

EXECUTIVE SESSION 4:15p.m.			
I.	1.1:	<b>Legal Update – Mr. John Emerson</b> <i>General Counsel will brief the Board on legal matters to include a report on a recent U.S. Department of Labor review.</i>	Information
	1.2:	<b>Teacher Appeal</b> <i>The board will discuss a hearing officers' recommendation regarding a teacher appeal.</i>	Action
	1.3:	<b>Personnel/Employment Matters</b> <i>The board will discuss personnel/employment matters.</i>	Information
OPEN SESSION 5:15p.m.			
II.	CALL TO ORDER, INVOCATION/MOMENT OF SILENCE, & PLEDGE of ALLEGIANCE		
III.	ADOPTION OF AGENDA		Action
IV.	APPROVAL OF MINUTES/EXECUTIVE SESSION AGENDA ITEMS		Action
	4.1:	<b>A. Open Session Minutes of December 14, 2015</b> <i>The Board will consider a recommendation to approve the December 14, 2015 minutes.</i>	Action
		<b>B. Open Session Minutes of January 4, 2016</b> <i>The Board will consider a recommendation to approve the January 4, 2016 minutes.</i>	Action
		<b>C. Open Session Minutes of January 7, 2016</b> <i>The Board will consider a recommendation to approve the January 7, 2016 minutes.</i>	
	4.2:	<b>Approval of Executive Session Items</b>	Action
V.	SPECIAL RECOGNITIONS		
	5.1:	<b>A. School Board Recognition</b>	Recognition
VI.	VISITORS/PUBLIC COMMENTS		
VII.	SUPERINTENDENT'S REPORT – Dr. Gerrita Postlewait – Superintendent of Schools		
	7.1:	<b>A. 2016-17 Goals, Timelines, and Agenda Implications for Board Agendas</b>	Information
		<b>B. Status Report: Second Quarter Deliverables</b>	Information
		<b>C. Board Training</b>	Information
		<b>D. March, 2016 Board Meetings</b>	Information

	7.2	Financial Report – Mr. Glen Stiegman	Information
	COMMITTEE REPORT(S)		
	<b>Transportation Committee Meeting</b> (See #IX – Potential Consent Agenda Items)		
VIII.	8.1:	<b>A. ELECTION OF COMMITTEE CHAIR</b> <i>The board will elect a chair for this committee.</i>	Action
	<b>Strategic Education Committee</b> (See #IX – Potential Consent Agenda Items)		Action
	8.2:	<b>A. ELECTION OF COMMITTEE CHAIR</b> <i>The board will elect a chair for this committee.</i>	Action
	<b>Policy &amp; Personnel Committee</b>		
	8.3:	<b>A. ELECTION OF COMMITTEE CHAIR</b> <i>The board will elect a chair for this committee.</i>	Action
		<b>B. Teach for America</b> <i>The board will vote on a recommendation coming from the Personnel and Policy Committee to enter into an agreement with Teach for America for the 2016-2017 school year.</i>	Action
		<b>C. Committee of the Whole</b> <i>The board will vote on a recommendation coming from the Personnel and Policy Committee to approve the first reading of the Committee of the Whole Policy.</i>	Action
	<b>Audit &amp; Finance Committee</b> (See #IX – Potential Consent Agenda Items)		
	8.4:	<b>A. ELECTION OF COMMITTEE CHAIR</b> <i>The board will elect a chair for this committee.</i>	Action
	POTENTIAL CONSENT AGENDA ITEMS		
IX.	9.1:	<b>A. Financial Minutes – December 14, 2015 – Mr. Glen Stiegman</b> <i>The Board will consider a recommendation to approve the December 14, 2015 Financial Minutes.</i>	Action
		<b>B. Financial Minutes – January 4, 2016 – Mr. Glen Stiegman</b> <i>The Board will consider a recommendation to approve the January 4, 2016 Financial Minutes.</i>	Action
		<b>C. Financial Minutes – January 7, 2016</b> <i>The Board will consider a recommendation to approve the January 7, 2016 Financial Minutes.</i>	Action
	9.2:	<b>A. Head Start/Early Head Start Financials – November – Ms. Ruth Taylor &amp; Ms. Avis Rock</b> <i>The Board will receive the Head Start/Early Head Start Financials as information.</i>	Information
	9.3:	<b>A. Strategic Education Committee: 2016-17 Academic Calendar</b> <i>The board will vote on a recommendation coming from the Strategic Education Committee to approve the “draft” calendar options for the 2016-17 school year for the</i>	Action

