

LEXINGTON SCHOOL DISTRICT ONE
Board Meeting Minutes
September 15, 2020

The Lexington County School District One Board of Trustees convened in executive session at 5:30 p.m. on Tuesday, September 15, 2020, in the Lexington County School District One's Central Services Building One located at 100 Tarrar Springs Road in Lexington, South Carolina. At 6:30 p.m. the Board of Trustees held a board workshop with general session in the Auditorium immediately following. The meeting was livestreamed on the Lexington One YouTube channel and a video of the meeting has been uploaded to the YouTube channel and LexOne video website. It is also on the Board Meeting Agendas and Minutes webpage.

Board Members: Chair Cynthia Smith, Vice Chair Anne Marie Green, Secretary Brent Powers, Tim Oswald, Jada Garris and Kyle Guyton. Mike Anderson was not present.

1.0 Call to Order 5:30 p.m. Executive Session

Chair Smith called the meeting to order. Chair Smith explained the meeting would begin with executive session and then transition to a public board workshop to review the district's strategic plan and then resume Board business according to the agenda, including Citizens' Participation, immediately following the workshop.

2.0 Executive Session

Chair Smith called for a motion to enter into executive session to consider employment recommendations for 2020-2021 and a property contractual matter related to a bus transportation facility purchase. A motion was made, seconded and approved.

Motion	Second	Action
Powers	Green	Approved Unanimously

The board of trustees adjourned for executive session in the auditorium.

3.0 Adjourn Executive Session

Chair Smith called for a motion to adjourn executive session and begin the board workshop and general session of the September 15, 2020 board meeting. A motion was made, seconded and approved.

Motion	Second	Action
Powers	Green	Approved Unanimously

4.0 Call to Order General Session of the September 15, 2020 Board of Trustees Meeting

4.1 Notification of Compliance with S.C. Freedom of Information Act

Chair Smith called to order the general session of the September 15, 2020 board meeting at 6:32 pm.

She said we were meeting in compliance with the Governor's orders, CDC recommendations and Town of Lexington ordinance. The auditorium has been thoroughly cleaned and sanitized before the meeting and will be after the meeting also. District staff will also sanitize the microphone before and after staff presentations or individuals speaking during Citizens' Participation. All board members, employees or other individuals in attendance are encouraged to social distance and must wear a face covering at all times.

There will be limited seating to maintain social distancing. Once that seating is filled, attendees will be asked to go to the Staff Development Room/Overflow Room, where they can watch the meeting while also observing social distancing guidelines.

Board Meeting Minutes – September 15, 2020

Page Two

The public is encouraged to watch the meeting on the district's YouTube channel. After the meeting, the district will follow its previously established process by posting a video of the meeting to the YouTube channel, LexOne Video site and our own website.

The district is in compliance with S.C. Freedom of Information Act by notifying the media of the date, time and place of the meeting.

The district tapes the meeting for accuracy in preparing the minutes.

Chair Smith called on Mr. Tim Oswald for the invocation and Pledge of Allegiance

5.0 Approval of Agenda

Chair Smith called for a motion to approve the agenda as presented. A motion was made, seconded and approved.

Motion	Second	Action
Powers	Green	Approved Unanimously

6.0 2019-2020 Progress Review

Chair Smith said each year the Superintendent and administration provides a report to the Board on the district's strategic plan, its progress and goals for the current year. She introduced Dr. Little to begin the workshop.

6.1 Introduction - Superintendent Gregory D. Little

Superintendent Little began the 2019-2020 year in review reflecting on the district's response to the COVID-19 pandemic. The strategic plan has guided the district's decision-making while keeping the district's vision and mission statement in mind.

6.2 2019-2020 Year in Review - Shane Phillips - Accountability and Assessment Director

Dr. Phillips reported the district had to redefine the metrics for measuring academic progress due to a lack of standardized test data in 2019-2020. For the purposes of measuring achievement, Dr. Phillips presented progress in the following areas:

Student Achievement: Dr. Phillips presented three year trends in English/Language Arts proficiency, reading recovery, summer reading programs, and math proficiency. There were three takeaways from this data: 1) with the exception of one grade-level (grade 3 math), achievement has trended upward since 2017-2018 on SC Ready; 2) over time, students participating in Reading Recovery (our students that struggle most with reading) are demonstrating a greater rate of growth than other students; and 3) the Read to Succeed Summer Reading Camp showed impressive rates of reading improvement over the previous year, even given drastically different circumstances.

