate their proficiency with manufacturing and automation practices and software tools. This helps tailor instruction to address gaps and build on existing knowledge.
- **Project Proposal**: Students submit proposals for their initial projects, outlining their understanding of manufacturing and automation concepts and techniques. This provides insight into their starting point and readiness for advanced topics.

2. Formative Assessments

Purpose: To provide ongoing feedback during the course, helping students improve their skills and understanding before final evaluations.

Methods:

- **Advanced Scenario-Based Quizzes**
  - Include case studies requiring application of manufacturing theories and automation principles.

    - Example: "Given a production line bottleneck caused by a robot arm delay, propose process improvements considering cost and efficiency."
- **Complex Process Mapping**
    - Students create detailed flowcharts or value stream maps for an automated manufacturing system, identifying waste and suggesting optimization.
- **Simulation Analysis and Reporting**
    - Use advanced simulation software to model manufacturing processes; students analyze output data, identify inefficiencies, and recommend improvements.
- **Troubleshooting with Root Cause Analysis**
    - Present multi-layered machine failures; students perform root cause analysis using tools like Fishbone diagrams or 5 Whys.
- **Peer Critique and Technical Debate**
    - Students review peers' automation designs or process improvements and provide detailed technical critiques.
    - Organize debates on automation ethics, workforce displacement, or sustainability.
- **Data Interpretation Exercises**
    - Provide real or simulated production data (cycle times, defect rates); students perform statistical analysis to guide decision-making.

3. Summative Assessments

Purpose: To evaluate students' overall understanding and application of course content at the end of major units or projects.

Methods:

- **Capstone Design Project**
    - Students design and simulate an automated manufacturing system for a specific product.
    - Deliverables: detailed process flow diagrams, equipment specifications, automation programming logic, cost analysis, and a formal technical report.
    - Include a presentation defending design choices, efficiency, and sustainability considerations.
- **Technical Research Paper**
    - In-depth paper on a cutting-edge topic like smart factories, AI-driven automation, or advanced robotics in manufacturing.
    - Require critical evaluation of technologies, challenges, and future trends with scholarly references.
- **Practical Automation Exam**
    - Hands-on or simulated exam where students program and troubleshoot CNC machines or robotic arms based on real-world scenarios.
    - Assessment covers setup, programming accuracy, safety protocols, and problem-solving.
- **Data-Driven Process Improvement Report**
    - Analyze provided production data sets (e.g., throughput, downtime, defect rates).

    - Propose data-driven improvements using lean manufacturing and automation principles with justifications supported by calculations and charts.
- **Case Study Analysis and Presentation**
    - Investigate a major industrial automation implementation or failure.
    - Write a comprehensive report and present lessons learned, ethical considerations, and recommendations.
- **Collaborative Team Project**
    - Multidisciplinary teams plan and prototype an automated manufacturing cell.
    - Submit group report plus individual reflections on technical and teamwork challenges.

Alignment with Honors Level Curriculum

1. Rigor and Depth:

- Assessments are designed to challenge students with complex projects and advanced techniques, reflecting the honors-level curriculum's emphasis on deeper learning and higher-order skills.

2. Learning Enhancement:

- Pre-assessments help tailor instruction to individual needs, while formative assessments provide continuous feedback to guide students' progress. Summative assessments ensure that students have achieved the expected level of proficiency and creativity.

3. Authentic Evaluation:

- By incorporating industry critiques and professional standards into the assessment process, the course ensures that students are evaluated against real-world benchmarks, aligning with the honors-level expectation for high standards and professional readiness.

2. <u>Honors Level Course Assessment Evidence:</u>

· Rationale for assessment practices
· Assessment tools (rubrics and/or scoring guides and formative and summative assessments when applicable)
· Assessment samples (pre-assessment, description of formative assessment, and summative assessment when applicable)
· Student self- and peer-assessments

ADMINISTRATION USE ONLY: ASSESSMENT	MET	NOT MET
1. HONORS ASSESSMENTS (ALIGNED TO HONORS CURRICULUM)	✓	
2. HONORS LEVEL COURSE EVIDENCE	✓	

South Carolina Honors Level Course Checklist

MUST INCLUDE:	INCLUDED
TEACHER NAME	✓
COURSE TITLE	✓
COURSE DESCRIPTION	✓
DOCUMENTATION OF LOCAL APPROVAL (SIGNATURES)	✓

Course Content Evidence MUST INCLUDE:	INCLUDED
RATIONALE FOR COURSE DEVELOPMENT	✓
ALIGNMENT TO SOUTH CAROLINA STATE STANDARDS (COMPILATION OF STANDARDS IF NECESSARY)	✓
CURRICULUM GUIDE (PACING, SYLLABUS, AND SCOPE AND SEQUENCE)	✓
STUDENT WORK AND DATA	✓

Instructional Methods and Materials Evidence MUST INCLUDE:	INCLUDED
RATIONALE FOR METHODS AND MATERIALS	✓
INSTRUCTIONAL MATERIALS AND METHODS	✓
SAMPLE UNITS OF STUDY, LESSONS, AND ASSIGNMENTS	✓

STUDENT WORK SAMPLES	✓
ANECDOTAL DATA	✓

Assessment Evidence MUST INCLUDE:	**INCLUDED**
RATIONALE FOR ASSESSMENT PRACTICES	✓
ASSESSMENT TOOLS	✓
ASSESSMENT SAMPLES (PRE-ASSESSMENT, FORMATIVE ASSESSMENT, AND SUMMATIVE ASSESSMENT)	✓

REQUIRED SIGNATURE/TITLE

I. _____ 10/8/25
Teacher Date

II. _____ 10/8/25
Principal Date

III. _____ _____
District Superintendent Date

IV. _____ _____
Chairperson of the Board of Education Date

Dutch Fork High School
CTE
Siemens 4
2025-26 Course Syllabus

Andrew Bell, 311
Department Head: Barry Lindler
Asst. Principal for Instruction: Lori Grant
abell@lexrich5.org

Planning Periods: 3A & 6B
Academic Assistance: By Appointment
Website: https://www.lexrich5.org/dfhs
Phone: 803.476.3520

I. Course Catalog Description

Engineering Research and Development course is the capstone experience in the Siemens Engineering program. Students are challenged to form teams to identify, research, and create a unique solution to an existing problem. Teams will gauge market interest in their proposed solution and will be responsible for developing and documenting the research as it applies to the creation of a prototype solution to their identified problem. Student teams design a business model for creation of the product and apply lean design concepts to the development of a plan of manufacture. Teams explore concepts of lean manufacturing and statistical process control (SPC) and how Six Sigma is used to keep waste to a minimum and maximize profits. At the end of the course students present the results of their research, prototype development, business plan and how they were able to optimize the process of manufacturing.

II. Course Standards and Success Criteria

South Carolina State Standards for Siemens 1 are available at SDE: South Carolina State Science, Technology, Engineering, and Mathematics Standards
The District 5 of Lexington and Richland Counties success criteria for Siemens 4.

III. Instructional Goals

Siemens 3 students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using Siemens Engineering Notebooks and 3D modeling software.

IV. Course Sequence/Pacing Overview

Quarter 1

The first quarter focuses on the initial phases of research and development. It introduces the design process and intellectual property, and it also covers core concepts such as entrepreneurship, lean design, and lean manufacturing.

- **Problem Identification Project**

    - **Honors Extension: Conduct a thorough market analysis to validate the identified problem. This would involve researching the existing solutions and competition, identifying the target audience, and creating a detailed plan to gauge market interest as mentioned in the course description. The extension should also include a deeper intellectual property search to ensure the proposed solution is unique and defensible.**
    -
- **Background Research Project**
- **Intellectual Property Project**
- **Patent Search Project**
- **Mentor Communication Project**

Quarter 2

This quarter moves into the physical creation and business planning for the students' identified solution. It also introduces topics related to automation and digital systems.

- **Creating the Prototype Project**
    - **Honors Extension: Integrate concepts from the Internet of Things (IoT). Students can add sensors to their prototype to collect data, which is a key part of the curriculum. The extension would require them to design and implement a program for device security and a method to collect, store, and analyze the sensor data to prove the prototype's effectiveness.**
- **Creating a Business Plan Project**
- **Feasibility Study Project**
- **Marketing Plan Project**
- **Core Concepts:** Human-Machine Interface (HMI), Electrical Sensor and Control Systems, and the Internet of Things (IoT).

Quarter 3

The third quarter centers on the technical documentation of the product and the planning of its manufacturing process.

- **Design Documentation Project**
    - **Extension: Create a Design for Manufacturing and Assembly (DFMA) report. This report would document the manufacturing process in detail, from raw materials to final assembly, and apply the principles of lean design and manufacturing to minimize waste and maximize efficiency. The extension would include a complete process map and a breakdown of how the product will be produced.**
- **Design for Manufacturing and Assembly (DFMA) Project**

- Creating a Process Map Project

Quarter 4

The final quarter focuses on refining the manufacturing workspace, data analysis, and the final presentation of the project.

- Organizing the Workspace Project
- Data Collection Using Statistical Process Control (SPC) Project
  - Honors Extension: Use the collected SPC data to identify areas for improvement and propose changes to the manufacturing process. Students would then need to present their findings in a detailed research and development report that includes a section on how they were able to use Six Sigma to optimize the process, keep waste to a minimum, and maximize profits.
- Preparing the Research and Development Report and Presentation Project

V. Textbooks and Additional Resources

Assignments and instructional videos will be provided online through Google Classroom.
Students will need a 1" binder or 2-pocket folder, pen, pencil, calculator, and graph paper notebook/paper.
Computer programs used in the course:

- Google Suite
- Solid Edge

VI. Course Grading Policies and Assessments

A. Assessment rubrics are used for all graded assignments. Rubrics will be available on the Google Classroom.

B. Grade Calculations:
   a. Major Assignments: 60%
   b. Minor: 40%

C. To be successful in this class, it is recommended that students keep up with reading and homework assignments as assigned. Homework assignments are intended to reinforce learning from that class day. Homework credit will be given at the beginning of the period immediately after the bell rings. Credit is given for valid attempts at mastering the subject. The text and/or classroom notes can be used to complete these simple assignments.

   Homework is due by 11:59PM of the due date unless otherwise noted. Credit is given for a valid attempt.

D. It is the responsibility of the student to make up work missed during absences. Make-up assignments will be accepted within an established timeframe only in accordance with the amount of time missed. If a student has an issue with accessing an assignment, they must e-mail me regarding their issue during the time they were to do the assignment. At the teacher's discretion, students who experience difficulty completing assignments or who did not demonstrate mastery in a content area will be given additional time to complete the assignment in a timely manner. Special arrangements must be made with me for individualized instruction or make-up assignments using the computer lab.

E. Uniform Grading Scale and Make-up Work Policy are in sections XII and XIII.

VII. Grading Procedures

Continuing in the 2025-26 school year, grades for minor assignments must be posted within 5 school days, and major or extended assignment grades must be posted within 10 school days.

- Major Grades - Assignments that students are given 2 or more classes (more than 48 hours) to produce or prepare. The following will be major grades in all content areas:
  - Test
  - Essay
  - Research paper
  - Speech/Presentation
  - Project
  - Cumulative Assignments
  - Summative Assignments
  - Lab Reports
- Minor Grades - Assignments that students are given 1 class (48 hours) to produce or on-the-spot work. The following will be minor assignments in all content areas:
  - Homework
  - Quiz
  - Vocabulary
  - Classwork
  - Formative Assessments
  - Journal Entries
  - Other department specific assignments

VIII. Exam Exemptions

Seniors on track for graduation can exempt final exams in semester classes and year long classes if they meet the following conditions:

1. Grade of 80 or higher in the course.
2. Has not had an Out of School Suspension.
3. Has no seat time.

IX. Honor Code

In order to foster an environment of mutual trust and respect, we believe, within the community of School District Five of Lexington and Richland Counties, each individual should accept the personal

responsibility to exhibit and promote academic and social integrity. *Students will not cheat or plagiarize.*

X. Suggestions for Success in Course

As a member of the Siemens 1 class, you have certain responsibilities that will enable you to learn the knowledge and skills that are taught.

1. You must attend class regularly. This class moves at a rapid pace with each new skill scaffolding to the next. You can easily fall behind. All makeup work must be made up in accordance with the Dutch Fork High School makeup policy.
2. To receive credit for the day's work:
    a. You must do all assignments during class time.
    b. All assignments must be stored on the student's Google drive or in the Engineering notebook to receive credit.
    c. All requested assignments must be printed out and turned in to the teacher by the end of the period. All assigned work not handed in at the end of the period will be averaged in as a zero.
3. It is your responsibility to obtain make-up work from the teacher.
4. It is the student's responsibility to work out a time with the teacher for all make-up tests.
5. You are responsible for listening to and following the teacher instructions and for asking questions when something is unclear.
6. Each student should be in his/her seat when the tardy bell rings-ready to begin work.

The content recovery program consists of a course-specific, skills-based learning opportunity for students who are still enrolled in a course who have not achieved mastery of course content that has already been addressed. Content recovery allows a student to retake a subset of a course, including a single unit, more than one unit, or other supplemental assignments/activities assigned and approved by a certified teacher as needed for the student to achieve mastery of the course content. Students who score a 60 or below will be eligible for content recovery for one major test/project each semester.

The score for that major test/project may be changed by earning a passing grade through a teacher-made retake or other assessment at the teacher's discretion to measure content remediation. Students must show that they have completed all homework and reviews that lead up to the retake with at least 60% accuracy. Work leading up to the retake may be completed at home, but any test/project must be taken at school under supervision of the teacher or a designated tester arranged by the teacher. If the student passes the retake, that test/project score will be changed to a 60. If the student fails the retake, the higher of the two failing scores will be entered in the gradebook. The student has a **maximum of 10 school days** after the test/project to complete the retake. Parents are highly encouraged to monitor student grades on Parent Portal to ensure students complete the recovery within the allotted time period.

Remember- I want you to succeed, so talk to me if there is an issue I could help you overcome.

XI. Classroom Management Plan

A. **Cell Phones/Personal Computers** are not allowed during class. They cannot be charged during class.

B. **Food:** No food or drink can be consumed during class.

C. **Chromebook** may be used in class. Students are expected to bring a charged Chromebook, use them for classwork only, and follow all instructions. Non-compliance will result in their Chromebook being taken and then returned at the end of class.

D. **Parent Opportunity to monitor student progress i.e.** parent portal
in addition to the parent portal, I will send printouts of student's grades to be signed and returned for a grade. Look for them every two weeks.

E. **Summative Assessments:** Tests and exams ARE BASED ON FORMATIVE work but are given as a single attempt assessment.

F. **10/10 Rule:** Nobody leaves class within 10 minutes of the start or end.

G. **Public speaking** is an essential 21st Century communication skill. To help develop this skill each student will be required to present in the classroom setting. Students in each of the classes will present concepts they've learned and demonstrate projects that they have built to their peers and, possibly, school officials.

H. Students are expected to follow all rules and guidelines listed in the Student Handbook on the school's website.

I. Students are expected to use school and personal technology responsibly and follow rules included in the 25-26 District Issued Device Guide and Acceptable Use Agreement. This includes:
   a. Having a charged mobile device (district-issued Chromebook or comparable personal device) at school EVERYDAY.
   b. Not using devices assigned to other students.
   c. Being responsible for their own devices and should keep them secured at school and off campus.
   d. Following all teacher directions regarding appropriate times for use of the device.

XII. Uniform Grading Scale

See State Department of Education website for complete details.

10 Point Grading Scale

South Carolina Uniform Grading Scale Conversions

Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900

All report cards and transcripts will use numerical grades.
A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

Each final grade (numerical) will have different weighting for the basis of computing GPR. The chart included gives the weighting for each numerical value.

Extra weight is given to honors (.5) and AP (1.0) courses. This policy also establishes that courses may not be dropped after the fifth (5th) day in a semester class or after the tenth (10th) day in a yearly class without penalty.
Students may only retake a class at the same difficulty under the following conditions: Only a course in which a D or F was earned may be retaken.

The course must be retaken at the first opportunity within the next year. The student's record will reflect all courses taken and the grade earned, except for courses taken prior to the ninth grade.

XIII. Student/Teacher and Parent/Teacher Communication

A. All students should use district issued email accounts for communicating with teachers (studentnumber@stu.lexrich5.org).
B. All students should check school email, Google Classroom and Google Calendar every school day.
C. Parents and students should check the teachers' websites for classroom calendars/assignment sheets.
D. Parents may contact teachers via email in order to receive invitations to Google Classroom parent/guardian signup. Parents will receive an email from Google and then need to register to receive emails from Google Classroom. Once a parent is registered to receive emails from one class, he/she will receive emails from all Google Classroom groups. It is not necessary to contact all teachers to register.
E. Emails and phone calls to teachers will be returned within two business days.
F. Parents and students who would like access to the parent/student PowerSchool portals should visit the DFHS attendance office for login information.

XIV. School Attendance and Make-up Work Policy

Students are encouraged to attend school regularly. If, however, a student must be absent from school for any reason, it is his/her responsibility to make-up all missed work.

Students who miss more than one half of an instructional block will be marked absent for that block of instruction. See the Student Handbook on the school website for full attendance and absence policy.

Since it is in the student's best interest to make up all missed work as quickly as possible, the following guidelines have been established for make-up work:

A. *When a student misses a class meeting*, all previously assigned work that was due the day of the absence is due no later than the beginning of the next class meeting in which the student is present. All work missed as a result of the absence is to be completed by the beginning of the second class meeting from the absence.
B. *When a student misses two consecutive class meetings*, all previously assigned work due while the student was absent and all work missed as a result of the absence should be completed by the beginning of the second class meeting from the absence.
C. *When a student misses three or more consecutive class meetings*, he/she must make specific arrangements for make-up work with each teacher the day he/she returns to class. The amount of time given for completion of work will be up to the teacher's discretion based on the amount of work missed and the level of difficulty of the material.

D. Long term projects and papers are due when the teacher says they are due. In the event of an absence, the student or the student's parent should notify the teacher in advance or upon immediate return to school.
E. Students are responsible for the work they miss while on a field trip or attending any other school event. Students should contact each of the teachers whose classes they will be missing to make specific arrangements with them regarding all make-up work. Teachers may choose for work to be submitted in advance. If the student does not follow the teacher's guidelines, the student will receive the academic penalty as assigned by the teacher.
F. Students must make every effort to complete all make-up work according to these established guidelines. If the student has not submitted his/her make-up work within the specified timeframes outlined above or as directed by the teacher, the teacher has the option of not accepting the work. As with anything, regular communication with the teacher is encouraged.

XV. Syllabus Acknowledgement and Information Form

Please complete this online form with your student to acknowledge your receipt and understanding of the items on the syllabus. Google Form

Action Requested: Add

2026-2027 Coordinator Content Course Add/Remove/Update Request Form

Purpose: To add, remove or update a course to the course guide per state guidelines.

Coordinator/Specialist Making This Request: Career & Technical Education

Course Catalog Name: Siemens 1-4 Honors **Course Number:** 57R000HW 57R100HW 57R200HW 57R300HW

What change do you wish to make? Explain the reason for this change.

The honors sections of these courses are being requested to provide students with the opportunity to earn honors credit across all levels of the Siemens courses. These courses will replace the PLTW courses at the high school, as PLTW is being phased out by the district.

Location(s) Offered: CHS, DFHS, SHHS

Will be shared with the board for approval at the October 27, 2025 meeting.