		<i>purpose of soliciting input.</i>	
		<b>B. Strategic Education Committee: Youth Violence Prevention Curriculum</b> <i>The board will vote on a recommendation coming from the Strategic Education Committee on the use of the Youth Violence curriculum as a supplemental curriculum based on Erin's Law and a recommendation from the Health Advisory Committee.</i>	<b>Action</b>
	9.4:	<b>A. Policy and Personnel Committee: Health Advisory Committee Vacancies</b> <i>The board will vote on a recommendation coming from the Policy and Personnel Committee to fill a student vacancy and advertise for the newly vacated parent position.</i>	<b>Action</b>
		<b>B. Policy and Personnel Committee: Policy JFABD – Admission of Homeless Students</b> <i>The board will vote on a recommendation coming from the Policy and Personnel Committee to revise the policy to reflect recommendations received from the South Carolina School Boards Association (SCSBA).</i>	<b>Action</b>
		<b>C. Policy and Personnel Committee and Audit &amp; Finance Committee: Policy KF - Community Use of School Facilities</b> <i>The board will vote on a recommendation coming from the Policy and Personnel Committee to require that facility rental follow a fee structure, to be determined, that will generally require rental rates to at least cover all actual costs.</i>	<b>Action</b>
		<b>D. Policy and Personnel Committee: Policy IHBH – Charter Schools</b> <i>The board will vote on a recommendation coming from the Policy and Personnel Committee requiring that all charter applicants receive a public hearing before the school board.</i>	<b>Action</b>
		<b>E. Policy and Personnel Committee: Policy IHBG – Home School</b> <i>The board will vote on a recommendation coming from the Policy and Personnel Committee to adopt a new policy and administrative rule governing home school application and approval process.</i>	<b>Action</b>
	9.5:	<b>A. Audit and Finance Committee: Fixed Cost of Ownership FY2016</b> <i>The board will vote on a recommendation coming from the Audit and Finance Committee to approve Career Technology (CTE) fixed cost of ownership funding.</i>	<b>Action</b>
		<b>B. Audit and Finance Committee: 2016 Audit Plan</b> <i>The board will vote on a recommendation coming from the Audit and Finance Committee to approve the proposed 2016 audit plan to include funding the organization and operations study and consulting services for staff reconciliation from out-sourced audits.</i>	<b>Action</b>
<b>X.</b>	<b>WRAP-UP COMMENTS</b>		