Rigorous Course Enrollment:

Dr. Phillips said the district has invested effort in increasing access to rigorous coursework for all students including dual enrollment courses, International Baccalaureate programs, Honors and Advanced Placement courses. Three takeaways from this data: 1) the number of students participating in dual enrollment classes is up 47%, and the number of courses taken is up 57% since 2017-2018; 2) over three years, students in poverty in dual enrollment courses almost doubled to 22.5%; and, 3) the enrollment of students of color taking at least one or more Advanced Placement, International Baccalaureate, or dual enrollment courses has increased by over 30% over the last three years.

Special Populations (Response to Intervention (RTI) and Special Education):

Dr. Phillips presented information on RTI and Special Education progress. RTI services shifted to a push-in model at the middle school level and a partial shift to this model at the elementary level. The benefit of this model is that the special education teachers work alongside the general education teacher to link intervention support and core curriculum. At the same time, students are able to keep encore/exploratory time. Special education also piloted this model and reported many benefits including collaboration between the special education teacher and general education teacher to better gauge the educational needs of the student. Dr. Phillips presented data on English Language Learners (ELL). He said that as the number of ELL students continues to rise results remain consistent and that Lexington One consistently outperforms similar neighboring districts. In 2020, the district has revised its' strategy for the use of federal funds by applying the Title IV grant to the Title III grant rules resulting in two additional ESOL teachers and Rosetta Stone online English language programs for students with the lowest English language proficiency.

Career-based Learning:

Dr. Phillips presented data over a two year period for students with completers and career-based certifications. He indicated that the decrease in certifications at the end of 2019-2020 was due to the school closure. Many certification tests were not available at the end of the year. CATE teachers have worked throughout the summer to reschedule and administer these certification exams.

Discipline:

Mr. Phillips presented data over a three year period on student discipline for students with one or more referrals, and students with one or more suspensions or expulsions. Discipline data for 2019-2020 could only be analyzed through March 2020 due to the school closure. Discipline rates remained relatively consistent with prior years for the same time period.

Dr. Phillips took questions from the Board. Ms. Green asked if bi-literacy seal of approvals could be incorporated into rigorous coursework data in the future. In regards to standardized testing, Dr. Phillips indicated the U.S. Secretary of Education reinstated standardized testing for the 2020-2021 school year. Tests are to be conducted for all students (including LOOLA) in a face-to-face setting regardless of the educational model.

6.3 Portfolio Projects Closing Out

Superintendent Little said the district was closing out two portfolio projects that have now become standard daily operating procedures.

a) Project Hope - Jeff Caldwell, Chief Student Services Officer

Mr. Caldwell reported on two components of the Project Hope initiative that was conceived in 2017-2018 to dive into an intensive focus on students' social and emotional needs (SEL), student management procedures on drug and alcohol use, and looking at a more therapeutic approach to working with students enrolled in Alternative Education Services (AES).

Student Management:

Mr. Caldwell reported that over a two year period student success rates in the drug and alcohol education and treatment programs increased from 75% to 83%. The program allows students to remain in school and continue to participate in all school related programs and sports while completing a drug and alcohol counseling program. Prior to Project Hope students with a drug or alcohol offense were either expelled or sent to AES.

Alternative Education Services (AES) - formerly FOCUS:

Mr. Caldwell reported data over a two year period that shows a 63% increase in the amount of credits earned by AES students. Students in AES receive intensive social and emotional learning support including restorative practices, conflict resolution and community building. During the COVID shut

Alternative Education Services (continued):

down, AES was able to continue offering services virtually. Mr. Caldwell said that Project Hope has become an integral part of providing comprehensive educational opportunities for all students.