Grade Level(s) Offered: 9, 10, 11, 12

Subject Area(s): CTE

Duration (When course will be offered.): Semester 1

Credits: 1

Academic Weight: College Preparation

Textbook Notes: State Adopted Materials Unfunded- Proceed with District Adoption

---

Requested by: _____ Date Submitted: 9/17/2025
Coordinator/Specialist

Has been Notified: _____ _____ _____ _____ _____
Principal(s) Signature & Date

Approved by: _____ Date Approved : _____
Director of Secondary Education

Approved by: _____ Date Approved: _____
Chief of Academics

Accountability Use Only:

Course Number Assigned: _____ PS Long Name: _____

Date Entered/Removed: _____ Initials: _____ Notes: _____

EXHIBIT H

District Five

Akil Ross <aross@lexrich5.org>

KEC-E Parent Complaint Form Regarding District-Issued Chromebooks in K–5

1 message

Will and Elizabeth Huff [redacted] Tue, Oct 21, 2025 at 5:40 PM
To: Akil Ross <aross@lexrich5.org>
Cc: ebarnhardt@lexrich5.org, jbaynham@lexrich5.org, dherring@lexrich5.org, chuddle@lexrich5.org, msatterf@lexrich5.org, kscully@lexrich5.org, ksnipes@lexrich5.org

Dear Dr. Ross,

I am submitting this formal complaint concerning district-issued Chromebooks in K–5 classrooms. I have discussed my concerns with my child's teachers and principal, and I greatly appreciate their attention and responsiveness.

However, I fully believe the issue extends beyond my child's experience and represents a district-wide concern affecting the well-being, safety, and developmental health of all elementary students. Even with SafeSearch enabled, students are able to access inappropriate and developmentally unsuitable content through Google Search, Google News, and Google Images, including explicit headlines, cached language, and image previews. Students also have access to AI platforms like ChatGPT, which require parental consent under federal law (COPPA) that may not be consistently enforced.

For these reasons, I am requesting that the district conduct a thorough, comprehensive review and overhaul of the Chromebook policy in K–5, including at the very least, stronger content filtering, supervision protocols, and banning unsupervised access to search and AI tools. If the district is unable to ensure that our children are not exposed to these dangerous search results, then the only acceptable solution is to remove the devices from the possession of children.

I have attached a completed KEC-E Parent Complaint Form with supporting screenshots documenting the types of inappropriate content visible on my child's Chromebook.

I am hopeful that the district will address this issue promptly and thoroughly, to protect all students and ensure that district-issued technology aligns with developmental appropriateness, safety, and compliance with state and federal requirements. I can provide additional information or discuss this matter in person or by phone if it would be helpful.

Thank you very much for your attention to this serious matter.

Sincerely,

Elizabeth Huff
[redacted]

KEC-E Instructional Materials Uniform Parent Co…

KEC-E

South Carolina Instructional Materials Uniform

Parent Complaint Form

Your Name: Elizabeth Huff

Title & Author of Contested Material *(one per form)*: Google Search/News/Image Results on School-Issued Chromebook (via district Google account)

School Where Contested Material is Located: Lake Murray Elementary

Location of Contested Material *(library, classroom, etc…)*: School-issued Chromebook; accessed via district-managed Google account

Contested Material is *(select one)*: ~~Printed~~ ~~Audio/Visual~~ Online Resource

Other *(please describe)*: Web-based search results, news headlines, and images returned via Google search and Google News on school-issued devices

I request that this Contested Material be *(choose one of the following)*:

Removed from all schools/facilities in this District.

~~Restricted to the following grade levels in this District: _____.~~

~~Restricted to a student whose parent/legal guardian provides consent and is enrolled in the following grade levels in this District~~

Describe Your Reason for Contesting This Material *(attach additional pages as needed)*:

I am contesting these materials because students on school-issued Chromebooks, even with SafeSearch enabled, are exposed to **inappropriate and developmentally unsuitable content** through Google Search, Google News, and Google Images. In many cases, while direct access to explicit websites is blocked, **search previews, headlines, cached text, and thumbnail images** remain visible to students. Even seemingly innocent search terms can return results that are sexual, violent, or otherwise age-inappropriate. I have attached four **screenshots documenting examples from my daughter's Chromebook** showing the types of inappropriate headlines, cached text, and image previews she was able to see. The possibilities are absolutely endless on the Google web browser though. Literally any word is searchable and the news, images and cached language that show up in results are not guaranteed to be safe for children.

These materials are **not age or developmentally appropriate for elementary students** (K–5) under **South Carolina State Board of Education Regulation 43-170**, which requires instructional materials to be suitable for the cognitive, emotional, and behavioral capacity of the age group. The current exposure is particularly concerning given students' developmental stage and the nature of the content visible.

The district's current filtering does not fully comply with federal requirements under the **Children's Internet Protection Act (CIPA, 47 U.S.C. § 254(h)(5))**, which mandates that schools implement **technology protection measures that block or filter visual depictions that are obscene, child pornography, or harmful to minors**. Despite SafeSearch and other measures, inappropriate visual content is still accessible to students.

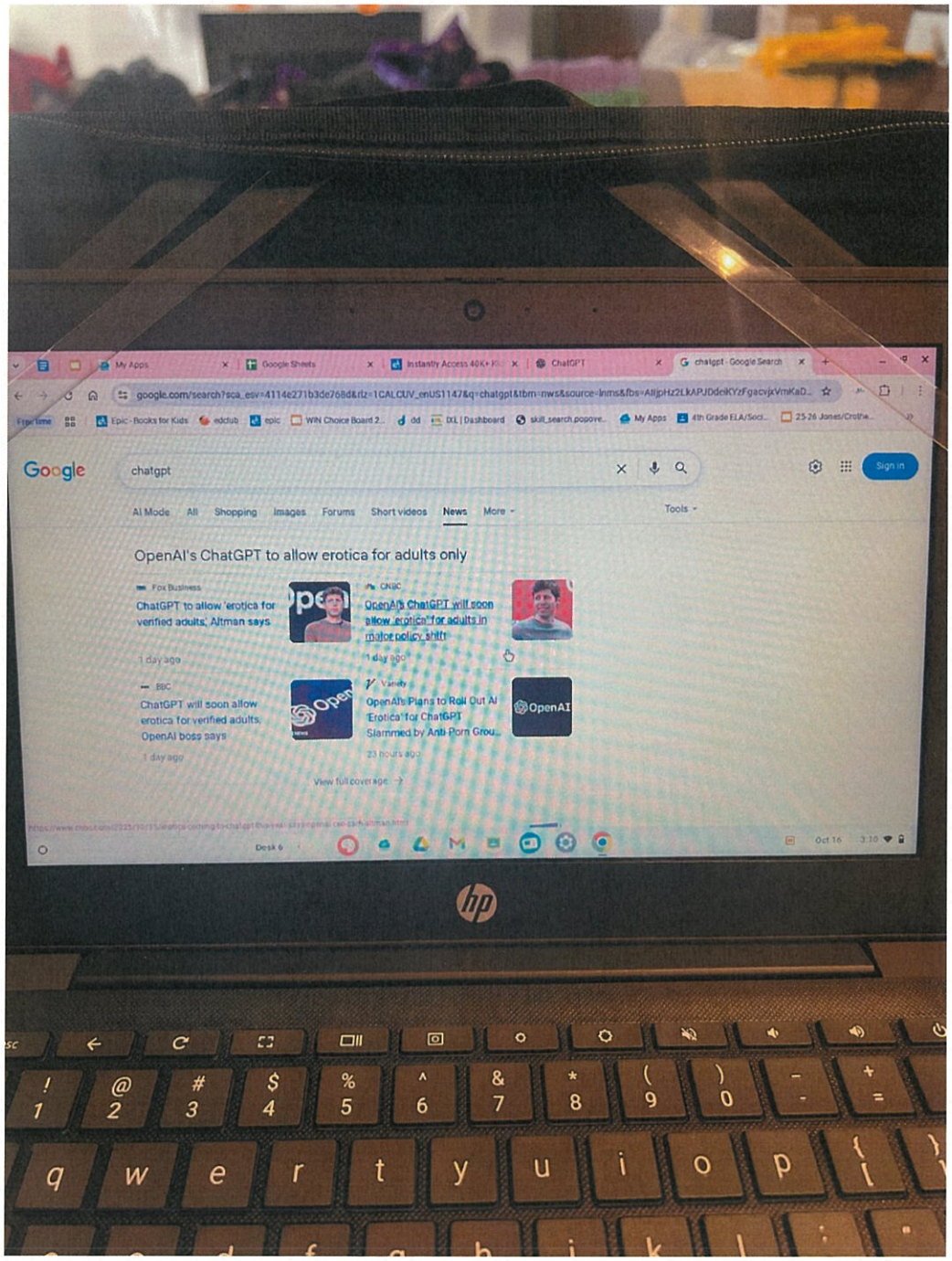
Additionally, students appear to have access to AI chat platforms such as **ChatGPT**, which collect and store user input. Under the **Children's Online Privacy Protection Act (COPPA, 15 U.S.C. §§ 6501–6506)**, parental consent is required for children under 13. Allowing access without verified consent may put the district at risk of noncompliance.

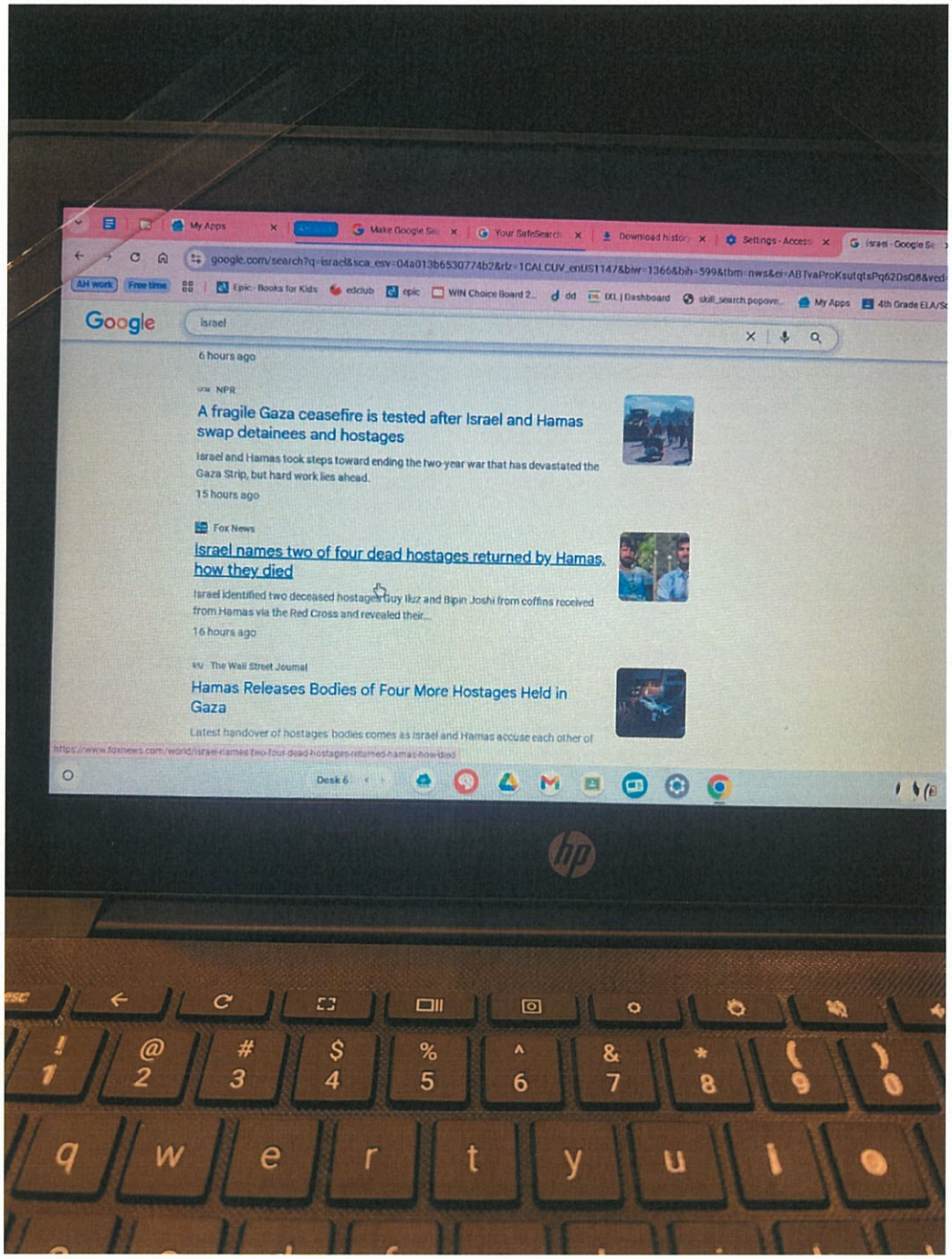
I have previously discussed this concern with school staff, including the principal, but the problem persists across district devices. Therefore, I request that the district conduct a **comprehensive review of all K–5 district-issued Chromebooks**, strengthen filtering to prevent inappropriate content from appearing, and implement safeguards to ensure that both search results and AI tools are age-appropriate and compliant with federal and state regulations.

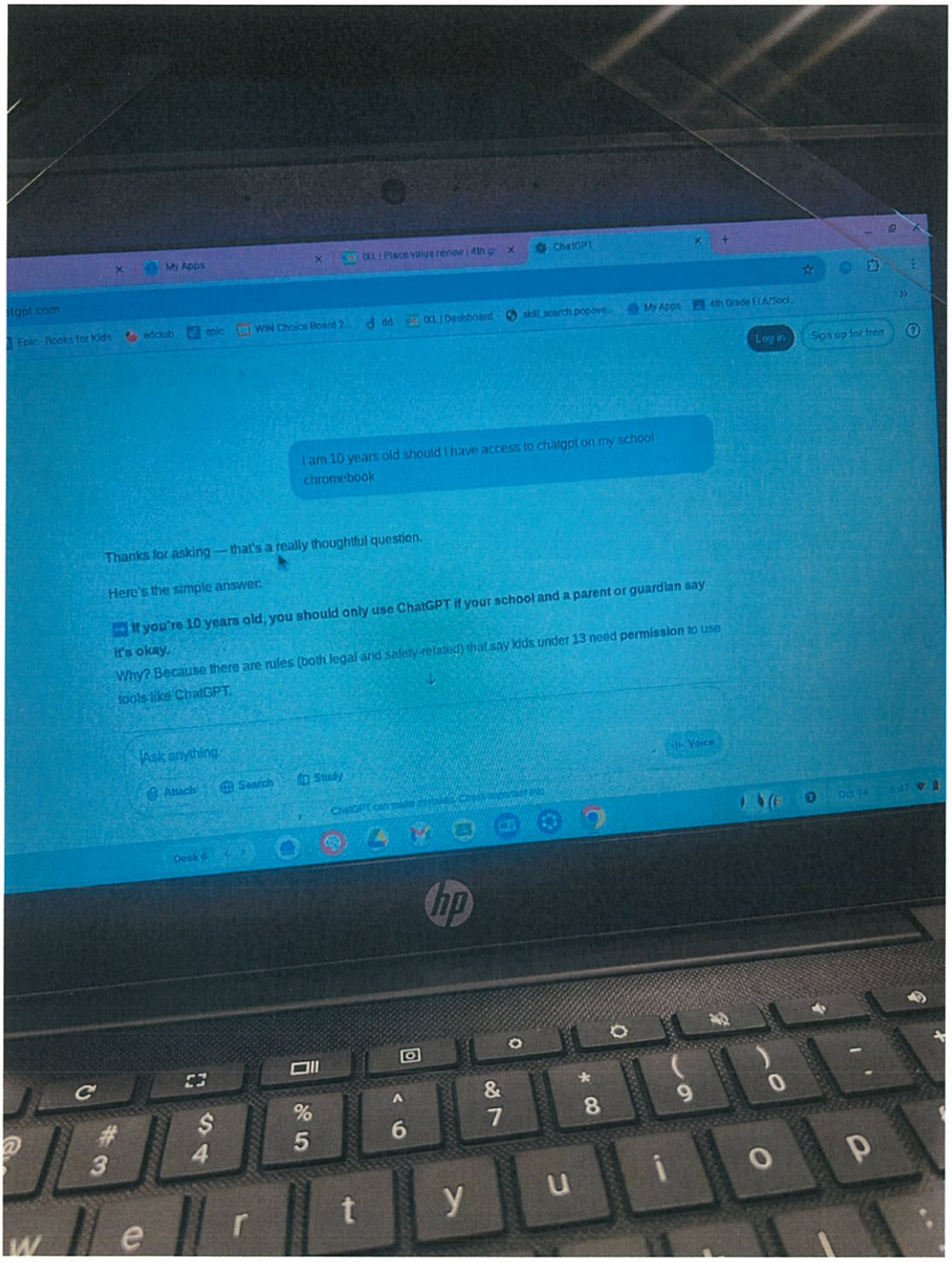
I, Elizabeth Huff**, hereby certify that:**

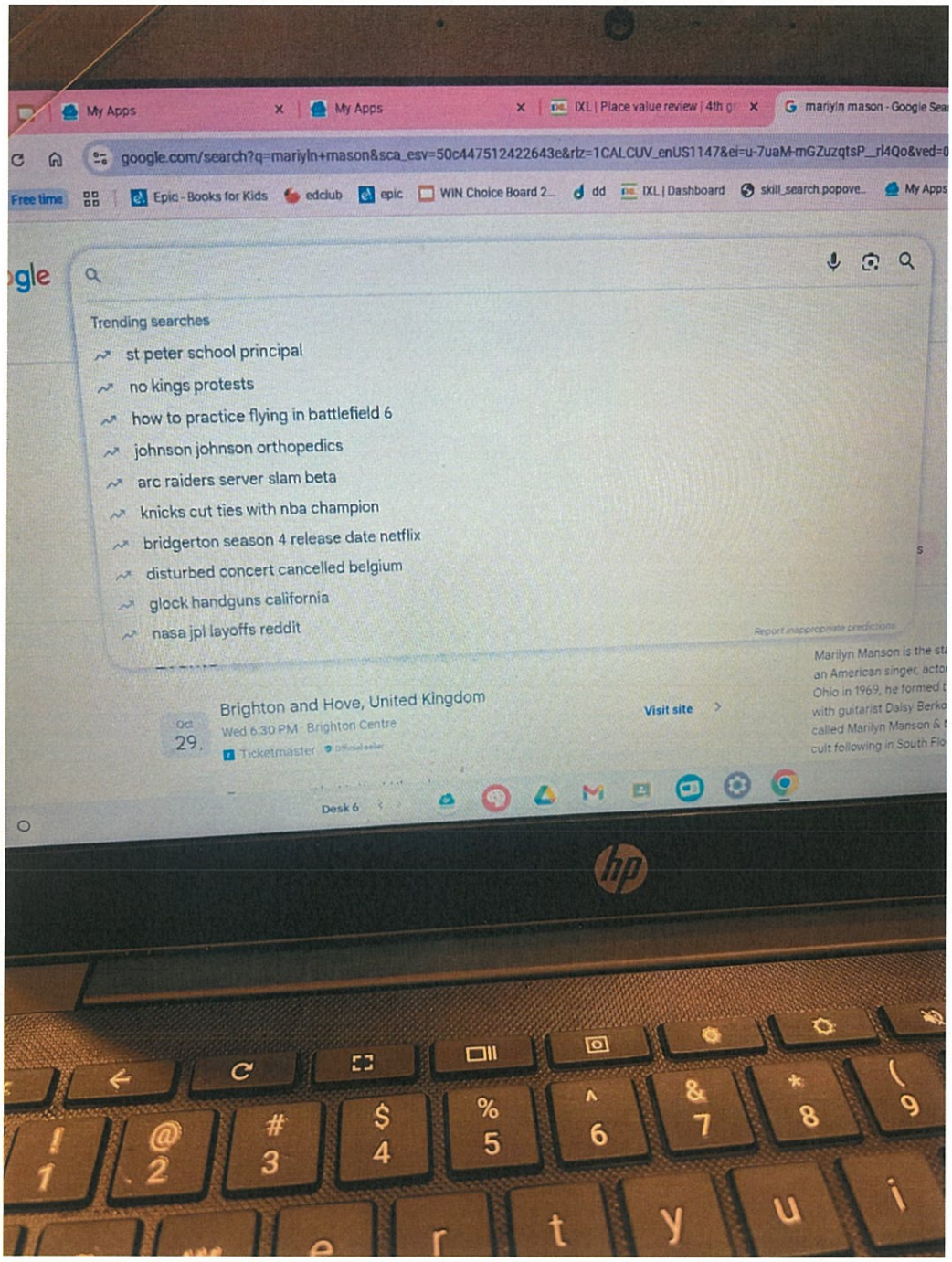
- I am a parent or legal guardian of a student who attends a school within this District.
- I have read, watched, or otherwise reviewed the material I am contesting.
- I have made a good faith effort to address my concerns with School or District staff.
- I have not filed more than five (5) instructional material complaints (including this complaint) in this calendar month.
- I believe that this Contested Material is not suitable for use, availability, and/or unrestricted access in this District, pursuant to the requirements and definitions in Regulation 43-170, which are summarized on the following instruction page.