**BOARD AGENDA ACTION FORM**  
**(Date)**

<b>Section:</b>	Superintendent's Report	
<b>Subject:</b>	2016-17 Goals, Timelines, and Time Requirements on Committee / Board Agendas	
<b>Name/Department:</b>	Gerrita Postlewait	
<b>Agenda Item Number:</b>	<b>Superintendent's Report 7.1 A</b>	
<b>Background:</b>	July-Sept. we met with Board members and community, principal, parent, student and teacher representatives. Based on feedback received, we compiled a list of 40 goals. Board members, teachers and principals prioritized the goals and selected 17 to be addressed during the 2015-16 school year.	
<b>Discussion:</b>	The superintendent will discuss the relationship among student achievement outcomes, goals, staff activities/accountabilities and Board work.	
<b>Goals&amp; Budget:</b>		
This recommendation supports CCSD goal #:	Targeting all resources (time, personnel, money) toward achievement of all goals	
Overall budget for implementing CCSD goal:		
Request approval for funds within that budget in the amount of \$:		<b>Funding Source</b> (GOF, IDEA, etc.)
Resulting positive impact for students in our District will be:	The more we can focus our collective effort, energy, attention on student learning, the greater the likelihood the youth of Charleston County will benefit	
Potential impact of this decision on other budget areas will be:	More effective use of resources	
Future Fiscal Impact:		
<b>Recommendation:</b>	<input type="checkbox"/> <b>Action</b>	<input checked="" type="checkbox"/> <b>Information</b>
	<input checked="" type="checkbox"/> <b>Open Session</b>	<input type="checkbox"/> <b>Executive Session</b>
<p>This item is presented for information. During the Feb. 8 Committee of the Whole session, we will present recommendations for agenda items and timelines related to goal achievement.</p>		
<b>Person(s) Responsible for Implementation:</b>	Gerrita Postlewait and Cabinet Members	
<b>Superintendent's Approval:</b>	<i>Gerrita Postlewait</i>	
<b>Board Member(s) Approval:</b>		
<b>Attachment(s):</b>	<input checked="" type="checkbox"/> <b>Yes: 1) Strategic Goals and 2) Sample Timeline</b>	<input type="checkbox"/> <b>No</b>



# Charleston County School District

## Board of Trustees 2016-17 Goals Timeline Spring 2016

**DRAFT**

# CCSD Strategic Plan Timeline | Spring 2016

This calendar illustrates the advance agenda planning that must occur in order to meet CCSD 2016 Goals.

February			
	5	Plan for Increasing Percentage of College/Career Ready Students	Lynda Davis
	14	Equitable access to programmatic offers to all areas of the district	Valerie Harrison
	2	District Read to Succeed program effectiveness indicators	Sandy Brossard
	11	Approve Fleet Purchase Proposal	Jeff Borowy
	6	District-wide behavioral expectations and services matrix	Jennifer Coker/C. Chick
		District Strategic Plan presentation	Erica Taylor
	11	Bond Referendum determination	Jeff Borowy
		District 4 Task Force Report due	Terri Nichols
	16	Curricula options and costs for Comprehensive Health Education Plan	Sandy Brossard
	3	<i>Pilot Program Evaluations and Applications for Continuation</i>	Valerie Harrison
		<i>Academic Calendar approval</i>	Valerie Harrison
		<i>Accreditation update</i>	E Taylor/R Olson

March			
		District Strategic Plan approval	Erica Taylor
	16	Comprehensive Health Education Plan	Sandy Brossard
		Board Workshop – Capital Phase III, IV, Sinking Fund, and FCO	Jeff Borowy
	9	Board Workshop – Zero-based Budgeting	Glenn Steigman
	8	Phase I of the Staffing Allocation Model	Bill Briggman/Terri Shannon
	13	FY17 Recommendations: Software FCO, Personalized Professional Learning System	Anita Huggins
	15	Leadership Academy Plan	Anita Huggins
	6	<i>90-Day Attendance, Suspension, Drop Out Report</i>	Cathy Chick
	11	<i>Spring BAN</i>	Glenn Steigman
		<i>Annual E-rate Application Budget Resolution</i>	Jeff Borowy
		<i>Title I Waiver Request, equipment purchase, construction</i>	Ruth Taylor
	8	<i>Employee contract non-renewals</i>	Bill Briggman
	8	<i>Continuing and annual contract teachers are proposed to the Board</i>	



# CCSD Strategic Plan Timeline Spring 2016

		<i>for non-renewal; letters of non-renewal issued no later than April 15; appeal hearings (if requested) will be heard by the Board or hearing officer late April or thereafter</i>	
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April			
	2	CCSD Read to Succeed Plan Approval	Valerie Harrison/Sandy Brossard
	16	Human Reproductive Education Materials Recommendations	Valerie Harrison/Sandy Brossard
	9	Zero-based Budgeting Report	Glenn Steigman
	3	Return on Investments Reports: Instructional Programs	Valerie Harrison
	8	Personnel Contracts	Bill Briggman
		Property Insurance and General Liability Insurance Package	Glenn Steigman
		Textbook selection	Valerie Harrison
	6	Student transfer appeals	Robert Olson
	8	<i>Continuing and annual contract teachers are proposed to the Board for non-renewal; letters of non-renewal issued no later than April 15; appeal hearings (if requested) will be heard by the Board or hearing officer late April or thereafter</i>	
	8	<i>Review of teacher evaluations, propose non-renewals, board review and approval of list of teachers proposed for non-renewal</i>	