6.4 Portfolio Projects Next Steps

a) Leadership Development - Mary Gaskins, Leadership Development and Continuous Improvement Director

Ms. Gaskins reported on two Executive Leadership programs that were enhanced in 2019-2020. The new principal program includes a three day summer institute, cohort learning, leadership coaching, peer mentoring, central services support and a centralized resource hub. Overwhelmingly, principals indicated the program provided invaluable opportunities for relationship building and networking. The Teacher Leadership Council spent 2019-2020 working on the teacher leader roles. From their work, they identified a new role, peer ambassador, whose role will be to provide a system of support for new teachers. The Teacher Leadership Council chose to postpone the implementation of these roles in 2020-2021 due to the learning curve and work involved in the current instructional models. Ms. Gaskins said these leadership programs that began in 2016 are now part of the Lexington One culture today. Dr. Powers commented that the district needs to continue to cultivate leadership at the school level to rise to these challenges and any in the foreseeable future.

6.5 Lessons Learned

Superintendent Little said that upon the school closure in March the district learned many lessons on systems and protocols and many of these have turned into building blocks for the future.

a) Lesson 1: The district should more frequently seek feedback from stakeholders regarding their response to crisis situations. - Mary Beth Hill, Chief Communications Director

Ms. Hill provided background on the district's communications response to the school closure and 2020-2021 school reentry. A Hanover survey, focus groups and Thoughtexchange virtual feedback confirmed what the district knew - that the community needs to see and hear from leadership. The district responded by creating Together Talks, video messages and mini-chats featuring Superintendent Little and other members of the staff on key topics and information regarding school reentry. The seven Together Talks hosted on Youtube had a combined 50,239 views. The Communications team developed several web pages on COVID 19 resources and the Stronger Together page was developed to release information regarding school reentry. The district learned from feedback that people were experiencing message fatigue so they began to craft small bits of information more frequently in the form of social media posts, texts and one page flyers on key topics. The team continues to respond to questions through these avenues. Ms. Hill said her team's work has received attention across the state and country.

b) Lesson 2: The state and district need to address the digital divide. - Gloria Talley, Chief Academic Officer

Dr. Talley said one of the greatest challenges the district faced in March was continuing to support and serve students during the closure while addressing technology needs. This exposed the digital divide the district was facing. The district has taken action to bridge the digital divide in five areas - devices, connectivity/hotspots, virtual classrooms, help desk and special education technology. The district has taken action to provide devices for every student to provide one-to-one instruction. CARES Act funding has allowed the district to provide Chromebooks and iPads for elementary students, along with a supply of repurposed district iPads. The State of South Carolina is providing 800 hotspots through December; and the district will continue to fund those for the remainder of the school year. Virtual classroom learning has relied heavily on Zoom. The district has purchased an enterprise license for Zoom which plays an essential role to support virtual learning and professional development. Help desks and IT technicians are essential to support one-to-one devices for all students. The district is looking to add nine

Lesson 2 (continued):

IT staff to support the needs of all students and families. The district has used supplemental IDEA funds to provide special education technology programs for speech, occupational and physical teletherapy and have provided devices for instructional support staff to be able to service students.

c) Lesson 3: Teaching and learning in a virtual/distance learning environment must be meaningful, engaging, and accompanied by accountability. - Natalie Osborne-Smith, Professional Learning Coordinator

Dr. Osborne-Smith said that since the school closure in March, the district has learned that it needs to place emphasis on virtual/distance learning and that it needs to be flexible and agile in making instructional model shifts. The district has recognized that teaching and learning must be meaningful and relevant for all students; it must provide meaningful accountability and feedback for learning; it must communicate consistent and clear expectations; and that there needs to be a flexible instructional model that can shift between face-to-face, hybrid and fully virtual environments. In response, the district has provided support for teachers and students by focusing on deeper instruction and learning, aligning instruction to standards and formative practices and assessments. The district is committed to developing the whole child while focusing on power skills and social/emotional learning through workshops and advocacy. Grades and progress reports will be the indicators for learning experiences.

d) Lesson 4: Staff, parents, and students need training in virtual learning tools. - Howard Bissell, Instructional Technology Director

Mr. Bissell reported that the Lexington One Online Learning Academy (LOOLA) has approximately 7,600 students. It was a coordinated effort by administrators and instructional leaders to create this educational model. He discussed the learning platforms, applications and programs that collectively gave teachers the foundation of a virtual classroom. He discussed professional development for teachers including cohort training for elementary teachers by the Digital Learning Coaches. Mr. Bissell shared a parent resource hub that has been created to assist parents with virtual learning technology, tools and resources. The majority of parent and student support is done by school staff - teachers, digital learning coaches and help desk support. Supports for parents and student resources are constantly being developed and made available to address their needs.