Signature: Elizabeth Huff **Date: October 21, 2025**


chatgpt - Google Search
google.com/search?sca_esv=4114e271b3de768d&rlz=1CALCUV_enUS1147&q=chatgpt&tbm=nws&source=lnms&fbs=AIIjpHz2LkAPJDdeiKYzFgacvjxVmKaD...
Google
chatgpt
Sign in
AI Mode
All
Shopping
Images
Forums
Short videos
News
More
Tools
OpenAI's ChatGPT to allow erotica for adults only
Fox Business
ChatGPT to allow 'erotica for verified adults,' Altman says
1 day ago
CNBC
OpenAI's ChatGPT will soon allow 'erotica' for adults in major policy shift
1 day ago
BBC
ChatGPT will soon allow erotica for verified adults, OpenAI boss says
1 day ago
Variety
OpenAI's Plans to Roll Out AI 'Erotica' for ChatGPT Slammed by Anti-Porn Grou...
23 hours ago
View full coverage
Desk 6
Oct 16


Google
israel
6 hours ago
NPR
A fragile Gaza ceasefire is tested after Israel and Hamas swap detainees and hostages
Israel and Hamas took steps toward ending the two-year war that has devastated the Gaza Strip, but hard work lies ahead.
15 hours ago
Fox News
Israel names two of four dead hostages returned by Hamas, how they died
Israel identified two deceased hostages Guy Iluz and Bipin Joshi from coffins received from Hamas via the Red Cross and revealed their...
16 hours ago
The Wall Street Journal
Hamas Releases Bodies of Four More Hostages Held in Gaza
Latest handover of hostages' bodies comes as Israel and Hamas accuse each other of
https://www.foxnews.com/world/israel-names-two-four-dead-hostages-returned-hamas-how-died
Desk 6


My Apps
ChatGPT
Log in
Sign up for free
I am 10 years old should I have access to chatgpt on my school chromebook
Thanks for asking — that's a really thoughtful question.
Here's the simple answer:
If you're 10 years old, you should only use ChatGPT if your school and a parent or guardian say it's okay.
Why? Because there are rules (both legal and safety-related) that say kids under 13 need permission to use tools like ChatGPT.
Ask anything
Attach
Search
Study
Voice


My Apps
My Apps
IXL | Place value review | 4th g
marilyn mason - Google Sea
google.com/search?q=mariyln+mason&sca_esv=50c447512422643e&rlz=1CALCUV_enUS1147&ei=u-7uaM-mGZuzqtsP__rl4Qo&ved=0
Free time
Epic - Books for Kids
edclub
epic
WIN Choice Board 2...
dd
IXL | Dashboard
skill_search.popove...
My Apps
Trending searches
st peter school principal
no kings protests
how to practice flying in battlefield 6
johnson johnson orthopedics
arc raiders server slam beta
knicks cut ties with nba champion
bridgerton season 4 release date netflix
disturbed concert cancelled belgium
glock handguns california
nasa jpl layoffs reddit
Report inappropriate predictions
Brighton and Hove, United Kingdom
Oct 29
Wed 6:30 PM · Brighton Centre
Ticketmaster
Visit site
Marilyn Manson is the st
an American singer, acto
Ohio in 1969, he formed
with guitarist Daisy Berk
called Marilyn Manson &
cult following in South Flo
Desk 6

October 23, 2025

Elizabeth Huff
471 Malachite Lane
Chapin, South Carolina 29036

Dear Mrs. Huff:

This letter acknowledges receipt of your Parent Complaint Form (KEC-E). Pursuant to Board Policy IJL Library and Instructional Materials Selection and Adoption, I have reviewed the instructional materials and believe that Chromebook usage is aligned with the purpose of the state's instructional program. Today, I have met with school principals, instructional leaders, and district administration to make the following recommendations:

1. **Approved AI Platform:** Effective Monday, October 27, 2025, MagicSchool will be the only approved platform for student use as an artificial intelligence resource. School District Five has vetted MagicSchool and relies on the company's safeguards to ensure appropriate content, student privacy, and data security.
2. **Parent Opt-Out Option:** Parents may choose to opt out of School District Five's Acceptable Use Agreement, which would prohibit their child from using Chromebooks for instructional purposes. Students of families who opt out will receive modified curricula aligned with state standards, K-5 Proficiency Expectations, and district-approved educational resources. This opt-out option does not apply to digital assessments or district-approved eLearning days.
3. **Chromebook Use for Elementary Students:** School District Five will transition to Chromebook use at school only for all elementary (K-5) students. Homework assignments will be adjusted to allow completion without technology resources. Implementation of this change will proceed once appropriate on-campus storage solutions have been secured for each classroom.
4. **Google Suite Access:** Google Suite is an essential component of School District Five's instruction. As a result, limiting the Google search function presents challenges. School District Five's Office of Technology is actively collaborating with Google engineers to explore additional control and safety options.

Pursuant to Board Policy KEC and KEC-R, the School District Five of Lexington & Richland Counties Board of Trustees will hold a public meeting to consider the complaint and vote to grant or deny, in whole or in part, the relief you have requested.

This meeting will be a part of the Board's regularly scheduled meeting on Monday, October 27, 2025, at the Center for Advanced Technical Studies. It will begin at 6:30 p.m. You and other interested parties

are allowed to appear at the meeting and present information in support of or in opposition to the relief requested in the complaint. You will need to sign up for public participation in accordance with Board Policy BEDH no later than 6:30 p.m. in order to be heard by the Board.

The board will announce its decision and will provide an explanation for its conclusion and decision orally at the public meeting. The board's decision will be made publicly available within 15 days of the meeting. The decision will include an explanation of how the board applied and complied with the criteria and requirements outlined in state board regulation and board policy.

Sincerely,

Dr. Akil E. Ross, Sr.
Superintendent

AERsr:aw

c: Board of Trustees

Policy KEC Library/Media Center Materials Selection and Reconsideration

Issued **10/24**

The board recognizes its responsibility in the selection and provision of instructional materials. Any parent/legal guardian of any student who attends a school in the district and who has made a good faith effort to address their concerns with school level or district staff regarding noncompliance with the standards adopted by the State Board of Education and policy IJL (Library and Instructional Materials Selection and Adoption) may file a complaint to seek review of specifically identified existing instructional material(s). The complaint may request that the material(s) be discontinued for any age or grade level; and/or removed from all district schools; and/or require parental consent for some or all grade levels or age groups according to procedures outlined in State Board of Education regulations.

The complainant must submit criticism of books or other instructional materials in writing to the board through the superintendent using form KEC-E, *South Carolina Instructional Materials Uniform Parent Complaint Form*. The complaint form will be posted on the district website. The complainant can file up to five complaints per calendar month.

The board directs that any challenged materials remain in the school pending final action upon the complaint. However, the school may observe the request of a parent/legal guardian that his/her own child not be assigned a specific book. When such a request is presented, the teacher and/or principal should resolve the situation, perhaps by arranging for use of alternative resources meeting essentially the same instructional purpose. This does not apply, however, to basic program texts and resources that the board has adopted.

Appeals

The complainant may appeal the decision of the board in writing to the State Board of Education within 30 days of the board's decision. The procedure for appeals will follow the guidelines established by the State Board of Education regulations.

Adopted 3/17/15; Revised 6/7/82, 4/16/90, 9/23/13, 6/13/22, 10/7/24

Legal References:

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

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

Federal Cases:

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

S.C. State Board of Education Regulations:

R 43-170-Uniform Procedure for Selection or Reconsideration of Instructional Materials

School District Five of Lexington and Richland Counties

AR KEC-R Library/Media Center Materials Reconsideration Process

Issued **10/24**

Complaint Procedures

Using the South Carolina Instructional Materials Uniform Parent Complaint Form (KEC-E), the complainant will identify, with specificity, those existing instructional materials that the complainant requests be removed entirely from district schools or discontinued for any grade level or age group, or which should be subject to a requirement of parental consent for some or all grade levels or age groups. The complainant's petition will affirm that the complainant has read, watched, or otherwise reviewed the challenged material and will specify the reason(s) for the complainant's request and why the complainant believes the identified materials should be removed from district schools entirely or should be discontinued for any grade level or age group or which should be subject to a requirement of parental consent for some or all grade levels or age groups.

The complainant will further verify that he/she has made a good faith effort to address their concerns regarding noncompliance with the regulations outlined in the standards adopted by the State Board of Education and policy IJL (Library and Instructional Materials Selection and Adoption) with school or district staff.

Any complaint filed must be based solely on the criteria outlined in policies IJ (Instructional Resources and Materials) and IJL (Library and Instructional Materials Selection and Adoption).

Review by the board

Within 90 days of receiving a complaint, the board will hold a public meeting to consider the complaint and vote to grant or deny, in whole or in part, the relief requested by the complainant. The public meeting will be held in accordance with the requirements of the South Carolina Freedom of Information Act (FOIA). The complainant and other interested parties will be allowed to appear and present information in support of or in opposition to the relief requested in the complaint. The presentation of information will follow standing board policies regarding public participation at board meetings.

If the district board finds that existing instructional materials identified in a complaint do not satisfy the requirements of this regulation, the district board shall remove entirely or discontinue use of the materials for any grade level or age group for which such use is inappropriate or unsuitable or will make such materials available to students only upon receipt of the consent of a student's parent/legal guardian. The board will announce its decision and will provide an explanation for its conclusion and decision orally at the public meeting. The board's decision will be made publicly available within 15 days of the meeting. The decision will include an explanation of how the board applied and complied with the criteria and requirements outlined in state board regulation and board policy.

Evaluating committee

The board may establish a committee to review all complaints. The committee will be comprised of at least three members of the board. The committee will review all complaints and the challenged material and provide a report and recommendation to the entire board for consideration.

Should a committee recommend the removal of material, the committee's final report must demonstrate that its decision was not motivated by a desire to deny students access to ideas that committee members personally find to be repugnant. Such an intention would violate Constitutional standards.

The committee report and recommendation, reflecting the majority opinion, will be given to the entire board at the conclusion of the committee's discussion on the questioned materials. The board will adopt or reject the recommendation at a regularly scheduled board meeting, which must occur within 90 days of receiving the complaint.

Suggested format or outline for report from evaluating committee

- list of committee members and their positions
- statement ensuring that each committee member read the material in its entirety
- list of review source(s) consulted
- statement of majority opinion
- committee's final decision

Issued 6/7/82; Revised 8/15/82, 4/16/90, 9/23/13, 11/14/22, 8/5/24, 10/7/24

School District Five of Lexington and Richland Counties

South Carolina Instructional Materials Uniform Parent Complaint Form

Your Name: _____

Title & Author of Contested Material *(one per form)*: _____

_____

School Where Contested Material is Located: _____

Location of Contested Material *(library, classroom, etc...)*: _____

Contested Material is *(select one)*: ☐ **Printed** ☐ **Audio/Visual** ☐ **Online Resource**

☐ **Other** *(please describe)*: _____

I request that this Contested Material be *(choose one of the following)*:

☐ Removed from all schools/facilities in this District.

☐ Restricted to the following grade levels in this District: _____.

☐ Restricted to a student whose parent/legal guardian provides consent and is enrolled in the following grade levels in this District: _____.

Describe Your Reason for Contesting This Material *(attach additional pages as needed)*:

I, _____ *(insert your name)*, **hereby certify that:**

- I am a parent or legal guardian of a student who attends a school within this District.
- I have read, watched, or otherwise reviewed the material I am contesting.
- I have made a good faith effort to address my concerns with School or District staff.
- I have not filed more than five (5) instructional material complaints (including this complaint) in this calendar month.
- I believe that this Contested Material is not suitable for use, availability, and/or unrestricted access in this District, pursuant to the requirements and definitions in Regulation 43-170, which are summarized on the following instruction page.

Signature: _____ **Date:** _____

Form Instructions

Please review carefully before completing this form.

State Board of Education Regulation 43-170 requires that instructional materials in South Carolina public schools be **age and developmentally appropriate** and **aligned with and supportive of South Carolina's instructional program**.

Age and developmentally appropriate means topics, messages, materials, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.

Aligned with and supportive of South Carolina's instructional program means rigorous, standards-based instructional material focused on high academic achievement and resulting in graduates who have the world-class knowledge, skills, and life and career characteristics to be college and career ready.

This Regulation provides that materials are not "age and developmentally appropriate" for any age or age group of children if they include descriptions or visual depictions of "sexual conduct," as defined in SC Code §16-15-305(C)(1):

- *vaginal, anal, or oral intercourse, whether actual or simulated, normal or perverted, whether between human beings, animals, or a combination thereof;*
- *masturbation, excretory functions, or lewd exhibition, actual or simulated, of the genitals, pubic hair, anus, vulva, or female breast nipples including male or female genitals in a state of sexual stimulation or arousal or covered male genitals in a discernably turgid state;*
- *an act or condition that depicts actual or simulated bestiality, sado-masochistic abuse, meaning flagellation or torture by or upon a person who is nude or clad in undergarments or in a costume which reveals the pubic hair, anus, vulva, genitals, or female breast nipples, or the condition of being fettered, bound, or otherwise physically restrained on the part of the one so clothed;*
- *an act or condition that depicts actual or simulated touching, caressing, or fondling of, or other similar physical contact with, the covered or exposed genitals, pubic or anal regions, or female breast nipple, whether alone or between humans, animals, or a human and an animal, of the same or opposite sex, in an act of actual or apparent sexual stimulation or gratification; or*
- *an act or condition that depicts the insertion of any part of a person's body, other than the male sexual organ, or of any object into another person's anus or vagina, except when done as part of a recognized medical procedure.*

A District board may not predicate its decision regarding any contested material based upon disagreement with viewpoints expressed in the material. Rather, it must apply criteria regarding age appropriateness and alignment with the State's instructional program as outlined in the Regulation.

The Regulation allows a parent or legal guardian to file this complaint form with their District board if they believe a specific instructional material used in their District violates the requirements of the Regulation. **An individual filing a complaint must:**

1. Be a parent/guardian of a student who attends school in the school district;
2. Read, watch, or otherwise review the material; and
3. Make a good faith effort to address their concerns with school or district office staff prior to filing a complaint.

Only one specific instructional material may be challenged per form, and individual complainants are limited to no more than five (5) complaints per calendar month.

For printed materials, cite the page number, chapter, section, paragraph, or other information that identifies the contested material. To further assist the review of the complaint, please include a copy or screenshot of the contested material and submit it with this form.

For audio/visual recordings, cite the minute mark in the recording or other information that identifies the contested material.

For online materials, describe how the content is accessed (website address, application on school issued device, or other information that identifies the material). If possible, please submit screenshots or other printed documentation of the contested material with this form.

The Regulation requires District boards to hold a public meeting within 90 days to consider a complaint. The District board is required to either announce its decision regarding the complaint at the meeting or in writing within 15 days of the meeting. Additionally, the Regulation establishes a right for a complainant to appeal the decision of the District board to the State Board of Education within 30 days of the District board's announcement of its decision.

Please note that certification and signature sections of the form must be completed for the complaint to be considered.