May			
		School Strategic Plans	Erica Taylor
	13	Personalized Professional Development Plan	Valerie Harrison
	9	FY17 Budget, first draft	Glenn Steigman
	11	Approval of Transportation System Model, FY17	Jeff Borowy
		Construction Projects: District 3 Middle School Planning and District 4 High School Center, Rezoning	Jeff Borowy
	9	Budget, first reading	Glenn Steigman
	6	<i>Student transfer appeals</i>	Robert Olson
		<i>School Renewal (Strategic) Plan approved</i>	Erica Taylor
	8	<i>Review of teacher evaluations, propose non-renewals, board review and approval of list of teachers proposed for non-renewal</i>	
	8	Teacher appeal hearings	

# CCSD Strategic Plan Timeline | Spring 2016

## June

17	PK-12 Developmental Continuum with Evidence-Based Indicators of College and Career Readiness	Valerie Harrison
3	PK-12 Learning Management Platform recommendation	Valerie Harrison
13	Implementation Plan for Personalized PD System	Anita Huggins
6	Report: District's PK-12 Behavior, Discipline, Support Structures	Jeff Borowy
9	<i>Adopt budget</i>	Glenn Steigman
11	<i>Tax anticipation notes and resolution</i>	Glenn Steigman
	<i>Superintendent's evaluation</i>	Board
8	Review of teacher evaluations, propose non-renewals, board review and approval of list of teachers proposed for non-renewal	
8	Teacher appeal hearings	

## July

5	<i>Advanced Placement Report</i>	Valerie Harrison
	<i>Accreditation Self-assessment Status Report</i>	Valerie Harrison
16	<i>Approval of Health Advisory Committee members</i>	Sandy Brossard
	<i>Head Start Performance Training</i>	Ruth Taylor





# GOALS 2015-16

## Standard 1: Purpose and Direction

1. Working with appropriate community representatives and entities, the district will develop a 5-year strategic plan by Nov. 1, 2016, that lays out:
  - a. Purpose, vision and mission
  - b. Values and beliefs about teaching and learning
  - c. Commitment to goals and a system of continuous improvement
  - d. Key strategies with timelines, milestones and deliverables

## Standard 2: Governance and Leadership

2. The Board of Trustees will engage in board development sessions designed in concert with the Council of the Great City Schools or other appropriate entity.
3. By March 1, the Board of Trustees will review governance processes to ensure they promote and support student performance and system effectiveness.
4. Throughout the 2015-16 school year representatives of Local Constituent Boards will participate in development sessions designed to clarify roles, deepen expertise, improve communication.
5. By January 2016, develop and present to the Board a plan for an add-on leadership endorsement for principals in CCSD.
6. By March 2016, present a plan for a more efficient, effective organizational alignment of district functions and positions.