e) Lesson 5: Meaningful contact between school personnel and students is critical. - Van Bowers, Elementary Schools Director and Thomas Rivers, Secondary Schools Director

Mr. Van Bowers and Dr. Thomas Rivers discussed the importance of communicating with students. The district has identified three growth areas - emphasizing the importance of constant, personal communication; developing watch lists of educationally, emotionally and/or physically at-risk students; and maintaining regular check-ins with students through teacher office hours or designated check-in times. They said the district took advantage of the five LEAP days that were funded by the State to identify students' social emotional needs, practice new safety protocols such social distancing and wearing masks and the opportunity to review IEPs and 504 plans. They stressed the importance of social emotional support this year. Schools are working on plans to provide extra support for students including utilizing mental health wellness teams and connecting with students through check-ins and office hours on e-learning days. Dr. Powers asked that the district focus on children's physical health and safety while they are in their home environment as well. There has been an increased need for this since students are now home more.

f) Lesson 6: Access to mental, physical and emotional health resources are critical during a school closure. - Zan Tracy Pender, School Counseling and Advisement Director

Mr. Pender reported on the district's mental health response during the school closure and continuing efforts. He said the district heavily utilized its' Project Hope and mental health wellness plan and Lexington County Mental Health counselors virtual teletherapy . In July, the district launched an

Lesson 6 (continued):

Employee Assistance Program (EAP) to support staff in crisis. He discussed limitations in the virtual setting and how some students have felt isolated. Students in a home setting may not be able to open up as freely because there is an adult at home who may be monitoring their session; small group settings had confidentiality issues; and there are Erin's Law reporting concerns. The district was selected to participate in the Compassion Project - a two year program for counseling students with adverse childhood experiences. Mr. Pender said that upon the school closure, the district began to check on students by phone and through Google Voice. This became a building block for social/emotional daily check-ins with students. The district is committed to the SEL program including a new virtual calming room. Dr. Guyton asked Mr. Pender to look at biofeedback rooms for special education students that have had a dramatic impact.

6.6 2020-2021 Goals

Superintendent Little said that since the beginning of the pandemic, the district's primary effort has been on educating our students in a safe and secure environment. Every process and decision regarding the 2020-2021 school year has been reinvented to achieve that goal. The 2020-2021 strategic plan will build upon the 2019-2020 plan while continuing to re-envision school in a COVID and virtual environment.

a) Supportive Enrichment for Lexington District One Families (SELF) - Albert Robertson, Social Studies Coordinator

Mr. Robertson introduced a program for the children of Lexington One support staff called Supportive Enrichment for Lexington One Families (SELF). This program has been designed to cultivate relationships with support staff members and their families and provide their children with career awareness opportunities, academic and social emotional enrichment and access to services, learning experiences and other programs. Recruiting for the first cohort for grades 6-12 will begin in the summer of 2021 for children of food service, maintenance and transportation staff. It will expand to all support staff families as the program progresses. Students will progress from 6th grade through 12th grade with the intent to launch a senior into a college program or career. The SELF planning team and focus group designated these goals for SELF: to support students and families in transition to middle school; consistent access to academic and career enrichment opportunities; sustained partnerships with parents/families and strong relationships with students; and recruitment and retention of support staff members. He reviewed the program and supports that SELF students and their families would receive through enrichment led by academic coaches, mentors and career specialists. The program will be funded through Perkins Act and IDEA funds.

b) The College Center - Brandon Baskett, Dean for Higher Education Services

Mr. Baskett gave an update on the newly launched College Center (TCC). He said this first cohort is serving 17 students from three high schools - Gilbert High, Lexington High and Pelion High Schools. Nine of these students will be first generation college students. Students are excited about a method of learning called WICOR (Writing, Inquiry, Collaboration, Organization, Reading). These skills will prepare them to progress to more rigorous courses. Currently students take classes from Gilbert High School teachers. Due to transportation needs the schedule may need to change next year which may require additional staff. The program will begin recruiting students for next year's cohort.

c) New Portfolio Project - All Means All - Dr. Greg Little, Superintendent

Superintendent Little highlighted two 2020-2021 portfolio projects. While these are not brand new projects, they are extensions of two projects that were introduced last year. The first project, All Means All, focuses on understanding why some students are not successful in the Lexington One learning environment. The district will examine other avenues of support for these students or other barriers that may exist that keep them from being successful.

d) New Portfolio Project - Power Skills - Dr. Greg Little, Superintendent

The second portfolio project for 2020-2021 is the Power Skills Project. He said the district has had some areas of success with this implementation but it has not been consistent. The district will support teachers to implement the program across the district and maintain consistency and also to implement these in a virtual environment.