EXHIBIT I

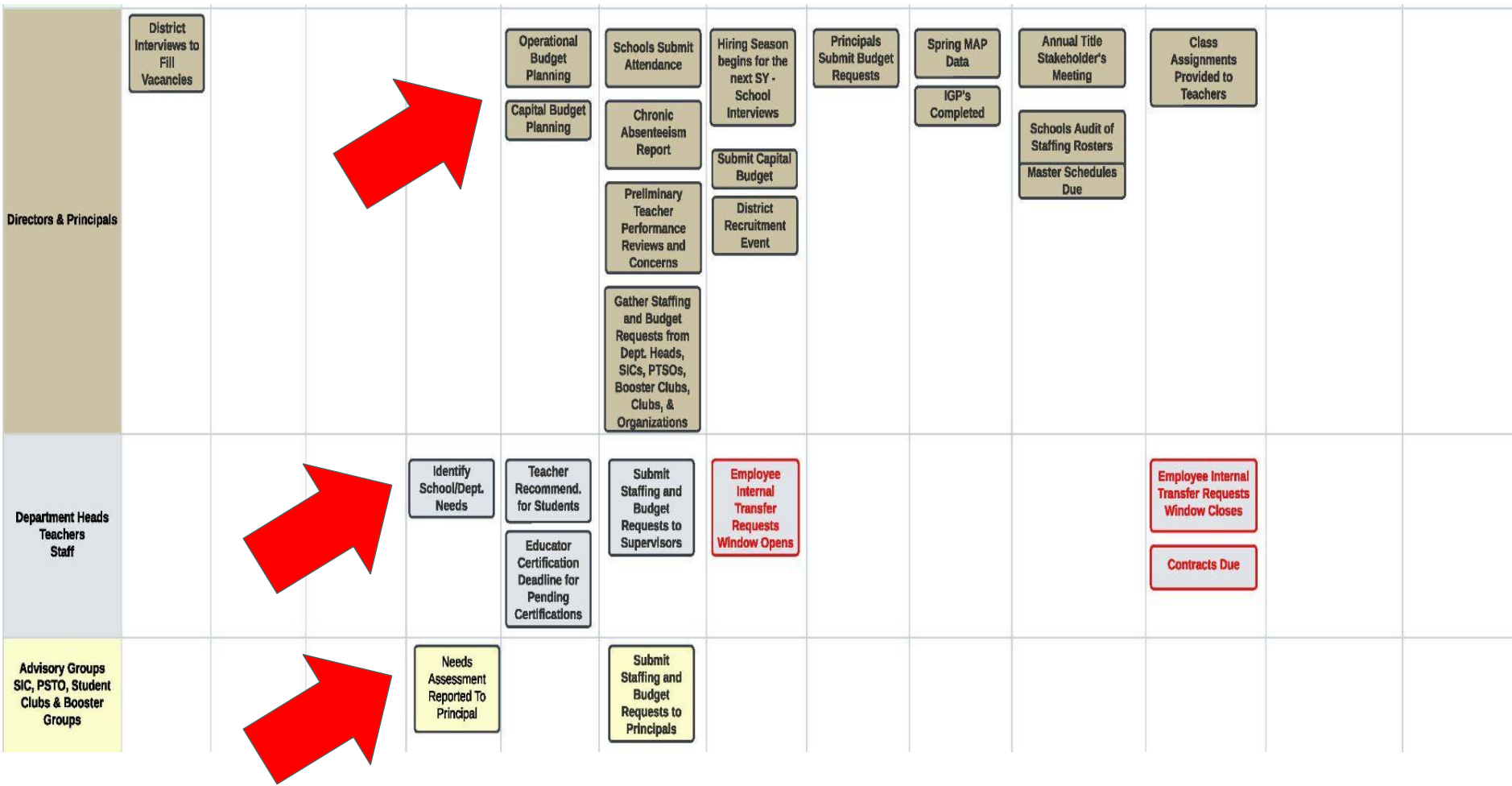
Discussion of 2025-2026 General Fund Budget Amendments

October 27, 2025

Operational Budget Priorities Results-

Year-At-A-Glance Budget & Staffing Calendar w/ Facilities Planning Timeline 2025-2026

	July	August	September	October	November	December	January	February	March	April	May	June
Board of Trustees		SCSBA Law Conference	School Finance 101 Workshop Board Policy Prior Workshop	State Accountability Report		Annual Audit Presentation Approve District Calendar SCSBA Legilsative & Adv. Conference	Strategic Planning Discussion	Budget Planning Workshop SCSBA Annual Conference	Strategic Plan Amendments Presented Approval of Contract Re-appointments	Budget Discussion w/Budget Book Prioritize and Submit Capital Budget Strategic Plan Amendments	1st Reading of Budget w/Budget Book Budget Public Hearing 2nd and Final Reading of Budget w/Budget Book	Auditor Receives Approved Mill Rates
Superintendent	Present Admin Priorities	Legislative Updates		Budget Amendment % + $ % - $			Present Annual Report				Advertise 2nd & Final Reading of Budget (15-Day Rule)	
Proposed Facilities Planning Timeline	**Coordinators** PRELIMINARY staff placement recommendations based on student enrollment, staffing predictions, and feedback from staff surveys	**Coordinators** PRELIMINARY staff placement recommendations based on student enrollment, staffing predictions, and feedback from staff surveys	**Coordinators** PRELIMINARY staff placement recommendations based on student enrollment, staffing predictions, and feedback from staff surveys	**Superintendent** Video #2 Communication to Staff (Update on timeline and Responses to Questions from Survey)	**Principals** 26-27 PRELIMINARY Staffing Roster Discussions	**Principals** 26-27 FINAL Staffing Rosters to Principals CONFIDENTIAL	**HR** 26-27 Staff Notified of Assignments for 26-27		**Principals** Deadline for Staff Orientations To Be Held		**Principals** Deadline for Student & Family Orientations To Be Held	
Executive Staff	SCDE Reg	10th-Day Enrollment Published	Begin School Calendar Process	45th-Day Enrollment Published Prepare Data for Annual Report	Magnet Fairs Begin and Magnet Window Opens SCDE Staffing Audit Present District Calendar		90th-Day Enrollment Published Magnet Window Closes	Chiefs Submit Department Requests Magnet Assignments Announced	Review Principals' Staffing Requests 135th-Day Enrollment Published	Revenue Projections Finalized $ Student Enrollment Projections Released Staffing Projections Released Issue Contracts	Strategic Plan Review	180th-Day Enrollment Published
Directors & Principals	District Interviews to Fill Vacancies				Operational Budget Planning Capital Budget Planning	Schools Submit Attendance Chronic Absenteeism Report Preliminary Teacher Performance Reviews and Concerns Gather Staffing and Budget Requests from Dept. Heads, SICs, PTSOs, Booster Clubs, Clubs, & Organizations	Hiring Season begins for the next SY - School Interviews Submit Capital Budget District Recruitment Event	Principals Submit Budget Requests	Spring MAP Data IGP's Completed	Annual Title Stakeholder's Meeting Schools Audit of Staffing Rosters Master Schedules Due	Class Assignments Provided to Teachers	
Department Heads Teachers Staff				Identify School/Dept. Needs	Teacher Recommend. for Students Educator Certification Deadline for Pending Certifications	Submit Staffing and Budget Requests to Supervisors	Employee Internal Transfer Requests Window Opens				Employee Internal Transfer Requests Window Closes Contracts Due	
Advisory Groups SIC, PSTO, Student Clubs & Booster Groups				Needs Assessment Reported To Principal		Submit Staffing and Budget Requests to Principals						


July Aug Sept Oct Nov Dec
Directors & Principals
District Interviews to Fill Vacancies
Operational Budget Planning
Capital Budget Planning
Schools Submit Attendance
Chronic Absenteeism Report
Preliminary Teacher Performance Reviews and Concerns
Gather Staffing and Budget Requests from Dept. Heads, SICs, PTSOs, Booster Clubs, Clubs, & Organizations
Hiring Season begins for the next SY - School Interviews
Submit Capital Budget
District Recruitment Event
Principals Submit Budget Requests
Spring MAP Data
IGP's Completed
Annual Title Stakeholder's Meeting
Schools Audit of Staffing Rosters
Master Schedules Due
Class Assignments Provided to Teachers
Department Heads Teachers Staff
Identify School/Dept. Needs
Teacher Recommend. for Students
Educator Certification Deadline for Pending Certifications
Submit Staffing and Budget Requests to Supervisors
Employee Internal Transfer Requests Window Opens
Employee Internal Transfer Requests Window Closes
Contracts Due
Advisory Groups SIC, PSTO, Student Clubs & Booster Groups
Needs Assessment Reported To Principal
Submit Staffing and Budget Requests to Principals

Budgeting the Strategic Plan

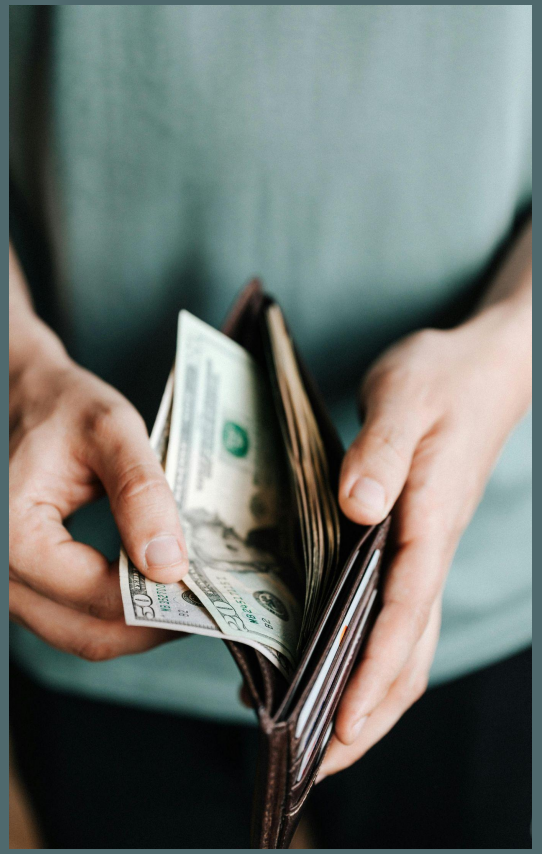
Key Steps

1. Know the Economic Conditions
2. Know your Operational Priorities (Strategic Plan Strategies)
3. Know your Key Stakeholders (Fundamental impact on strategic plan performance)
4. Align Budget Request to Strategic Plan Strategies

District Five of Lexington & Richland Counties

Know the Economic Conditions

Revenue	Expenses	Requests
Increases	Increase	Minimized
Increases	Decrease	Prioritized
Decreases	Increase	Critical ★
Decreases	Decrease	Aligned



What are Critical Request?

Stakeholder-based Strategic Budgeting

Strategic Plan Outcomes

LOVE

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

Performance Goal Area (1)
School Climate
6 Strategies

Performance Goal Area (3)
Teacher Administrator Quality
6 Strategies

&

GROW

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

Performance Goal Area (2)
Student Achievement
6 Strategies

Performance Goal Area (4)
Gifted and Talented
6 Strategies

DISTRICT FIVE OF LEXINGTON & RICHLAND COUNTIES STRATEGIC PLAN 2022-23 to 2026-27

MISSION STATEMENT:

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

PGA1: WE WILL MAINTAIN A SAFE AND SECURE ENVIRONMENT FOCUSED ON THE SOCIAL AND EMOTIONAL GROWTH AND DEVELOPMENT OF ALL STUDENTS.

- **PGA1.S1:** We will partner and engage with families in order to better understand and address the safety, social, and emotional needs of our students.
- **PGA1.S2:** We will implement research-based practices to ensure the social and emotional development of our students.
- **PGA1.S3:** We will promote a safe and secure environment through the establishment, teaching, and reinforcement of school-wide expectations.
- **PGA1.S4:** We will promote a safe and secure environment through our bullying prevention and intervention programs and practices.
- **PGA1.S5:** We will provide a safe and secure environment for students through the development and implementation of school safety procedures.
- **PGA1.S6:** We will provide a safe, secure, and equitable physical environment for all students by monitoring, maintaining, and improving district-owned facilities.

PGA2: WE WILL PROVIDE CHALLENGING CURRICULA FOCUSED ON THE ACADEMIC DEVELOPMENT AND COLLEGE AND CAREER READINESS OF ALL STUDENTS.

- **PGA2.S1:** We will provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of all students.
- **PGA2.S2:** We will provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of multilingual learners.
- **PGA2.S3:** 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.
- **PGA2.S4:** We will provide challenging Career and Technical Education curricula and opportunities to ensure graduates are career ready.
- **PGA2.S5:** We will provide meaningful opportunities for adult learners to become college or career ready.
- **PGA2.S6:** We will offer and support differentiated opportunities for challenging curricula through magnet and choice programs.

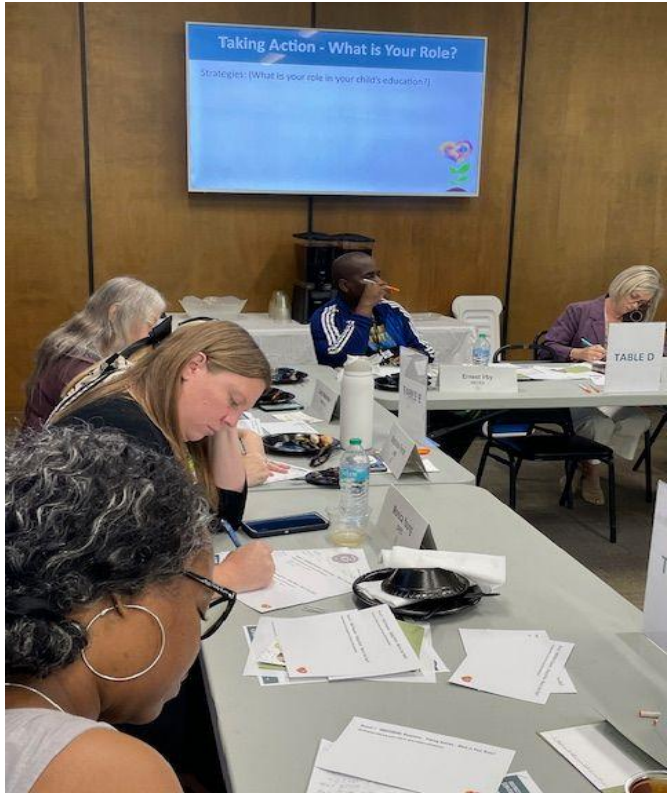
PGA3: WE WILL RECRUIT, RETAIN, AND DEVELOP A HIGHLY EFFECTIVE, DIVERSE STAFF.

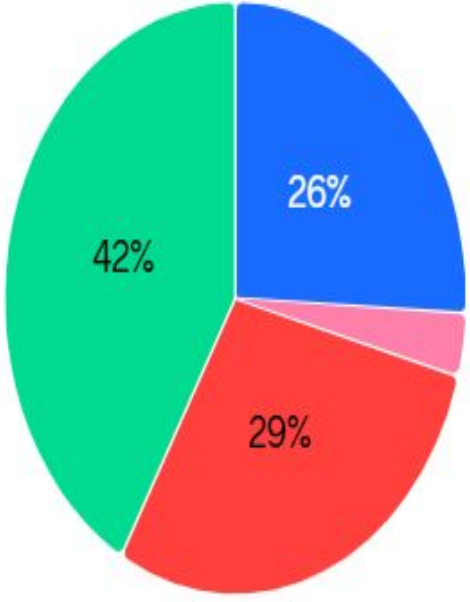
- **PGA3.S1:** We will provide an equitable learning environment which ensures the development of all students by retaining a highly effective faculty and staff.
- **PGA3.S2:** We will improve our ability to offer diverse and equitable learning environments by retaining and sustaining faculty, staff, and administrators who come from populations that are traditionally underrepresented in our classrooms and schools.
- **PGA3.S3:** We will provide an equitable learning environment which ensures the development of all students by recruiting a highly effective faculty and staff.
- **PGA3.S4:** 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.
- **PGA3.S5:** 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.
- **PGA3.S6:** 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.

PGA4: WE WILL PROVIDE CHALLENGING CURRICULA FOCUSED ON THE ACADEMIC DEVELOPMENT OF STUDENTS IN GIFTED PROGRAMS AND PROVIDE EQUITABLE OPPORTUNITIES FOR PARTICIPATION IN GIFTED PROGRAMS.

- **PGA4.S1:** We will provide a challenging and accelerated curriculum to gifted and talented students in order to ensure their academic development.
- **PGA4.S2:** We will ensure an equitable learning environment and the academic development of all students by providing professional development opportunities to all teachers for improving support to students taking AGP, Honors, AP, IB, or Dual Enrollment courses.
- **PGA4.S3:** 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.
- **PGA4.S4:** 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.
- **PGA4.S5:** We will improve our ability to provide an equitable learning environment which ensures the development of all students by improving education and communication to both students and parents regarding student opportunities and supports available in AGP, Honors, AP, IB and Dual Enrollment courses.
- **PGA4.S6:** 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.

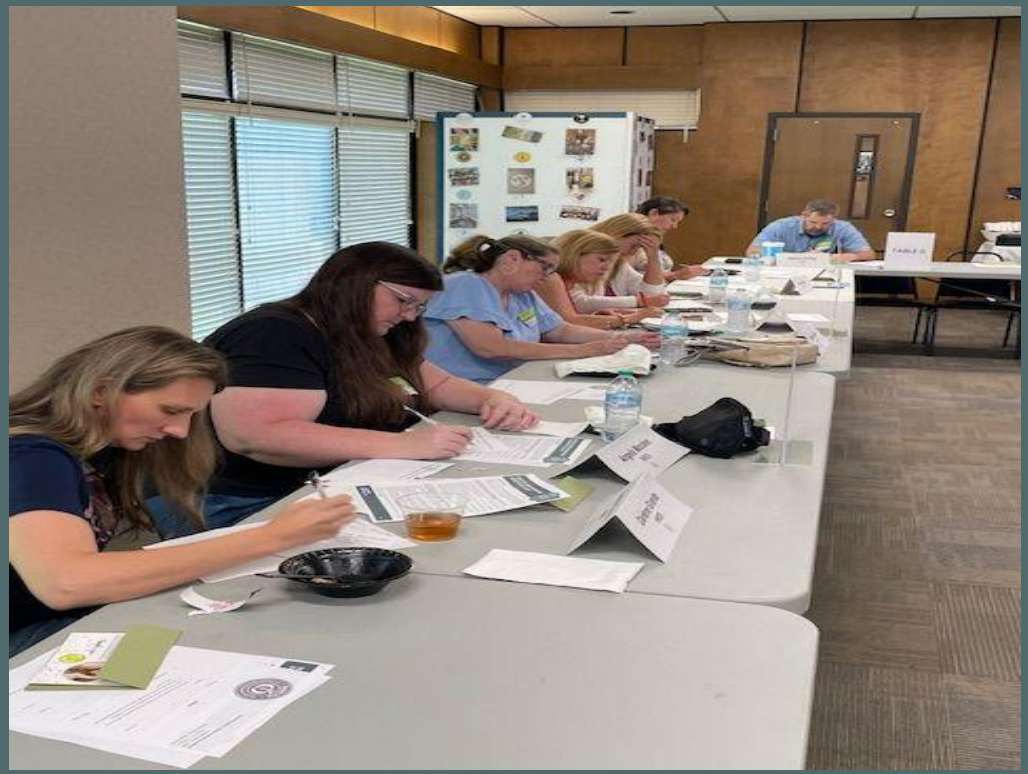
Parent Advisory Results - #1 Expectation



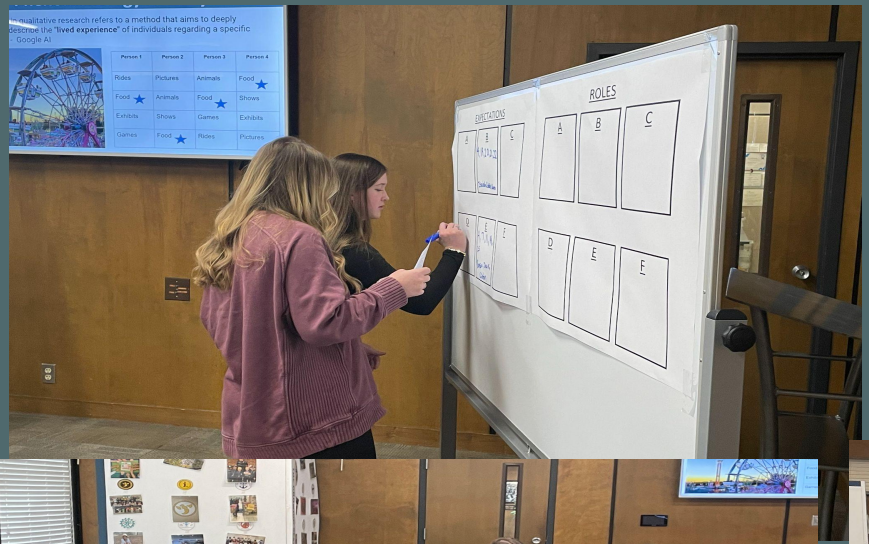


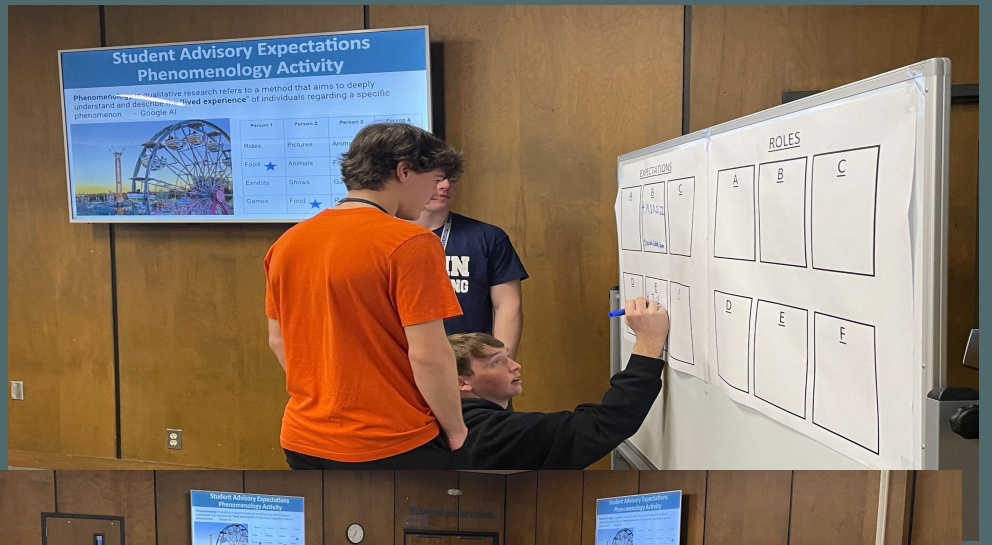
- 26% To be confident in [the child's] ability to be successful with the skills acquired in each grade
- 3% Gifted IEP - more in-depth; not busy work (Gifted classes are not [honors rigor])
- 29% Ensure our children are safe and encouraged to grow and learn, not just pass
- 0% Collaboration between schools/teachers (especially transitions from elementary to middle school)
- 42% For my child to have a solid academic foundation that is useful for future career paths