### **Standard 3: Teaching and Assessing for Learning**

7. By June, 2016, develop coherent, aligned, PK to Post-secondary developmental continua with frequent evidence-based indicators/stepping stones to college, career and citizenship readiness
8. Develop a plan for implementation during the 2016-17 school year to significantly increase the number of students who are college, career and citizenship ready, thereby reducing the number of CCSD students in need of remediation at the post-secondary level.
9. Develop a world-class, intensely focused literacy plan for grades PK-12 that ensures students are proficient in reading and writing and will graduate on time with literacy skills essential for post-secondary success.
10. Develop target milestones and implement processes to ensure a certain percentage of each 8<sup>th</sup> grade class meets academic criteria for admissions to the Academic Magnet High School program.
11. Develop a plan for implementation during the 2017-18 school year that will result in greater consistency in credentialing learning (inherently linked to grading practices), ensuring continuous progress of every student along PK-12 pathways.
12. By March 2016, establish measures, metrics and processes essential for quarterly reviews of effectiveness at the classroom, school, and district levels.
13. Develop a plan for implementation during the 2016-17 school year to significantly increase the number of 7<sup>th</sup> grade students who are ready for Algebra 1 in 8<sup>th</sup> grade.
14. Develop a plan for implementation during the 2016-17 school year to expand use of Pre-AP strategies in all math and language arts classrooms.
15. Develop a five-year plan for implementation beginning in 2016-17 academic year to ensure all core academic teachers in middle school receive an add-on endorsement in specified areas (e.g., English as Second Language, Gifted and Talented).
16. By December, 2015, standardize magnet/choice school process and configuration



17. By February, 2016, set out clearer definitions of and processes for obtaining various magnet or specialty designations, e.g., Creative Arts, STEM, Montessori
18. By April, 2016, recommend options for ensuring students located in rural areas of the district are provided access, equity, quality offerings
19. By May, 2015, establish a sex education delivery system that facilitates parent choice of two or three options

#### **Standard 4: Resources and Support Systems**

20. Design, develop, and test a modified zero-based budgeting approach for the 2016-27 school year,
21. By February 1, 2016, develop and present to the Board a plan to significantly improve transportation services.
22. Develop and implement new strategies to address teacher pipeline issues and diminish rate of internal teacher transfers.
23. Identify and proactively recruit and retain more highly effective teachers, especially to serve students with the greatest needs.
24. By Spring, 2016 design and test a system of individualized professional development
25. Work with federal programs staff members to fully implement the Community Eligibility Provision in 41 schools.
26. By March, 2016, develop clearer structures, policies, and practices to provide a comprehensive system of student supports, including but not limited to alternative programs; physical safety; social-emotional needs, improved data collection and analysis, appropriate placement decisions.
27. By January, 2016, redesign the district's Student Transfer process
28. By November, 2015 present a plan for more strategically cultivating partnerships with families, businesses, faith-based groups and community organizations

#### **Standard 5: Using Results for Continuous Improvement**

29. By November, 2015 design and begin testing, iterating a comprehensive assessment system that generates a range of data about student learning and system effectiveness and use results to guide continuous improvement.
30. By December, 2015 implement BRIDGE-ADEPT teacher evaluations and induction/mentoring and expand Value-Added and Student Learning Objectives use district-wide
31. By December 2015 streamline the principal evaluation model to align with CCSD, state, and federal requirements.
32. By May 2016, develop a local accountability and report card system that relies heavily on formative indicators of progress and growth measures.
33. During the 2015-16 school year, determine which approaches to teaching and learning are yielding the greatest growth in student achievement.
34. Create a district-wide staffing ratio formula for academic and support positions, e.g., art, music, P.E., guidance, mental health counselors.
35. Position Charleston County School District to achieve AdvancED Accreditation.

**Stakeholder Communications and Commitments (Not an AdvancEd Standard)**

36. By February, 2016, report to Board progress in implementing recommendations from Rigor and Diversity Task Force.
37. By February, 2015, report to Board progress on Burke High School Redevelopment effort.
38. By February, 2016, bring forward recommendations of District 3 Task Force
39. By February, 2016, bring forward recommendations of District 4 Task Force
40. By February, 2016, bring forward recommendations of District 9 Task Force