Upon conclusion of the Strategic Plan Workshop, Chair Smith granted a 15 minute break.

Chair Smith called for a motion to change the order of the agenda, to conduct Item 9.0 - Citizens' Participation prior to Item 8.0 - Reports and Action Items from Executive Session. A motion was made, seconded and approved.

Motion	Second	Action
Powers	Green	Approved Unanimously

7.0 Approval of the Minutes of the August 4 and August 18, 2020 Board Meeting

Minutes of the August 4 and August 18, 2020 board meetings were included for approval. Chair Smith asked for any additions or corrections to the minutes, other than those that had already been received. Hearing none, the minutes were accepted as presented.

8.0 Report and Action Items from Executive Session

Employment Matters

Chair Smith called for a motion to approve six certified recommendations for the 2020-2021 academic year. A motion was made to approve the recommendations as presented. The motion was seconded and approved unanimously.

Motion	Second	Action
Powers	Oswald	Approved Unanimously

Chair Smith called for a motion to approve one administrative recommendation for the 2020-2021 academic year. A motion was made to approve the recommendation as presented. The motion was seconded and approved unanimously.

Motion	Second	Action
Powers	Oswald	Approved Unanimously

Property Contractual Matter Related to a Bus Transportation Facility Purchase - Jeff Salters, Chief Operations Officer

Chair Smith called for a motion for the board to accept the administration's recommendation to approve the purchase of two pieces of property per an agreement dated February 19, 2020, with Royalty Properties, LLC and Royalty Holdings 1, LLC. The motion was seconded and approved.

Motion	Second	Action
Oswald	Green	4 in favor; 2 opposed (Garris, Guyton)

Discussion: Mr. Salters gave an update on the purchase of the property. He said the 2018 bond referendum and associated facilities study called for the relocation of the Barr Road bus facility. The district searched for property that could provide economies of scale for the district. The proposed property will serve three attendance zones - White Knoll High School (WKHS), Lexington High School (LHS), and River Bluff

Property Contractual Matter (continued):

High School (RBHS). It is central to all three schools, is in an industrial area and provides easy access for employees. The WKHS buses currently operate from the school parking lot which causes overcrowding especially now that an addition is being added to the school. The lot will service approximately 196 buses (152 current school buses with six new buses arriving in 2020-2021 and 49 activity buses) and approximately 200 employee vehicles. The current facility on Barr Road is located at a State owned bus maintenance facility and operates out of three trailers. Mr. Salters showed site plans for the new property located at I-20 and Two Notch Road including egress points, the bus lot, fueling stations, employee parking, covered maintenance and wash bays and an operations/training building. Mr. Salters said that formal action began with the Board giving the district authority to seek out property. Upon finding property, the Board entered into an option agreement, received appraisals and ratified price per acre of \$32,000. Upon action this evening, if approved, the district will close on the property as quickly as possible, seek permits and begin construction. The goal is to open this facility/lot for the 2021-2022 school year.

Questions/Discussion with the Board: Ms. Garris reviewed the due diligence documents and questioned the amount of property being proposed for purchase and other reports on contamination and septic systems. She did not believe the Board should be purchasing both parcels of land and called for a motion to separate the parcels of land and vote on each independently. There was no second from the Board, therefore the motion failed.

Mr. Salters clarified that an extensive search had been conducted and several pieces of land were reviewed with the Board. He also reviewed the due diligence materials and the process for environmental studies from which the property received a letter of clearance. Mr. Salters also addressed longevity and growth opportunities for this property. He said that the property would provide 50-60 years of growth for the district. Ms. Smith said that as she talked with bus drivers this summer, they were excited about the new facility and Dr. Powers commented that the commitment to building this new facility demonstrates respect for the profession which ultimately helps with employee retention.