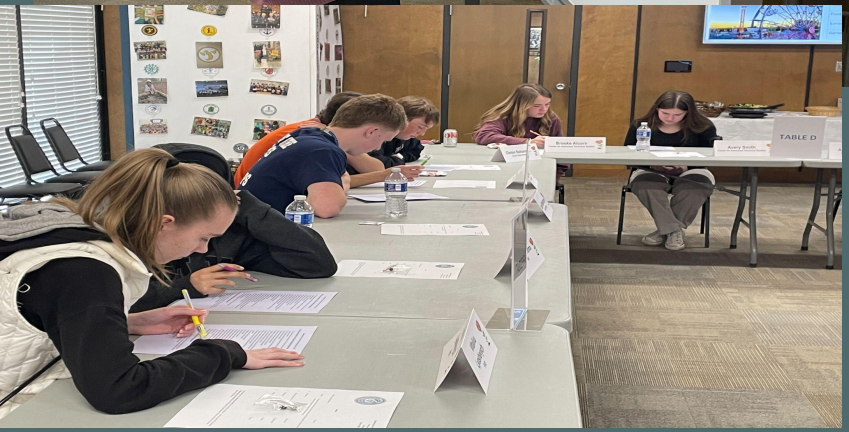
Actively Involved in providing:
A Solid Academic Foundation for Future Career



Student Advisory Consensus Expectations



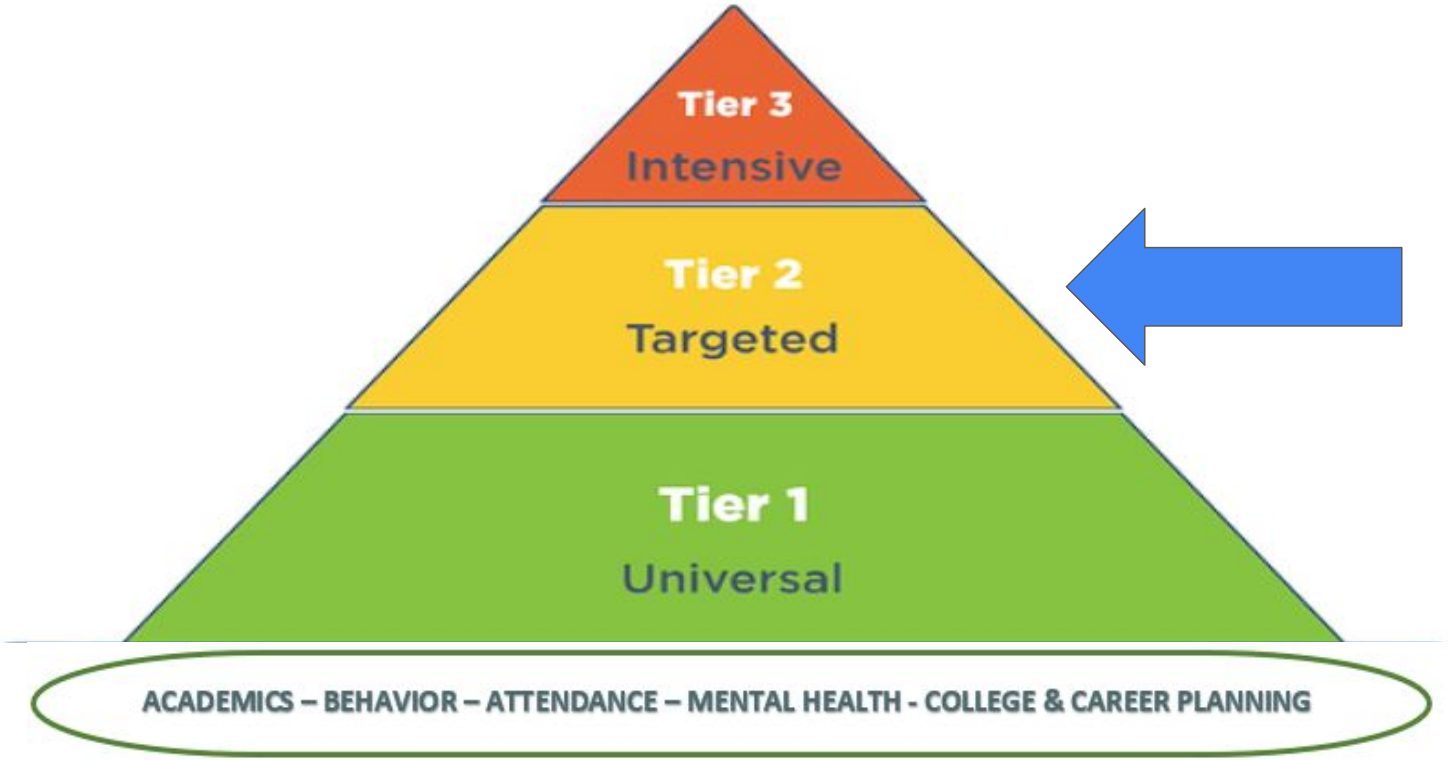




Student Advisory Consensus Expectations

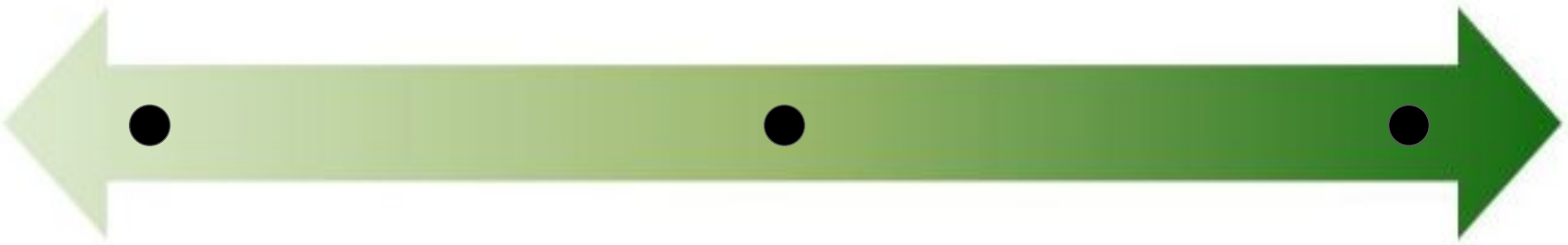
Teachers to meet each student's learning goal to help with their future career plans

Multi-tiered Support Services (MTSS)
Tier 2 Targeted Interventions



Operational Budget Priorities Results - Discipline

LR5 Discipline Framework

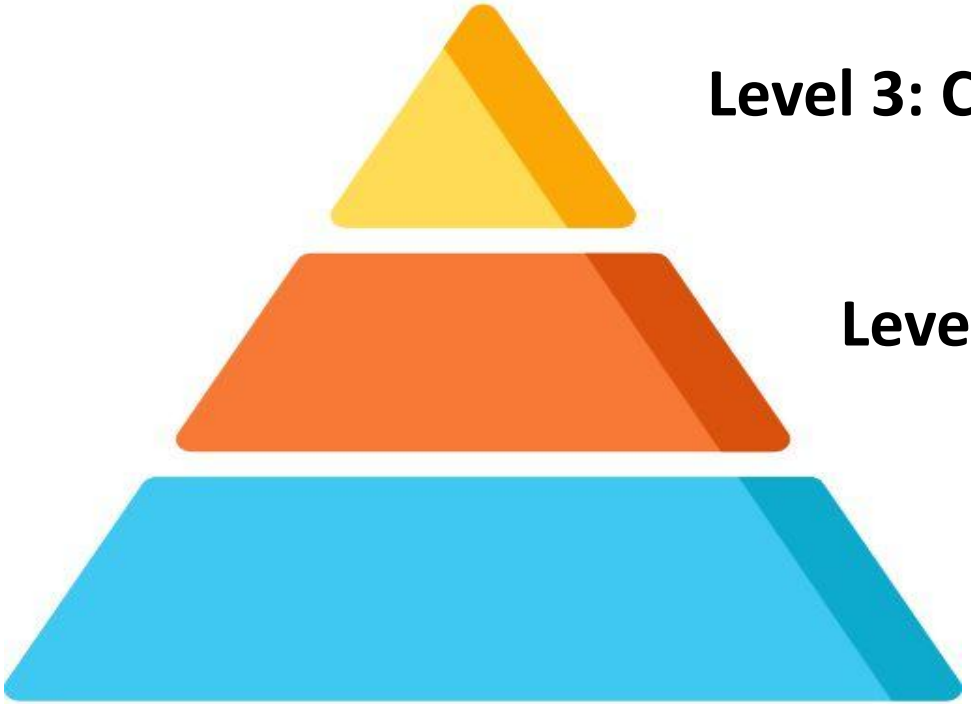


Prevention

Intervention

Recovery

LR5 Code of Conduct



Level 3: Criminal Offenses

Level 2: Disruptive Offenses

Level 1: Behavioral Misconduct

2025 - 2026
Budget Amendment Priorities

Administrative Requests:

- **Funding for supplemental pay for teachers and staff to provide after school tutoring and enrichment for Tier 2 Academic Interventions**
  Estimated Cost - $1 million

- **Funding for additional eight (8) behavioral expectation coaches to address Level 1- Behavioral Misconduct in LR5 Schools**
  Estimated Cost - $300,000

2025 - 2026
Budget Amendment Timeline

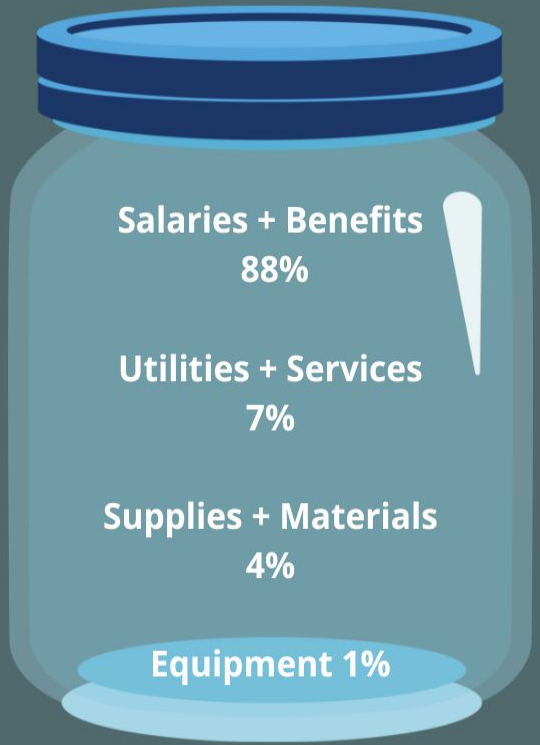
- **October 9, 2025 - 45th day for LR5**
- **October 21, 2025 to November 7, 2025 - 45th day collection period for SCDE**
- **November 21, 2025 (TBD) - State Funding Day - will see our State Aid to Classroom adjustment based on 45th day**
- **December 8, 2025 - Discuss budget adjustment based on change in State Aid to Classroom**
- **January 12, 2026 - 2nd discussion or Board Vote on Budget Adjustment**

Policy DB Annual Budget:
To establish the board's vision for the annual budget

Revenue - **Expenses** = **Reserve (Fund Balance)**

General Operating Fund

State 64%
Local 35%
Grants 1%

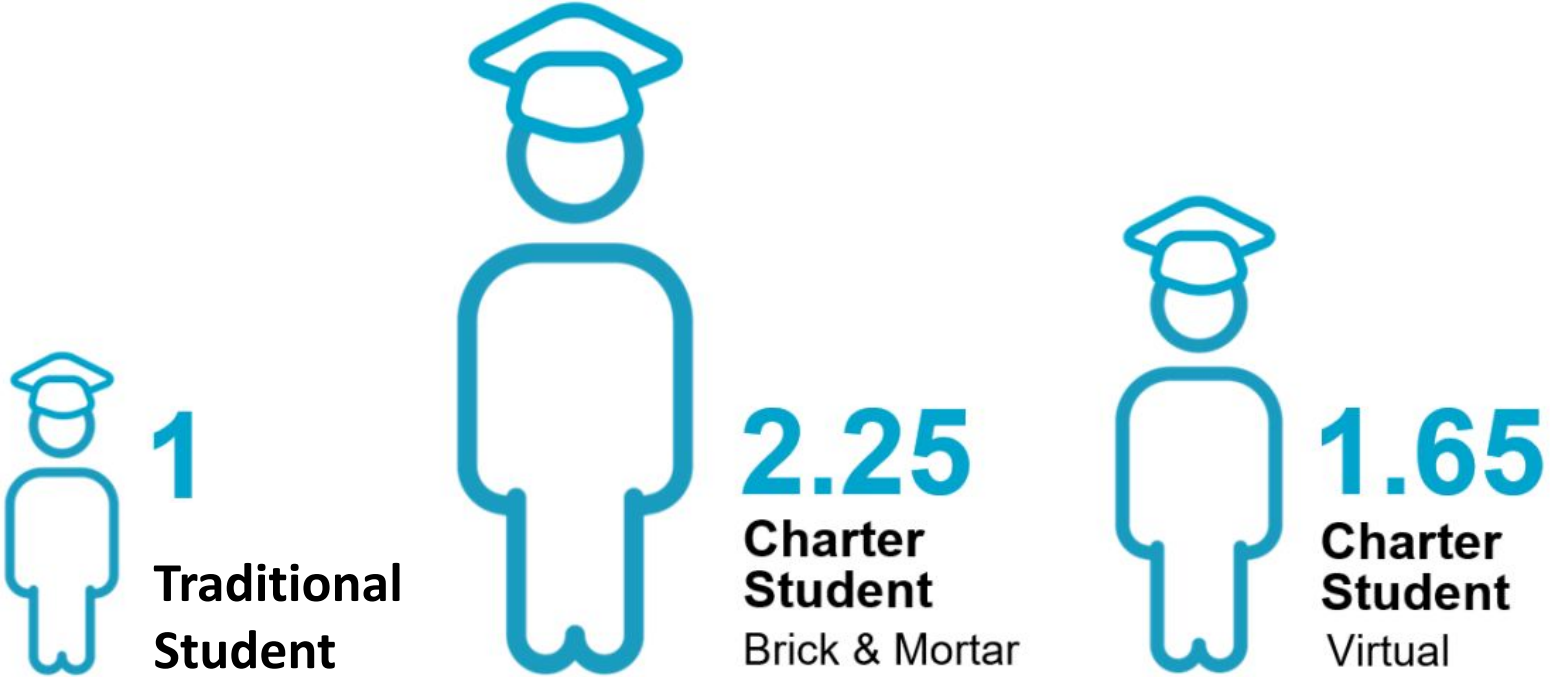


The State Aid to Classrooms program was first enacted in the FY 2022-23 Budget. The program is outlined in Proviso 1.3 of the Appropriations Act.