**BOARD AGENDA ACTION FORM**  
**(January 25, 2016)**

<b>Section:</b>	Superintendent's Report	
<b>Subject:</b>	Status Report: Second Quarter Deliverables	
<b>Name/Department:</b>	Dr. Gerrita Postlewait, Superintendent's Office	
<b>Agenda Item Number:</b>	<b>Superintendent's Report: 7.1B, Status Report Second Quarter</b>	
<b>Background:</b>	As a means of evaluating the superintendent's effectiveness, the Board and Superintendent establish quarterly deliverables related to the 2015-16 Goals.	
<b>Discussion:</b>	Attached is a copy of the Second Quarter Plan. Highlighted deliverables are substantially completed. Other items are in progress but are not yet finished.	
<b>Goals&amp; Budget:</b>		
This recommendation supports CCSD goal #:	All Goals – Second Quarter Plan devolves from the 2015-16 Goals.	
Overall budget for implementing CCSD goal:		
Request approval for funds within that budget in the amount of \$:	None at this time	<b>Funding Source</b>
Resulting positive impact for students in our District will be:	District leadership and action that promotes learning	
Potential impact of this decision on other budget areas will be:		
Future Fiscal Impact:	Little, if any.	
<b>Recommendation:</b>	<input type="checkbox"/> <b>Action</b>	<input checked="" type="checkbox"/> <b>Information</b>
	<input checked="" type="checkbox"/> <b>Open Session</b>	<input type="checkbox"/> <b>Executive Session</b>
Information Only: The superintendent will review progress in implementing Second Quarter Deliverables.		
<b>Person(s) Responsible for Implementation:</b>	Gerrita Postlewait District Leadership Team	
<b>Superintendent's Approval:</b>	<i>Gerrita Postlewait</i>	
<b>Board Member(s) Approval:</b>		
<b>Attachment(s):</b>	<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>

# CCSD Second Quarter Deliverables

*Gerrita Postlewait – November 1, 2015*

**Goal 1: With the Board, continue to build a unified, effective leadership team**

**Second Quarter: October – December, 2015**

Strategies	Sample Actions	Deliverables
Refine Governance processes	<p>Work with the Board to:</p> <ul style="list-style-type: none"> <li>Clarify Board Committee functions, operations and relationship to annual priorities and calendar</li> <li>Establish effective procedure for handling constituent questions, complaints, concerns</li> </ul> <p>Meet with Board members individually</p>	<ol style="list-style-type: none"> <li>Annual Board Agenda used as central planning tool for Board and Committee meetings</li> <li>Processes in place for Committee of the Whole effective Jan, 2016</li> <li>Clear procedures, points of contact for handling constituent concerns</li> <li>Mid-year report on progress to date</li> </ol>
Begin 3-5 year strategic plan process	<p>With Board, identify:</p> <ul style="list-style-type: none"> <li>Outcomes, timeline, participants</li> <li>Internal and external facilitators, process</li> </ul> <p>Explore possibility of combining strategic planning efforts with AdvancEd district and school accreditation.</p> <p>Benchmark with high-performing districts similar to CCSD; consult with AdvancEd officials.</p> <p>Align efforts with the Charleston Regional Development Authority's One Region Economic Development strategy that will be developed over the next 6 months</p>	<ol style="list-style-type: none"> <li>Strategic planning process underway: <ul style="list-style-type: none"> <li>Facilitator(s), process, chair person, and timeline identified</li> <li>Participants selected</li> <li>First session completed</li> </ul> </li> <li>District priorities built into 2015-16 Plan with implementation strategies, deliverables, and accountabilities</li> </ol>



## Goal 2: Intensively focus on student learning results and targeted actions for improvement

Second Quarter: October - December, 2015

Strategies	Sample Actions	Deliverables
<p>Complete student achievement data analyses; select target areas</p> <p>Identify areas of focus for Jan-May, 2016</p>	<p>Complete data meetings with every CCSD principal or program leader</p> <p>Review most recent student data analyses</p> <p>With others, develop improvement targets for each school; establish principal and district leadership team evaluation, accountability measures</p> <p>With instructional staff, analyze program effectiveness</p> <p>Develop proposal to rethink the K-12 to post-secondary career and college readiness pipeline.</p>	<p>7. Student achievement analyses by subgroup, school, and district-wide complete</p> <p>8. Report on number and effectiveness of current literacy interventions</p> <p>9. Targeted second-semester achievement goals and interventions in place for every school</p> <p>10. Measures of effectiveness of instructional approaches and other interventions underway</p> <p>11. Board-approved format for quarterly dashboards of learning results</p> <p>12. Recommendations regarding priority actions to address quality, equity, access (choice, magnet, and "themed" schools)</p> <p>13. Present career- and college readiness pipeline proposal.</p> <p>14. With principals, begin feeder pattern considerations in Districts 4 and 10.</p>