9.0 Citizens' Participation

Chair Smith read the guidelines for Citizens' Participation.

Meredith Tashkandi, teacher at Pelion High School, advocated for teachers and staff. She understands parents are advocating for five days face-to-face. As a teacher, she wants her students back but science, data and research say we shouldn't. She referenced three teachers in South Carolina who have lost their lives this past week due to COVID-19 and they are not in full five day model. The current hybrid model protects lives more than five days face-to-face when social distancing is impossible. We are not seeing a spike in cases and students are still learning. Many students say they like the hybrid because they are getting more individual time with teachers. She asked that the district continue the hybrid model for our faculty and staff.

Emily Homer-Conrad, Lexington, SC, parent of children at Pleasant Hill Middle and Pleasant Hill Elementary, advocated for five days face-to-face. She feels the hybrid model and online learning don't work - citing a 2011 Center of Research and Outcomes study that reported online learners fell behind. She understands the virus is predominant in our community but children have learned to wear masks. She believes children in school only two days a week is not working. The youngest learners can't learn online through videos and presentations and we are leaving a generation of children behind. This will have lifelong effects and citizens in Lexington County will leave if we can't bring students back.

Ashley Lewis, Lexington, SC, parent of children at Lake Murray Elementary and Beechwood Middle, advocated for five days face-to-face. She felt the district has had time to prepare for face-to-face learning since March and that children should be in school. Single parents are paying to do the job schools should be and yet taxpayers are paying full salaries for educators who are doing half the job. Repercussions are not worth the risk and students should be getting the education they deserve. She understands there are

Citizens’ Participation (continued):

vulnerable and at-risk families and they should be given the option to go 100% virtual. The district needs to recognize that children are being deprived of social and educational growth, they miss their friends and want to be back at school.

Caitlin Barbosa, Lexington, SC, parent of children at New Providence Elementary and Lexington Middle, advocated for five days face-to-face. She quoted a facebook post from Politics of Parenting saying that virtual learning is not working and technology has been a failure. Children are experiencing onset depression sitting home alone. Children in the same household have different schedules so they can’t have a consistent lunch break. Children should be in school together every day. Virtual should be an option to those who want five days. Teachers shouldn’t have to work twice as hard to make half the difference for the same pay. Students with 504 plans and IEP are not receiving services.

Brittany Little, Lexington, SC, parent of a child at Pleasant Hill Elementary, advocated for five days face-to-face. She understands virtual works for some families but it does not work for all. She’s asking that those that are afraid of returning stay in virtual school and let the others return. Children in new schools are experiencing difficulty fitting in and making friends because of masks and social distancing. It becomes impossible for parents to work and provide education.

Alexis Skibinski, Lexington, SC, parent of children at New Providence Elementary, advocated for children with IEPs to attend five days face-to-face. The hybrid model is not working for special education students and it is most difficult for single parents. Daycare is not working for children to get assignments done, not the fault of the daycare centers. She doesn't feel the length of lessons is appropriate for the grade level. She believes the students need to be back five days face-to-face. If daycare centers can stay open there is no reason schools cannot be open.

Karis Pugh, Lexington, SC, parent of students at Pleasant Hill Elementary, advocated for five days face-to-face. She talked about the challenges of virtual learning in a home with four children. She says between four children they only have one school issued device. Security protocols restrict use between children. Wireless connectivity does not support four devices and there are problems with applications, videos and passwords.

Chris Rice, Lexington, SC, parent of a student at Gilbert High School, talked about reentry to schools. He said everyone is suffering in some way. He wanted to thank the district for their hard work in reopening schools. He urged the board to continue to consider feedback from all stakeholders, to be objective, and take advantage of lessons from other districts. He encouraged the district not to make decisions in a vacuum. He asked the district to listen to board members as they receive grassroots information from the community and to work together, examine the data and communicate before decisions are made.

10.0 Action Item

10.1 Second Reading - Policy AXX Title IX- Michael Stacey, Chief Human Resources Officer

Chair Smith called for a motion for the Board to approve Policy AXX Title IX which provides a structured grievance process for sexual harassment as outlined in and required by new federal regulations accompanying Title IX of the Education Amendments Act of 1972.