**The following data is taken from presentations shared by Greenville and Lexington-Richland Five school districts*

Traditional vs. Charter

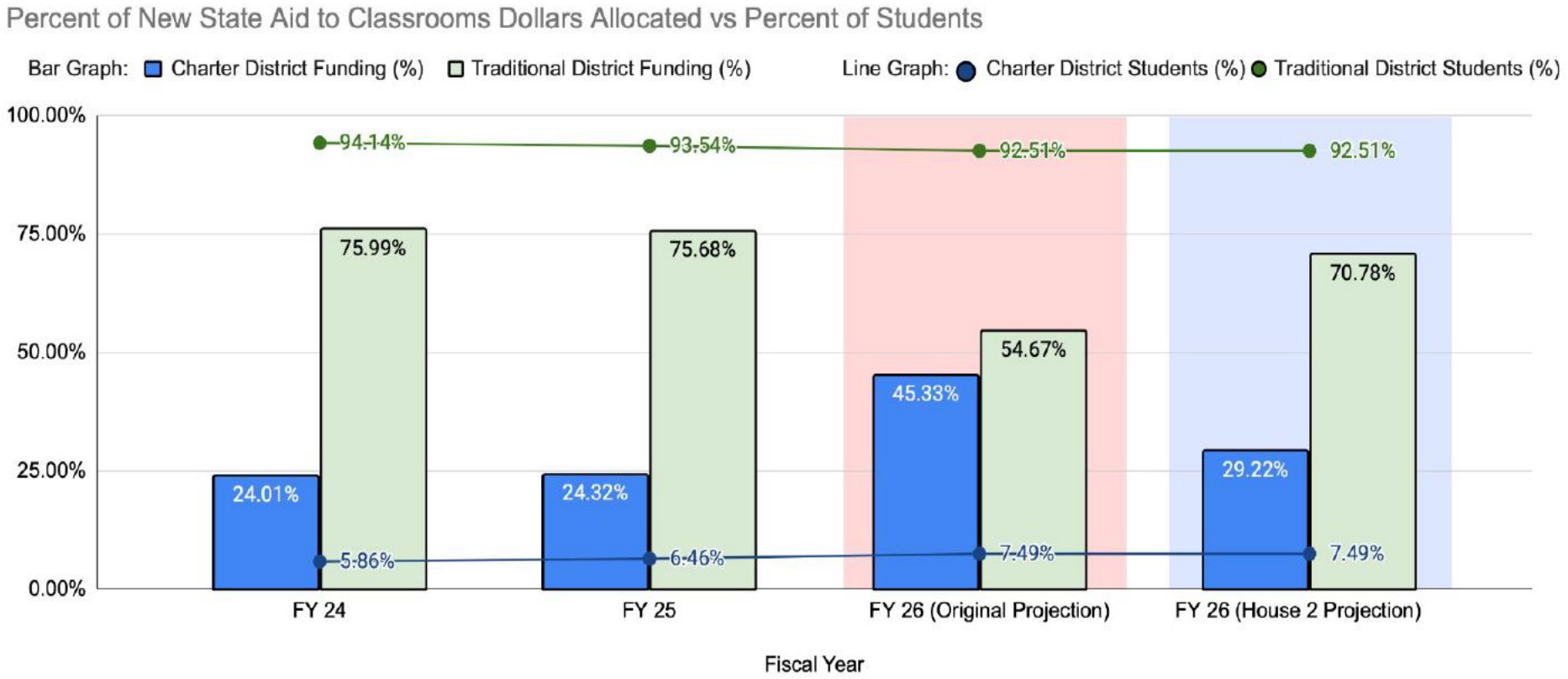
Base Student



- Adopted from Greenville County Public Schools Budget Presentation

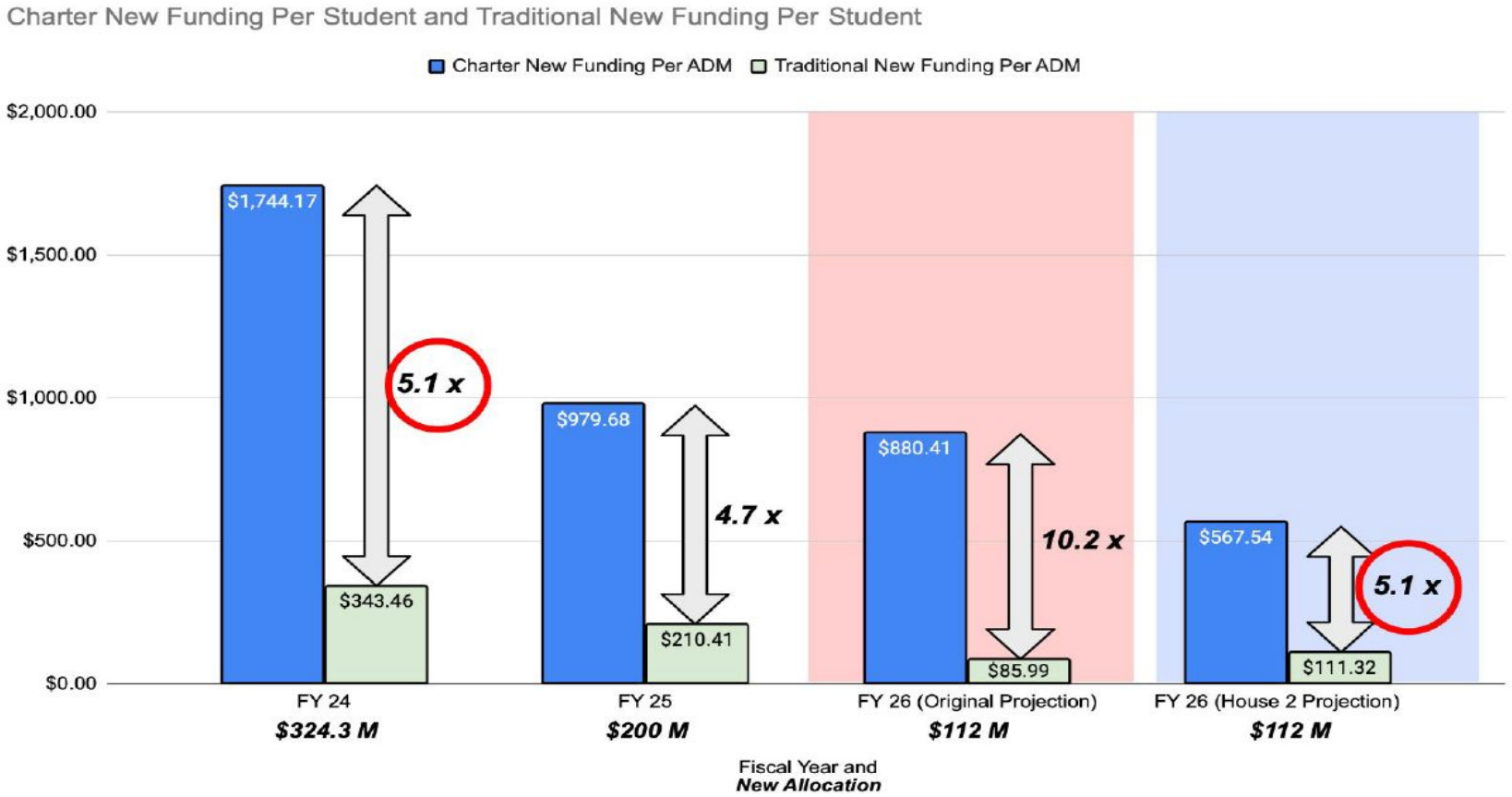
State Budget Estimates - House 2

Proviso 1.3



State Budget Estimates - House 2

Proviso 1.3



Proviso 1.3 language

Proviso 1.3 for FY 25-26 directs the South Carolina Revenue and Fiscal Affairs Office (RFA) to review the State Aid to Classrooms funding formula to ensure districts and charter authorizers receive more consistent distributions.

SCASA

- Reliability (more consistent percentages between the two)
- Predictability (more on weighted pupil units, less on proportionality)
- Dependability (fully-funded mandates)
- Sustainability (less on Index of Taxpaying Ability)

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District Five
OF LEXINGTON & RICHLAND COUNTIES

EXHIBIT J

Policy KE Public Concerns And Complaints

Issued 9/13

Purpose: To establish the board's vision for receiving and handling public complaints.

Complaints to one or more board members, which in the judgment of the board member(s) hearing the complaint requires investigation or action, will be referred to the superintendent for investigation, appropriate action or recommendations as the situation might justify.

If the matter cannot be resolved satisfactorily by the superintendent, the complainant will register the complaint in writing with the chairman of the board, setting forth the facts on which the complaint is based.

The board, at its next regular meeting or at a special meeting, will then consider the grievance of the complainant and dispose of the matter according to its best judgment.

Adopted 9/9/13

SCSBA MODEL POLICY - DISCUSSION OCTOBER 27, 2025

PUBLIC CONCERNS AND COMPLAINTS

Code **KE** *Issued* **MODEL**

The board relies on its staff and administrators to resolve the concerns of patrons in as informal a manner as possible. All district employees are expected to answer questions, receive input, and professionally address concerns and complaints of parents/legal guardians, students, and other members of the public. If a complaint cannot be resolved directly, a process will be made available for review at progressively higher levels, as follows:

- teacher or staff member
- principal or supervisor
- relevant district-level staff member
- superintendent
- board

The administration will develop such guidelines for assuring a courteous, fair, orderly, and timely response to complainants. Complaints regarding discrimination, harassment, or retaliation will be processed according to policy AC, *Nondiscrimination/Equal Opportunity*. Staff member grievances will be processed in accordance with policy GBK, *Staff Concerns/ Complaints/Grievances*, or as otherwise required by law.

Anyone who defames a district staff member and damages a person's professional reputation, whether before students or any third party, may be subject to legal action brought by the staff member.

Board Review of Concerns and Complaints

The board is not obligated to address a complaint. If the board decides to hear the issue, the board's decision is final. Otherwise, the superintendent's decision on the issue is final. The board will not hear complaints which have not been reviewed through appropriate administrative channels.

Adopted ^

In compliance with the following Board Policies:
Board Policy BC - Board Member Conduct
Board Policy BCA - Board Member Code of Ethics
Board Policy CFA - School Principals/Building Administrators

Policy BC Board Member Conduct

Issued **3/22**

Because of the importance of the board's responsibility to make decisions related to the district's educational program while maintaining effective relationships with school administrators, staff, and community members, the board will conduct themselves professionally in accordance with the level of responsibility bestowed upon them by the public.

It is the responsibility of each board member to do the following:

- Remember that the first and greatest concern must be the educational welfare of all students attending public schools.
- Become familiar with district policies, rules, and procedures as well as state and federal school laws and regulations.
- Have a general knowledge of educational goals and objectives of the district.
- Work harmoniously with other board members without trying to dominate the board or neglect one's share of the work.
- Vote and act in board meetings impartially for the good of the district, representing all district constituents honestly and equally.
- Recognize that authority rests only with the board in official meetings and that the individual member has no legal status to bind the board outside of such meetings.
- Refuse to participate in irregular or secret meetings which are not official and which all members or the public do not have the opportunity to attend.
- Accept the will of the majority vote in all cases and support the resulting policy or decision.
- Maintain the confidentiality of all matters discussed in executive session.
- Understand that the basic function of a board is policymaking, not administration, and accept the responsibility of learning to discriminate intelligently between these two functions.
- Strive to procure, when a vacancy exists, the best professional leader available for the superintendency.
- Give the superintendent full administrative authority for properly discharging his/her professional duties and hold him/her responsible for acceptable results.
- Refer suggestions and complaints to the superintendent and abstain from individual counsel and action.
- Participate in the various board training opportunities which are offered locally, regionally, statewide, and nationally.
- Respond, as appropriate, to the wishes and desires expressed by the community and to educate the public on the district's educational program and policies in such a way as to promote community interest and support.
- Visit schools regularly per Board Policy BBA, as a Trustee, in compliance with state law, which requires a minimum of one school visit per school term.

The Process for Addressing Board Member Violations

The Board and each of its members are committed to faithful compliance with the provisions of the Board's policies. The Board recognizes that its failure to deal with deliberate or continuing violations of its policies risks the loss of public confidence in the Board's ability to govern effectively. Therefore, in the event of a member's willful and/or continuing violation of policy, the Board ordinarily will address the issue by the following process:

1. Conversation in a private setting between the offending member and the Board Chair, Vice-Chair, or other designated individual member;
2. Possible removal by the Board from any leadership or committee positions to which the offending member has been appointed or elected;
3. Public censure of the offending member of the Board as a means of separating the Board's focus and intent from those of the offending member.

Notwithstanding the foregoing, the Board may exercise any rights afforded to it under applicable state law to address any internal matter that should arise.

Adopted 3/28/22

School District Five of Lexington and Richland Counties

Policy BCA Board Member Code of Ethics

Issued **5/22**

Purpose: The Board and its members will conduct themselves lawfully with integrity and high ethical standards in order to model the behaviors expected of staff and students and to build public confidence and credibility. This code of ethics is adopted by the board as a guide to its members as they strive to render effective and efficient service to their community.

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

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

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

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

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

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

Adopted 2/24/69; Revised 1/9/06, 5/9/22

Legal References:

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

Section 8-13-100, *et seq.* - Ethics, Government Accountability, and Campaign Reform Act.

School District Five of Lexington and Richland Counties

Policy CFA School Principals/Building Administrators

Issued 11/06

Purpose: To establish the basic structure for the administrative operation of the schools.

It is the desire of the board that the superintendent hire individuals as building principals who have the management skills necessary to assume the major responsibility for the day to day operation of the school buildings.

The principal -- within the limits of the law, board policy and instructions from the superintendent -- is the administrative authority of the assigned school. The principal is responsible for a thorough knowledge of all laws, regulations and instructions governing the position.

The principal will handle all complaints from patrons or parents/legal guardians which affect the school, investigate the same and refer to the central administration all cases which cannot be adjusted satisfactorily.

Prime responsibilities of the principal include the following.

- ensuring that the skills and content taught in all classrooms are in accordance with state standards, as well as standards that are set out in the district curriculum map
- creating a learning environment that is appropriate for students
- assisting teachers in the implementation of an instructional program that is suitable for students
- evaluating the effectiveness of the instructional program as its is being implemented in the school
- evaluating the effectiveness of individual staff members
- arranging opportunities for staff members to improve their competencies as facilitators of learning
- managing the local school budget, class and building schedules, and the care of the facility
- communicating the goals, objectives and achievements of the school to the students, parents and staff

Adopted 2/24/69; Revised 11/16/81, 11/27/06

School District Five of Lexington and Richland Counties

EXHIBIT K

MEMORANDUM

To: Members of the Board of Trustees

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

From: Tina McCaskill
Chief Academic Officer

Date: October 22, 2025

Re: October 27, 2025 Board Meeting
Information: District Reading Plan

Item: District Reading Plan 2025-26

Background: Act 114, which updated the Read to Succeed Act of 2014, requires schools and districts in South Carolina to prepare comprehensive reading proficiency plans which are aligned to the science of reading, structured literacy, and foundational literacy skills. Guidance on the content required in the district and school plans are provided by the South Carolina Department of Education (SCDE). Once completed, the district and schools submit their plans to the SCDE for approval.

The reading plan being presented to you tonight is the District's 2025-26 plan that has been submitted to the SCDE and will be posted on the District's website by the end of October. Schools have submitted their plans to the SCDE as well, and will post school plans to their school websites by the end of October as well.

Attachment: District Reading Plan 2025-26

South Carolina Department of Education
Read to Succeed District Exemplary Literacy Reflection Tool

Directions: Please provide a narrative response for sections A-I.

Section A: Describe how reading assessment and instruction for all students in the district include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in comprehending texts to meet grade-level English/Language Arts standards.

ELEMENTARY

In grades 1-5, we utilize **NWEA© MAP**, which plays a significant role in supporting instruction that helps students in the district meet South Carolina's grade-level standards. This assessment adapts to each student's performance, allowing our teachers to obtain a personalized learning profile that identifies areas where students excel and need additional support. MAP Reading includes a focus on vocabulary development, providing teachers with information about students' strengths and weaknesses in understanding and using academic and content-area vocabulary. This data allows for differentiated vocabulary instruction, meeting individual needs and promoting deeper comprehension of texts. MAP Reading provides detailed reports on comprehension skills by assessing students' ability to understand texts at various levels of complexity. This data informs instruction, enabling teachers to focus on comprehension strategies and text types that align with South Carolina's ELA standards.

In School District Five elementary schools, we use several district-wide assessments. Teachers assess all general education students in grades K-5 with the Savvas© **myView Literacy** Unit Tests, designed to assess a wide range of reading and language skills that align with grade-level English/Language Arts (ELA) standards. These assessments help teachers evaluate students' performance in key literacy components—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—and provide targeted instruction to ensure all students in the district develop the skills they need to meet grade-level expectations.

Oral Language

- **Assessment Focus**: MyView Unit Tests assess oral language development by incorporating speaking and listening components that require students to engage in discussions, explain their thinking, and interpret spoken information.
- **Instructional Support**: Teachers use the assessment data to evaluate students' ability to articulate their ideas clearly and understand spoken text, which supports oral communication and comprehension. This focus on oral language development helps students better process and discuss the texts they read, an essential part of the ELA standards.

Phonological Awareness

- **Assessment Focus**: For younger students, myView Unit Tests assess phonological awareness by evaluating their ability to recognize and manipulate sounds in words, such as identifying syllables, rhymes, and phonemes.

- **Instructional Support**: Based on the assessment data, teachers can implement targeted activities, such as sound segmentation or blending exercises, to support students who struggle to recognize sounds. Strengthening phonological awareness is critical for early reading development and lays the foundation for phonics instruction.

Phonics

- **Assessment Focus**: MyView Unit Tests assess phonics skills by evaluating students' understanding of letter-sound relationships, their ability to decode unfamiliar words, and their use of spelling patterns. We have added the LETRS© K-2 Spelling Screener to the required district assessments for Grades 1-3.
- **Instructional Support**: Teachers use the results to differentiate phonics instruction, ensuring students master decoding and spelling words effectively. This supports the development of accurate word recognition, an essential part of becoming a fluent reader and meeting grade-level expectations.

Fluency

- **Assessment Focus**: Fluency is a key part of myView assessments, where we evaluate students' reading speed, accuracy, and expression. The assessment includes oral reading passages to assess the students' ability to read smoothly and with appropriate pacing.
- **Instructional Support**: Teachers can use fluency assessment data to identify students who need additional practice in oral reading fluency. Interventions may include repeated reading exercises, guided oral reading, or modeling fluent reading, all aligned with district goals of improving overall reading proficiency.

Vocabulary

- **Assessment Focus**: MyView Unit Tests include vocabulary assessments that measure students' understanding of academic vocabulary and their ability to use context clues to determine word meanings. These assessments cover a variety of vocabulary skills, including word usage, meanings, and morphology (roots, prefixes, and suffixes). NWEA© MAP reports break down performance by instructional areas, such as vocabulary. This granularity allows teachers to pinpoint specific areas where a student excels or struggles, which can guide targeted interventions or enrichment.
- **Instructional Support**: Based on vocabulary assessment results, teachers can tailor vocabulary instruction to the needs of individual students or groups. This may include direct instruction of new words, explicit teaching of word-learning strategies, or vocabulary games that deepen word knowledge, supporting overall text comprehension. The NWEA© Reports provide teachers with specific areas for improvement to guide instruction.

Comprehension

- **Assessment Focus**: Comprehension is central to myView Unit Tests and NWEA© MAP, which assess students' ability to understand and analyze fiction and nonfiction texts. These assessments provide specific data regarding mastering comprehension skills, such as summarizing, making inferences, understanding main ideas, comparing and contrasting information, and drawing conclusions.
- **Instructional Support**: Teachers use the comprehension data to provide targeted instruction in specific comprehension strategies. For students who struggle with understanding texts, interventions may include teaching specific reading strategies (e.g., questioning, predicting, summarizing) or providing additional practice with complex texts. Teachers can differentiate comprehension instruction to ensure all students are developing the critical thinking and text analysis skills necessary to meet grade-level ELA standards. The NWEA© DesCarte allows teachers to group students by needs and provide instructional support and acceleration.

Alignment with Grade-Level ELA Standards

- **Standards-Based Assessments**: myView Unit Tests and MAP assessments are carefully aligned with state and district ELA standards, ensuring that the assessments measure the specific skills and knowledge students will master at each grade level. The tests cover key literacy components in a balanced way, ensuring that we assess students on foundational reading skills and higher-level comprehension and critical thinking skills.
- **Instructional Planning**: The assessment data from both tools help teachers plan lessons aligned with grade-level expectations. This supports teachers in providing differentiated instruction, interventions, and enrichment to help all students progress toward meeting or exceeding ELA standards.

INTERMEDIATE, MIDDLE, AND HIGH

In grades 6-8 for all students, we utilize **NWEA© MAP** data to track standards mastery and longitudinal growth. MAP data provides us with valuable insight into our student achievement. We track student progress through the quintiles, which align with the SC Ready and EOC assessments. Student profile data gives us information about specific needs in comprehending literary and informational texts, acquiring vocabulary, selecting appropriate Lexile ranges, and analyzing ACT and SAT readiness. This assessment helps teachers and schools understand their instructional impact, identify gaps, and make reteaching, intervention, and extension decisions. The MAP data also serves as one data point for determining which secondary students require literacy interventions.

Students flagged by MAP, SC Ready, and teacher recommendation are then given the *Qualitative Reading Inventory-7* assessment to determine their phonics, fluency, and comprehension proficiency baseline data. Those scoring over one year below grade level on this assessment are admitted to the Secondary Literacy Intervention program. Students who receive these services are provided with targeted intervention for their specific areas of need by a qualified and trained certified secondary teacher. These targeted areas of intervention include the five components of literacy outlined by the National Reading Panel (2000).

The ELA secondary specialist has completed LETRS© training. She uses strategies aligned with the science of reading in professional development sessions with middle and high school interventionists.

Phonics

- **Assessment:** Students who require phonics instruction are assessed further using the *Words Their Way*© Middle-Level Spelling Inventory. This inventory helps teachers identify and target specific phonics patterns in which students require intervention.
- **Instructional Support**: Students receive individualized phonics instruction for the patterns in which they need assistance. They use explicit and systematic phonics instruction to identify the pattern and the sound in isolation and in the contexts of words. They use Words Their Way word work to group words with patterns.
- **Syllabication and Morphology:** Teachers use the Orton-Gillingham aligned *Structures*© syllabication system from Brainspring. This technique helps older students struggling with multisyllabic words chunk them by syllable and morpheme. This makes the chunking more automatic for students and increases their phonetic automaticity.

Fluency

- **Repeated Reading and Timed Practice:** Teachers help students build fluency by providing opportunities for repeated reading of texts and timed reading practice, where they can focus on speed, accuracy, and prosody. Students develop fluency goals with their teacher and progress monitor those goals bi-weekly. This data is tracked throughout the year and serves as one point of reference for making decisions about moving to Tier 1.
- **Phrasing:** Intervention teachers use Tim Rasinkski's teaching tip from "Building Fluency Through the Phrased Text Lesson." Students learn how words can be grouped into phrases that are meaningful chunks. These phrasing lessons help students improve prosody and fluency.

Vocabulary

- **Academic Vocabulary and Morphology:** Content-specific vocabulary becomes more prominent in grades 6-12. Teachers emphasize explicit vocabulary instruction by teaching word meanings, word parts (morphology), and usage in context. In intervention, we heavily emphasize morphological word work using visuals and association, interactive morphological word walls, and notebooks.
- **Word Maps and Semantic Networks:** We teach these strategies to help students connect new words to familiar concepts, reinforcing vocabulary and expanding their lexicon.

Comprehension

- **Explicit Teaching of Comprehension Strategies:** Teachers explicitly teach students how to use comprehension strategies such as summarizing, questioning, predicting, connecting, and making inferences. These strategies are modeled and practiced with a variety of texts.
- **Content Area Comprehension Strategies:** Students learn about the different types of content area texts and how to read them most effectively using text features, structure, and zeroing in on essential information.

Section B: Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy, and foundational literacy skills.

Science of Reading Alignment

FastBridge©

- **Research-Based Assessments**: FastBridge© assessments, including those used in FASTtrack© Reading, are designed to measure the core components of the science of reading. These assessments focus on phonological awareness, phonics, fluency, vocabulary, and comprehension—skills essential for students to develop proficiency in reading.
    - **Phonological Awareness and Phonics**: FastBridge© assessments specifically address these foundational skills in grades K-5 by diagnosing students' abilities to manipulate sounds and decode words, aligning with the science of reading's emphasis on early literacy skills.
    - **Progress Monitoring**: The frequent assessments help teachers monitor student growth in reading and ensure that instructional practices are evidence-based. The frequency allows teachers to adjust teaching strategies to ensure alignment with how students naturally learn to read.

Savvas© myView Literacy

- **Comprehensive Literacy Instruction**: myView Literacy is built on the components identified by the science of reading, focusing heavily on foundational skills in the early grades. Instruction emphasizes phonemic awareness, phonics, and decoding skills, ensuring students receive structured literacy instruction.
    - **Systematic Phonics Instruction**: Savvas© myView includes systematic and explicit phonics instruction, a key component of the science of reading, to help students develop decoding skills and fluency. Lessons are sequenced to ensure that students gradually build their understanding of letter-sound relationships.
    - **Integrated Vocabulary and Comprehension**: MyView's reading instruction integrates vocabulary development and comprehension strategies, reflecting the science of reading's recognition that students need strong language skills to understand and analyze texts.

Structured Literacy Approach

FastBridge©

- **Explicit and Systematic Assessments**: FastBridge© reading assessments provide a clear and systematic framework for evaluating students' progress in foundational literacy skills. The data-driven approach ensures teachers can give structured interventions based on specific skill gaps, a hallmark of structured literacy.
    - **Instructional Alignment**: Based on FastBridge© assessment results, teachers can implement structured literacy interventions targeting skills like phonemic awareness, phonics, and fluency. The assessments are designed to give precise information on where students need explicit instruction, ensuring that instruction is cumulative and based on individual needs.

Savvas© myView Literacy

- **Systematic Skill Development**: myView follows a structured literacy approach by systematically teaching reading skills in a logical sequence. It begins with phonemic awareness and phonics in the early grades and builds toward fluency and comprehension. The cumulative curriculum builds on previously taught concepts to ensure mastery before moving on to more complex skills.
    - **Explicit Instruction**: Teachers use explicit, direct instruction methods to teach foundational reading skills. For example, lessons explicitly teach letter-sound relationships and word decoding and include guided practice to ensure students fully grasp each concept.
    - **Multisensory Learning**: MyView incorporates multisensory activities, a key element of structured literacy, to engage students in learning phonological and phonics skills. This approach supports students, particularly those with dyslexia or other reading difficulties, by reinforcing learning through visual, auditory, and kinesthetic methods.

Foundational Literacy Skills

FastBridge©

- **Foundational Literacy Assessments**: FastBridge© suite of assessments—particularly those in FASTtrack Reading—are designed to measure foundational literacy skills from kindergarten through elementary grades. The assessments target phonological awareness, phonics, and fluency, critical for early reading success.
    - **Intervention and Differentiation**: FastBridge© assessment data helps teachers identify students at risk for reading difficulties and provides diagnostic information to guide interventions that target foundational skills. This ensures that instruction is focused on building a solid literacy foundation for all students.

Savvas© myView Literacy

- **Emphasis on Foundational Skills**: MyView Literacy's curriculum heavily emphasizes foundational literacy skills, particularly in the primary grades. Students receive instruction in phonemic awareness, phonics, and word recognition skills, all aligned with the foundational literacy model supported by the science of reading.
    - **Phonics and Word Study**: The program includes systematic word study activities, focusing on letter-sound relationships, blending, and decoding skills. This focus on phonics is critical for developing fluent readers and is key to meeting grade-level reading standards.
    - **Comprehensive Reading Instruction**: Vocabulary and comprehension instruction are integrated into foundational skills lessons, helping students apply their decoding skills to understanding and interpreting text. This holistic approach ensures that as students master foundational skills, they develop the higher-order thinking necessary for grade-level reading comprehension.

FastBridge© and **Savvas© myView Literacy** are deeply aligned with the science of reading, structured literacy, and foundational literacy skills. FastBridge© data-driven assessments allow for precise, targeted instruction, while Savvas© myView's curriculum emphasizes explicit, systematic, and cumulative literacy instruction. Together, they provide comprehensive support for all district students, ensuring that reading instruction is rooted in research-based best practices and focused on building the essential skills for literacy success.

INTERMEDIATE, MIDDLE, AND HIGH

Science of Reading and Foundational Skills: Secondary students receive instruction that is highly aligned with the science of reading. The interventions are targeted and determined using triangulated data. They receive explicit phonics instruction when their data suggests there is a gap. They also learn to chunk words by their syllables and morphemes to increase their fluency and vocabulary knowledge. If comprehension is a struggle, students receive explicit comprehension strategy instruction.

Assessment: Progress monitoring is critical to ensuring the effective implementation of foundational skills, the Science of Reading (SOR), and structured literacy in grades 6-12. It allows teachers to assess students' progress, adjust instruction, and provide timely interventions. For students who struggle with reading at the secondary level, we assess foundational skills with the *Words Their Way Middle-Level Spelling Inventory* and the *Qualitative Reading Inventory-7*. Combined, we can assess phonics, fluency, vocabulary, and comprehension. Teachers have data and SMART goal-setting meetings with their students to establish an individualized learning trajectory and monitor progress toward meeting those goals. They keep student portfolios that include records of baseline data, progress data, MAP data, goals, and student artifacts to demonstrate their learning. Progress on targeted intervention is assessed with Curriculum-Based Measurements (CBM) with fluency checks, comprehension questions, vocabulary assessments, and, where appropriate, phonics drills.

Instruction: Students learn in small groups and one-on-one instruction with the teacher based on their individualized needs. They are grouped together using the baseline and progress monitoring data to provide targeted instruction based on their struggling reader profiles.

Section C: Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data, to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

All kindergarten and first-grade students are screened three times per year with Renaissance FastBridge© universal screeners. Students previously in intervention or identified via other data, such as NWEA© MAP, are also screened for additional information and to determine an instructional pathway. FASTtrack Reading simplifies and streamlines the process of reading assessments for teachers and provides easy access to the most appropriate screening tools for each grade level. All second through fifth-grade students are assessed three times per year with NWEA© MAP. Additionally, kindergarten through fifth-grade students are assessed via Savvas© myView Unit Assessments. These interim assessments provide additional diagnostic data.

Intervention Screening Assessments
Grade-Level Specificity: FASTtrack© Reading includes pre-selected assessments tailored to each grade level. FastBridge© has identified the assessments that best predict future reading performance and provide meaningful data for instructional decision-making.
Universal Screening: These assessments are designed to be used three times a year (fall, winter, and spring), making them part of a universal screening process to monitor students' progress over time. This ensures teachers can detect potential reading difficulties early and adjust instruction as needed. The screeners include phonological awareness, phonics, oral reading fluency, vocabulary, and comprehension.
Screening to Intervention Report for Reading (s2i-R): Once students have completed the assessments, the Screening to Intervention Report for Reading (s2i-R) provides an actionable summary of the results. This report includes several critical features:

- Performance Overview: Teachers can quickly view students' performance on specific and general reading assessments. The s2i-R helps identify students who are performing at or above grade level and those who may be at risk for reading difficulties.
- Instructional Recommendations: The report provides data but also recommends instructional plans. The assessment data suggests specific interventions or instructional strategies tailored to each student's needs, including small-group or targeted interventions.
- Tiered Intervention Support: The s2i-R links performance to the Multi-Tiered System of Support (MTSS) framework, showing which students require Tier 1, Tier 2, or Tier 3 interventions. Diagnostic Assessment for Intervention
- The report also provides recommendations for progress monitoring. After implementing interventions, teachers can use follow-up assessments and FastBridge© progress monitoring features to track student improvement.

In addition to FastBridge©, the district-adopted English Language Arts textbook for elementary students provides assessment and instruction as a part of the materials. The Savvas© myFocus Intervention is primarily used in Tier 1. The intervention component is designed to support students who struggle with reading by providing targeted, data-driven instruction and interventions.

Universal Screening and Diagnosis: Savvas© myFocus includes assessments that teachers can administer to screen all students, typically multiple times a year (fall, winter, spring), similar to FASTtrack Reading. These assessments help identify students who are not meeting grade-level expectations in reading with ELA standards/indicator specificity. Beyond basic screening, Savvas© myFocus offers diagnostic tools to pinpoint specific reading skill deficits. The platform assesses all five key areas. (PA, Phonics, Fluency, Vocabulary, and Comprehension).

Intervention for Struggling Readers: We have targeted intervention plans for students who fail to demonstrate grade-level proficiency. Savvas© myFocus provides intervention plans tailored to the specific skills that need improvement. The program uses diagnostic data to ensure that students receive the appropriate level of support, whether they need additional practice in phonics, fluency, or comprehension. The interventions also include scaffolded support through instruction that helps students build confidence and develop mastery of the reading skills. Teachers can gradually increase the complexity of the tasks as students improve.

Progress Monitoring: Teachers can regularly assess students' progress using built-in progress monitoring tools. Savvas© myFocus tracks student performance on specific reading skills over time, allowing teachers to evaluate the effectiveness of interventions and adjust instruction as needed. The program includes dashboards and reports that enable teachers to quickly view student progress at individual and group levels. This data helps ensure that students are making adequate progress and receiving the right level of support.

The NWEA© MAP Growth Report is a vital tool that helps teachers monitor students' progress and plan instruction. It provides detailed, data-driven insights into each student's academic growth and performance to their peers and grade-level expectations. The reports provide the following information: Individualized Growth Data, Instructional Levels to include RIT scores linked to learning statements, student's individual Zone of Proximal Development, Growth Projects and Goals which are nationally normed and aligned to SC READY, Diagnostic Information including strengths and weaknesses, subgroup analysis such as English language learners, students with disabilities, and other demographic groups.

Based on MAP Growth data, teachers can create flexible grouping strategies for small group instruction, tailoring lessons to the needs of students at similar instructional levels. The report aligns students' performance data with state standards, including South Carolina's ELA standards. Teachers can use this alignment to ensure their instruction targets the standards and skills required for grade-level mastery.

INTERMEDIATE, MIDDLE, AND HIGH

The district uses NWEA© MAP Growth Reports, which are nationally normed and aligned to SC READY in conjunction with teacher recommendations to determine which students should undergo additional QRI-7 testing. The QRI-7 results help schools determine if the students have a Tier 2 level reading need or if their scores on the standardized assessments are due to something outside of reading. This ensures that students are appropriately placed in intervention. Secondary Literacy Intervention teachers use CBMs, interim MAP data, and interim QRI-7 data to determine whether interventions are effective or need modification.

Section D: Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.
Parent Communication

ELEMENTARY

- Teachers share MAP reports with parents to provide insight into their child's progress. The data allows parents to understand their child's academic strengths, areas for improvement, and growth compared to national averages. This fosters a collaborative relationship between teachers and parents in supporting student learning.
- The Savvas© myFocus Intervention platform provides easy-to-understand reports that teachers can share with parents, helping foster a partnership between school and home to support student reading progress.
- Parent Curriculum Nights are held at each elementary school to provide parents with necessary information regarding Act 114, district curriculum, and parent support for children.
- Parents receive Interim Reports and Report Cards with additional information about student progress. In grades K-2, parents receive the success criteria for each subject area and learning target. Teachers communicate through weekly newsletters, which provide parents with information about the current focus of teaching and learning.
- Teachers created individualized reading plans (IRPs) for third grade students who scored DNM on the 2025 SC READY Reading. The IRP provides parents with information regarding the targeted reading interventions that the student will receive. For students who complete summer school and earn the required score for grade promotion, the IRP remains in place for 4th grade, revised as needed, and communicated to parents.
- When indicated, teachers notify parents of student needs and ways parents can support their child.

INTERMEDIATE, MIDDLE, AND HIGH

- Before placement in Secondary Literacy Intervention, parents are contacted with information about their students' MAP and QRI-7 data. The interventionist or principal discusses the data with the parent and explains how their student will be supported in the Secondary Literacy Intervention classroom.
- Parents receive Interim Reports and Report Cards with additional information about student progress.
- When indicated, teachers notify parents of student needs and ways parents can support their child.

Section E: Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

ELEMENTARY

Continuous Monitoring and Support

- The district has a system of continuous monitoring to assess the effectiveness of the training and the implementation of the science of reading (SOR) strategies in classrooms. Teachers will receive feedback through classroom observations, and assessment data will be used to adjust instruction and support where necessary. Additionally, the district ELA Coordinator will continue to support school administrators and coaches in using SOR strategies, the district curriculum, and intervention. The Director of Elementary Education meets with each school leadership team at a minimum of three times per year to discuss data and strategies for improvement.

- Teachers also have access to ongoing resources, such as professional learning communities (PLCs) and workshops, to stay updated on best practices in reading instruction and further deepen their understanding of foundational literacy skills.
- The Elementary ELA Leadership team is comprised of two representatives per elementary school and their reading coach. Leadership Team meets once a month and provides professional development opportunities for vertical alignment, calibration, and instructional methodology to monitor reading instruction and student growth.
- The ELA Coordinator collects intervention reports from the Reading Coaches. The Reading Coaches coordinate and plan with classroom teachers and school reading interventionists to make decisions regarding Tier 1, Tier 2, and Tier 3a interventions for students to support growth towards grade-level proficiency in reading. The ELA Coordinator works with Reading Coaches individually and at monthly meetings to discuss interventions.

INTERMEDIATE, MIDDLE, AND HIGH

- The district provides NWEA© MAP as a progress monitoring system for reading achievement and growth. The assessment is given three times a year to provide individualized information about student reading growth.
- The district ELA specialist 6-12 reviews this data with the Director of Secondary Education in progress monitoring meetings with principals. The specialist uses the assessment data to hold achievement and growth conversations at Secondary Leadership Team meetings and department meetings. The specialist also regularly visits classrooms across the district to provide feedback and support.
- The district ELA specialist 6-12 holds four professional development meetings for Secondary Literacy Intervention teachers throughout the year. These meetings are an opportunity to share and analyze data, problem-solve, and learn SOR strategies for implementation in their intervention classrooms.

Section F: Explain how the district will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

To support reading achievement for all students, the district is implementing a comprehensive teacher training program focused on the science of reading (SOR), structured literacy, and foundational literacy skills. This program will ensure that teachers, reading coaches, and administrators are well-equipped to implement evidence-based reading instruction.

Lexia LETRS© Training and Certification

- To address science of reading, structured literacy, and foundational literacy skills, Lexia LETRS© professional development is continuing with Year 2, Volume 2 participants in grades K-3. The training focuses on structured literacy, teaching educators how to provide explicit, systematic, and diagnostic reading instruction that aligns with the research on how students develop literacy skills. This approach supports all students, including those with dyslexia or other reading challenges. All teachers in grades K-3 and elementary school administrators participated in 2024-2025 Volume 1 professional development to ensure that district reading instruction and assessment align closely with the

science of reading by embedding evidence-based structured literacy strategies that emphasize phonemic awareness, systematic phonics, fluency, vocabulary, and comprehension. This targeted approach supports the development of foundational literacy skills across all students, enabling educators to monitor progress with data-driven assessments and tailor instruction to meet each learner's unique needs.

- All teachers in grades 4-5, multilingual learner teachers, and middle-level SPED teachers are participating in Lexia LETRS© professional development, Year 1, Volume 1 for the 2025-2026 school year. This ensures vertical alignment and consistency across the district. This rigorous training program is grounded in the science of reading and provides participants with a deep understanding of how children learn to read, including:
- Coaching Support: School-based reading coaches are actively supporting LETRS© participants through regularly scheduled sessions. These sessions are collaborative opportunities for teachers and administrators to discuss and reflect on the training material, share best practices, and receive guidance on implementing SOR instructional strategies in their classrooms.

Training on Savvas© myView Literacy Curriculum

- The district continues to conduct training sessions for K-5 teachers and administrators as needed to utilize the Savvas© myView Literacy curriculum. These training sessions focus on familiarizing teachers with the curriculum's structured literacy components and its alignment with the science of reading.
- Hands-On Implementation Training: Teachers are trained in using the curriculum's resources to deliver effective instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension, ensuring that all foundational literacy skills are addressed in alignment with state standards. Reading coaches will continue to provide demonstrations and support teachers.
- The District ELA Coordinator has provided additional training and support for coaches and administrators and will continue to provide support as questions arise. The focus for 2025-2026 is aligning proficiency statements with myView assessments to progress monitor students' standard acquisition in grades K-5.

Ongoing Professional Development for Coaches and District Personnel

- Reading and instructional coaches will receive additional, specialized training to further support teachers in implementing the new Savvas© myView Literacy textbook and curriculum. This ensures that coaches are fully prepared to assist teachers in integrating structured literacy strategies into their daily instruction.
- Coaches will also play a key role in providing ongoing professional development and support throughout the year, helping teachers troubleshoot challenges, refine their instructional practices, and implement interventions for struggling readers based on assessment data.
- To build internal capacity, the district is supporting LETRS© professional development by training two reading coaches to become Lexia Peer Learning Facilitators (PLFs).
- The reading coaches will participate in additional adult learning strategies to include a focus on the Gradual Release of Responsibility and explicit instruction. This is aligned with the Quarterly Regional Support for R2S Reading Coaches meetings offered by the SCDE. The

Curriculum Coordinator will attend Quarterly Regional Support for R2S Administrators offered by the SCDE and work with the Elementary ELA Leadership Team to workshop new learning through PLCs.