Motion	Second	Action
Guyton	Powers	Approved Unanimously

Discussion: Mr. Stacey presented the policy and asked for the Board for adoption of Policy AXX Title IX. The policy provides for a structured grievance process for sexual harassment as outlined in and required by new federal regulations that were effective August 14, 2020, accompanying Title IX of the Education Amendments Act of 1972. This policy has been developed using a blend of language in the South Carolina School Board Association’s model policy and a draft policy presented

Second Reading – Policy AXX Title IX (continued):

by the law firm of Halligan, Mahoney and Williams LLC and has been edited for Lexington One purposes. Mr. Stacey said the district has already begun training and implementation of the various roles required by this policy. This is a stand-alone policy that does not replace current policies addressing student and employee conduct at it relates to sexual harassment.

11.0 Superintendent’s Report

11.1 Superintendent’s Update - Superintendent Gregory D. Little, ED.D

Superintendent Little said the district has been gathering feedback on reentry 2.0. The district has surveyed parents and teachers; is holding advisory council meetings with support staff, parents, teachers and principals; and has heard all of the comments presented during the meeting. The reentry task force will be reviewing all the feedback. There will be a special called Board meeting on September 22, 2020, to outline phase two of the reentry.

11.2 Report - Capital Funding Update - Jeff Salters and Mike Gallagher, Compass Municipal Advisors

Mr. Salters introduced Mr. Mike Gallagher with Compass Municipal Advisors to update the Board on the recent bond sale from the 2018 referendum. The firm received five bids and took the lowest bid of 1.933% to borrow money for 25 years. The sale is complete and the funds are available. The net reoffering premium yielded \$6,494,746, and the project fund deposit includes \$155,980,260 for the installment bond payments and \$5,250,000 for annual capital maintenance. Mr. Gallagher reported that the district enjoys an AA2 Moodys’ rating and an AA Standard & Poor’s rating because of the district’s very conservative and sound fiscal management. Last year’s millage rate was 90 mills and will remain at 90 mills this year. Mr. Salters said this is substantially below target - we had expected to go to 95 mills this year. Mr. Gallagher shared the debt service schedule which explains why the district does not need the millage increase. Ms. Garris appreciated the work of the Finance Department. She asked about acquisition lease for technology refresh. Mr. Salters said the district had done a lease/purchase many years ago and the payments had to come from the general funds which increases pressure on the general fund. Ms. Smith recalled when the district first began buying devices they were very expensive, but now the residual value of a device doesn’t warrant it.

12.0 New Business

12.1 Report - SCSBA School Law Conference

Board members Cynthia Smith, Anne Marie Green, Brent Powers and Jada Garris attended a School Law Conference on August 21-22, 2020. Ms. Smith asked Vice Chair Green, as the government relations representative, to give a report. This year the conference focused on federal law that was COVID related and Supreme Court cases that have potential to affect school policy and education rights and COVID related cases regarding sports, employment, IDEA those services during the shutdown. There were also two webinars sponsored by SCSBA in September - one on free and public education (FAPE) and another on a capital funds toolbox for schools. Ms. Green gave an update on the General Assembly State budget. Until a budget is passed, the continuing resolution remains in place which means there is no step increase for teachers and staff. There is a possibility the General Assembly will not adopt a budget. Ms. Green asked if there was a possibility to give a bonus to staff to affirm how much the district appreciates their work. Mr. Salters said he will evaluate options. Dr. Powers and Ms. Garris indicated they would be supportive of a bonus.

Chair Smith reported that she and Vice Chair Green attended the Midlands Strong initiative presented by the Lexington County Council. It was rally showing gratitude and appreciation to first responders and educators in the Midlands for all the hard work and dedication to the community during the pandemic.

13.0 Items for Board Information

Items presented are for information only.

13.1 Monthly General Fund Financial Report - July 2020

13.2 Monthly General Fund Budget Transfers - July 2020

13.3 Monthly Capital Projects Report - July 2020

13.4 Monthly Unauthorized Procurements Report - July 2020

13.5 Quarterly Grants Report

14.0 Adjourn Open Session

Chair Smith called for a motion to adjourn general session. A motion was made, seconded and approved unanimously.

Motion	Second	Action
Green	Oswald	Approved Unanimously

Respectfully submitted,

Dr. Brent Powers
Secretary