- The district emphasizes collaborative learning among teachers. Through professional learning communities, peer discussions, and coaching, teachers will have opportunities to share insights from their LETRS© training and myView Literacy implementation, allowing them to learn from one another's experiences and refine their instructional practices.
- Structured Literacy Focus: Teachers will collaborate on applying structured literacy techniques, ensuring that reading instruction is explicit, systematic, and aligned with research-based best practices. Coaches will lead these collaborative sessions to reinforce teachers' understanding and application of these strategies.

District and School Administrator Training

ELEMENTARY

- School and district administrators are also part of the LETRS© training process. This ensures they have a strong understanding of the science of reading, allowing them to effectively support teachers, monitor implementation, and make informed decisions about reading instruction and intervention at the school and district levels.
- Administrators will work closely with reading and instructional coaches to provide strategic leadership and ensure that all instructional practices are aligned with the science of reading.

By providing comprehensive training through Lexia LETRS© certification, structured coaching support, and multiple opportunities for professional development on the Savvas© myView Literacy curriculum, the district ensures that all K-3 teachers, coaches, and administrators are well-prepared to implement the science of reading strategies. This approach will foster a strong foundation in reading for all students, ensuring they meet or exceed grade-level expectations in English Language Arts.

INTERMEDIATE, MIDDLE, AND HIGH

- **Ongoing Professional Development:** The district ELA specialist 6-12 holds four professional development meetings for Secondary Literacy Intervention teachers throughout the year. These meetings are an opportunity to share and analyze data, problem-solve for students who are not growing, and learn SOR strategies for implementation in their intervention classrooms. The first of the four meetings is held specifically with teachers who are new to intervention to ensure that they are well-equipped to provide SOR-based instruction to their students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Students in DNM in grades 3-5 decreased from 17.2% to 12.7%, a reduction of 4.5% in 2024-2025. • 69.7% of students in grades 3-5 are in the Meets and Exceeds category in SC READY. • In grades 6-8, students in Meets Expectations was 35.1% in 2025, an increase of 8.9% from 2024. Students in Approaching dropped 4% from 24.8% in 2024 to 20.8% in 2025, indicating	• SC Ready ELA Grades 6-8 Exceeds category dropped from 30.6% to 26.9%. • We decreased the percentage of students in DNM by 9.3% in 3rd grade, 3.9% in 4th grade, and 0.4% in 5th grade. While it was a decrease in 5th grade, we need to focus on accelerating the students in 5th grade.

Strengths	Possibilities for Growth
that we are moving students from Approaches into the Meets category. Students in DNM also reduced from 18.5% to 17.2%, a reduction of 1.3%, • We continue to increase EOC English 2 C or Higher. In 2024, 64% of students scored a C or above. In 2025, English students scoring a C or higher was 65.7. • Graduation Rate highest in last four school years at 89.7% and 3.4% higher than the state average.	• On the English 2 EOC, 51.4% of students in poverty are scoring an A or B. In contrast, 77.7% of non pupils in poverty are scoring an A or B, a discrepancy of 26.3%. We need to work on closing this achievement gap.

Questions for District-level Survey:

1. Please provide the total number of **first** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: **343**
2. Please provide the total number of **second** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: **339**

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

Please provide your previous **district goals** from last school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all districts serving third grade were required to use Goal #1 (below).

Goals	Progress
Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 19.6 % to 19% in the spring of 2025.	19.6% of our 3rd graders scored Does Not Meet in Spring 2024 of SC Ready ELA. In 2025, we reduced this percentage to 10.3%, a reduction of 9.3% therefore meeting and exceeding this goal.We attribute our progress to aligning all elementary schools with the new high quality instructional materials and LETRS© PD. There was a renewed focus on PLCs with many schools choosing to focus on reading as part of their PLCs. Elementary Leadership was focused on teacher collaboration

Goals	Progress
	around our new high quality instructional materials (Savvas© curriculum). All coaches participated in ongoing professional development and problem solved areas of concern to support teachers in their contexts. Administrators participated in additional professional development regarding the use of the HQIM and scheduling to accommodate all areas of the curriculum to ensure instruction in all areas of the 2024 SC ELA Standards.
Goal #2: School District Five of Lexington and Richland Counties will increase the conditional growth percentile of students in grades 3-8 and have a Median Student Growth Percentile of 55% on MAP Growth Reading by Spring 2025.	We are pleased to report that our grade 3-5 students and 6-8 students met the Median Student Growth Percentile of 55% on MAP Growth Reading. Secondary Literacy Lab teachers used progress monitoring to move students in and out of intervention classes. Students meeting grade level fluency and comprehension requirements were able to move from Tier 3 to Tier 1. Students identified by their English teachers as having potential struggles in reading were assessed mid-year by Literacy Lab teachers and received interventions if they were at least one grade level behind in reading for fluency or comprehension or both. Students enrolled in the Literacy Lab intervention class received targeted and intentional small group instruction based on their individualized needs. We were able to positively move our Does Not Meet and Approaches students. All reading coaches and district personnel participated in MAP training to learn how to utilize reports with teachers. We used Academic Achievement Strand Reports to identify individual students' relative strengths and weaknesses.We also worked with teachers to create small groups based on prioritized needs. We used the Learning Continuum RIT bands to guide instructional grouping decisions. As administrators and teachers requested, we provided professional development for small groups.

Goals	Progress
	Our secondary and elementary directors held Progress Monitoring meetings with schools' leadership teams at least three times during the year. These meetings included conversations regarding instruction, current data, subgroup data, progress monitoring, and action steps.
Goal #3: School District Five of Lexington and Richland Counties will increase the graduation rate from 89.4% to 90.0% by Spring 2025.	Our goal was to reach 90% by Spring 2025. We grew to 89.7 and fell short of our goal by 0.3%. Our graduation rate is 3.4% higher than the state. Our progress can be attributed to several factors: 1. Our secondary schools focused on attendance and monitored this weekly or bi-weekly. Students and families were contacted quickly and with tenacity regarding absences. Home visits were made when contact could not be achieved by phone or email. 2. Students who needed content recovery were able to do so with Apex modules. 3. Those who needed to repeat courses were able to take summer school to get back on track. 4. Students in the Academy for Success alternative learning school doubled up on core courses when needed in their Pack on Track program. 5. Instructional coaches assisted students in developing test-taking skills and strategies to increase performance on high-stakes testing associated with college and career readiness. 6. Instructional coaches also worked closely with teachers to support differentiated instruction and focused on helping our lowest-scoring students accelerate. 7. Our district coordinators, coaches, and directors continued to work with schools to utilize high-effect size instructional strategies.

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

All districts serving students in third grade MUST respond to the third-grade reading proficiency goal. Districts that do not serve third-grade students may choose a different goal. **Districts may continue to use the same SMART goals from previous years or choose new goals.** Goals should be

academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Districts are strongly encouraged to incorporate goals from the strategic plan. Utilize a triangulation of appropriate and available data (i.e., SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC Ready Reading from 66.6% to 68.6% in the spring of 2026.	Now that we have implemented the Savvas© , myView curriculum for one year, our teachers understand the instructional pace and progress monitoring resources and are monitoring and adjusting instruction. Reading Coaches and teacher leaders have created pacing guides to ensure the Savvas© curriculum is used with fidelity, including ensuring that teachers have access to item analysis resources for unit tests and progress monitoring. Our reading coaches support our teachers in implementing the new textbook and the 2024 South Carolina College- and Career-Ready Standards. All K-3 teachers, interventionists, SPED resource teachers, reading coaches, district and school administrators have completed or are enrolled in LETRS© Vol 2 training. Phase 5 includes middle school SPED teachers and all MLL teachers. Our coaches are supporting teachers in implementing the LETRS strategies. We are encouraged by the participants' responses and believe this will impact our SC READY data. These students and others who scored in the lowest 25th percentile on the 2025 Fall MAP are on school watchlists for core intervention and possible Tier 2 and Tier 3A interventions. The Director of Elementary Education has also met with school administrators and instructional leadership teams to discuss school data. Our Director of Elementary Education will continue to meet with school teams to monitor progress. We will continue to focus of professional development at the school and district levels. The ELA Coordinator will also utilize materials and professional development resources from the Office of Assessment and Academics. To ensure that all students

Goals	Action Steps
	accelerate, we will continue to focus on small group instruction in core instruction and provide Tier 1 supports.
Goal #2: School District Five of Lexington and Richland Counties will increase the conditional growth percentile of students in grades 3-8 and have a Median Student Growth Percentile of 55 or above on MAP Growth Reading by Spring 2025.	We will provide challenging curricula focused on all students' academic development and college and career readiness. In order to better meet the needs of students exceeding expectations, the coordinator and specialist will collaborate with the Gifted and Talented Coordinator to provide professional development sessions on enhancing and differentiating for excelling students, including understanding Webb's DOK, questioning, and inquiry to increase academic rigor. They will continue to guide curriculum writers in providing differentiated ideas and options for this population. We will continue implementing Professional Learning Communities (PLCs) to foster the discussion of individual student needs and how best to meet those needs within the classroom setting. As a part of PLCs, we will utilize district-created success criteria aligned with the adopted curriculum to select and administer appropriate classroom assessments. We believe the use of success criteria will support more explicit instruction of each standard indicator. We will use NWEA© MAP to monitor students' progress in secondary intervention (5th-8th) to ensure they receive targeted instruction. Most (K-3 and Resource) teachers, interventionists, and administrators are in LETRS© Volume 2 of the two-year training cycle. This year, we have added all grade 4-5 teachers, Phase 5 SPED teachers and ML teachers to Vol 1 of LETRS©. For students in grades K-5 who are not yet proficient, we will use reading universal screeners to monitor their progress in K-1 and, as needed, in grades 2-5 to ensure that they receive needed interventions.

Goals	Action Steps
Goal #3: School District Five of Lexington and Richland Counties will increase the graduation rate from 89.7% to 90.0% by Spring 2025.	We will utilize updated curriculum frameworks and ongoing instructional materials. We will use vendor analytics to monitor the use of technology to develop assessments, adaptive assignments, and curricula that meet the rigor and demands of state standards. We will provide Professional Development for teachers and administrators on high-effect size teaching strategies (Hattie, 2023).. We will use Instructional 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. We will fully implement our District MTSS model across all schools.

EXHIBIT L

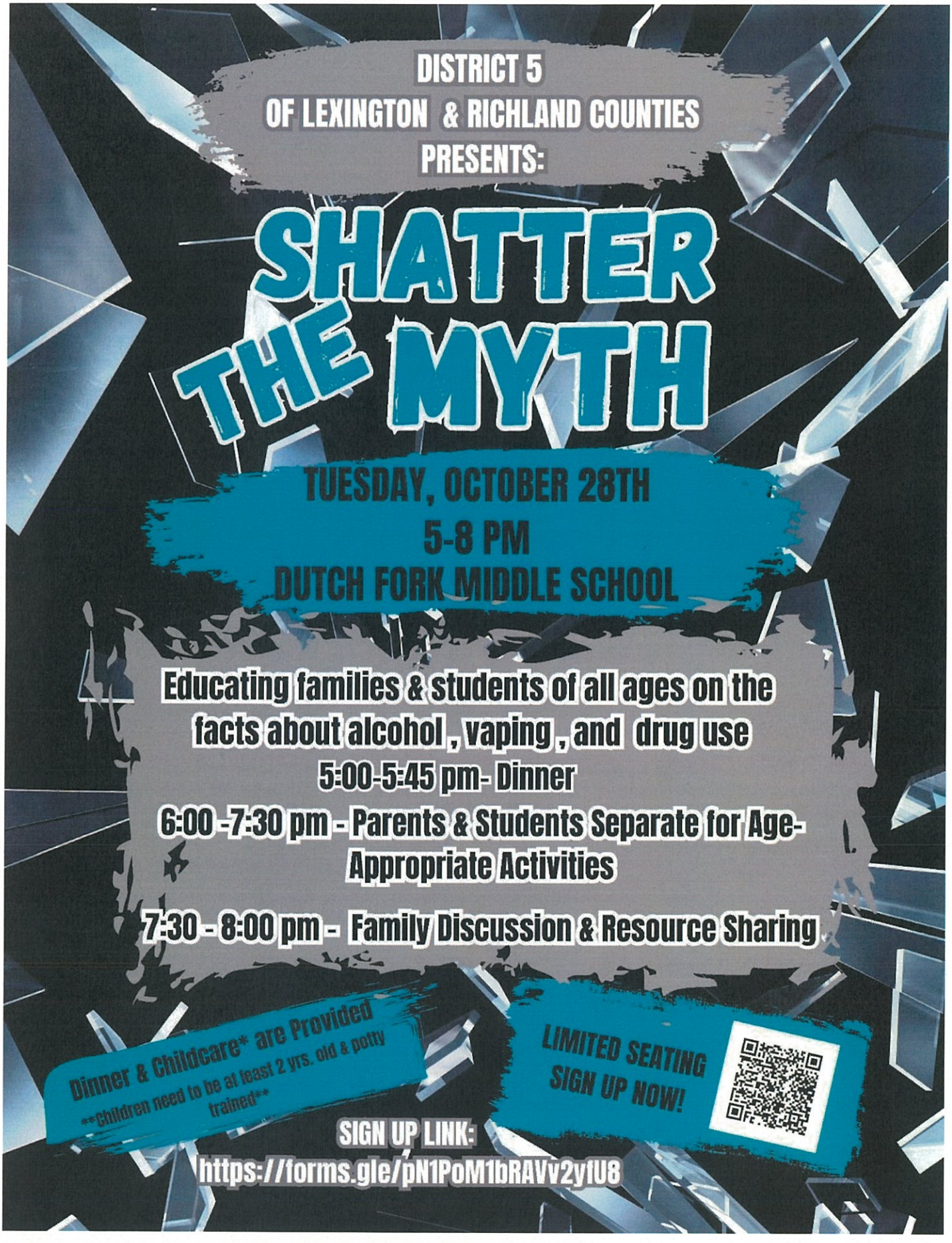
DISTRICT 5
OF LEXINGTON & RICHLAND COUNTIES
PRESENTS:
SHATTER THE MYTH
TUESDAY, OCTOBER 28TH
5-8 PM
DUTCH FORK MIDDLE SCHOOL
Educating families & students of all ages on the facts about alcohol , vaping , and drug use
5:00-5:45 pm- Dinner
6:00 -7:30 pm - Parents & Students Separate for Age-Appropriate Activities
7:30 - 8:00 pm - Family Discussion & Resource Sharing
Dinner & Childcare* are Provided
Children need to be at least 2 yrs. old & potty trained
LIMITED SEATING
SIGN UP NOW!
SIGN UP LINK:
https://forms.gle/pN1PoM1bRAVv2yfU8

EXHIBIT M

2025-26 Enrollment for October 9, 2025 — ALL STUDENTS — Day 45 - Final

School	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Ballentine Elementary School	6	65	81	75	84	67	107								**485**
Chapin Elementary School	71	135	120	141	147	148									**762**
Chapin High School											442	395	370	393	**1600**
Chapin Intermediate School							447	456							**903**
Chapin Middle School								5	532	466					**1003**
CrossRoads Intermediate School								534							**534**
Dutch Fork Elementary School	37	53	61	57	63	71	78								**420**
Dutch Fork High School											446	400	385	407	**1638**
Dutch Fork Middle School								5	355	403					**763**
H E Corley Elementary School	95	87	71	58	77	70	82								**540**
Harbison West Elementary School	73	56	59	78	76	87	69								**498**
Irmo Elementary School	21	66	63	83	65	71	95								**464**
Irmo High School											403	326	269	263	**1261**
Irmo Middle School								179	387	378					**944**
Lake Murray Elementary School	3	125	127	141	177	153									**726**
Leaphart Elementary School	40	66	65	72	71	87	77								**478**
Nursery Road Elementary School	41	55	63	54	68	73	70								**424**
Oak Pointe Elementary School	26	70	70	70	80	85	98								**499**
Piney Woods Elementary School	22	73	80	107	93	117									**492**
River Springs Elementary School	21	60	57	53	70	65	73								**399**
Seven Oaks Elementary School	40	77	92	90	77	77	73								**526**
Spring Hill High School											280	303	285	256	**1124**
Grand Total	**496**	**988**	**1009**	**1079**	**1148**	**1171**	**1269**	**1179**	**1274**	**1247**	**1571**	**1424**	**1309**	**1319**	**16483**

All students registered in PowerSchool on Day 45 are included in this report regardless of funding status.

Data pulled from PowerSchool at 4:35 PM on 10/20/2025

2025-26 Enrollment for October 9, 2025 IN-PERSON Day 45 - Final

School	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Ballentine Elementary School	6	65	81	75	84	67	107								**485**
Chapin Elementary School	71	135	120	141	147	148									**762**
Chapin High School											438	387	359	373	**1557**
Chapin Intermediate School							447	455							**902**
Chapin Middle School								5	527	463					**995**
CrossRoads Intermediate School								522							**522**
Dutch Fork Elementary School	37	53	61	57	63	71	78								**420**
Dutch Fork High School											435	383	368	393	**1579**
Dutch Fork Middle School								5	350	390					**745**
H E Corley Elementary School	95	87	71	58	77	70	82								**540**
Harbison West Elementary School	73	56	59	78	76	87	69								**498**
Irmo Elementary School	21	66	63	83	65	71	95								**464**
Irmo High School											383	305	261	246	**1195**
Irmo Middle School								179	378	363					**920**
Lake Murray Elementary School	3	125	127	141	177	153									**726**
Leaphart Elementary School	40	66	65	72	71	87	77								**478**
Nursery Road Elementary School	41	55	63	54	68	73	70								**424**
Oak Pointe Elementary School	26	70	70	70	80	85	98								**499**
Piney Woods Elementary School	22	73	80	107	93	117									**492**
River Springs Elementary School	21	60	57	53	70	65	73								**399**
Seven Oaks Elementary School	40	77	92	90	77	77	73								**526**
Spring Hill High School											280	301	284	256	**1121**
Grand Total	**496**	**988**	**1009**	**1079**	**1148**	**1171**	**1269**	**1166**	**1255**	**1216**	**1536**	**1376**	**1272**	**1268**	**16249**

All students registered in PowerSchool on Day 45 are included in this report regardless of funding status.

Data pulled from PowerSchool at 4:35 PM on 10/20/2025

2025-26 Enrollment for October 9, 2025 FIVE Day 45 - Final

School	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Ballentine Elementary School															
Chapin Elementary School															
Chapin High School											4	8	11	20	**43**
Chapin Intermediate School								1							**1**
Chapin Middle School									5	3					**8**
CrossRoads Intermediate School								12							**12**
Dutch Fork Elementary School															
Dutch Fork High School											11	17	17	14	**59**
Dutch Fork Middle School									5	13					**18**
H E Corley Elementary School															
Harbison West Elementary School															
Irmo Elementary School															
Irmo High School											20	21	8	17	**66**
Irmo Middle School									9	15					**24**
Lake Murray Elementary School															
Leaphart Elementary School															
Nursery Road Elementary School															
Oak Pointe Elementary School															
Piney Woods Elementary School															
River Springs Elementary School															
Seven Oaks Elementary School															
Spring Hill High School												2	1		**3**
Grand Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**13**	**19**	**31**	**35**	**48**	**37**	**51**	**234**

All students registered in PowerSchool on Day 45 are included in this report regardless of funding status.

Data pulled from PowerSchool at 4:35 PM on 10/20/2025