### Goal 3: Deal with financial challenges effectively, decisively, and transparently

Second Quarter: October - December, 2015

Strategies	Sample Actions	Deliverables
Reconcile 2014-15 budget	Complete forensic audit RFQ process as directed by Board	<p>15. Firm selected and three-year forensic audit underway</p> <p>16. External auditor's 2014-15 report presented to Board</p>
<p>Validate 2015-16 budget</p> <p>Put in place stricter budget controls</p> <p>Determine how budget problems occurred; take appropriate action (policy, practice and personnel)</p>	<p>Engage experts to conduct validation study of 2015-16 budget</p> <p>Complete Task Force analysis led by internal auditor</p> <p>Create stricter budget accountability and implementing processes for long term planning:</p> <ul style="list-style-type: none"> <li>• HR and Payroll reconciliation across all funding sources</li> <li>• Gap analysis of current state of internal controls and procedures vs. best practice</li> <li>• Scenario stress testing to begin second semester</li> </ul> <p>Review Greene, Finnney&amp; Horton audit recommendations for the previous five year period</p> <p>Conduct external special education program audit; recommend actions to bring IDEA into compliance with regulations and budget parameters</p> <p>When open enrollment closes, calculate benefit costs.</p>	<p>17. Capable consultant(s) engaged; validation study complete by Dec 31. Report to include initial actions for stricter budget control and a plan for hard close on a monthly basis.</p> <p>18. Internal auditor's Task Force report (who, what, where, when, why, how the budget problems occurred) by Nov. 15</p> <p>19. Monthly "snap shot" roll up report by Nov 9; hard close to follow ASAP</p> <p>20. Present a solid plan for implementing external auditor's recommendations, 2009-2014</p> <p>21. Special education audit results and recommendations by Jan. 15.</p>

Continue 2016-17 budget development process	<p>Work with experienced consultant to identify practices that will likely increase minority vendor participation toward Board's goal of 20%.</p> <p>Engage consultant to assist in developing zero-based budget approach, tools, training</p> <p>Select departments/programs for zero-based budgeting</p> <p>Gather data essential for budget components and priorities (e.g., student growth projections)</p>	<p>22. Recommend actions designed to increase successful minority vendor participation ASAP.</p> <p>23. Staffing allocation formulae and growth projections complete</p> <p>24. Board involvement in establishing budget priorities and departments/programs selected for zero-based approach in FY 17</p>
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## Goal 4: Address functions critical to effective operation of CCSD

Second Quarter: October – December, 2015

Strategies	Sample Actions	Deliverables
Human Relations	<p>Identify teachers who need support and provide targeted assistance</p> <p>Begin 2016-17 teacher recruitment prior to holidays</p> <p>Determine leadership needs (e.g., interim positions); advertise prior to holidays</p> <p>Prepare recommendation regarding TIF funds and grant</p> <p>Move forward with functional alignment study for non-academic areas</p>	<p>25. 2016-17 teacher, principal, district leadership recruitment efforts underway by mid-December</p> <p>26. Recommendation regarding teacher incentives and grant presented to Board by Jan</p> <p>27. Functional alignment study for non-academic areas underway by Nov 30</p>



<b>Title I, Food Services</b>	Determine impact of USDA's Community Eligibility Program (CEP) implementation on district's and schools' poverty ratings and Title I disbursement	28. Recommendations regarding 2016-17 Title I allocations to Board ASAP.
<b>Transportation</b>	Forward Head Start Re-competition Grant: budget, non-federal share waiver, capital needs, start-up costs	29. Head Start Re-competition Grant submitted by Nov 30
<b>Facilities</b>	Advertise and recruit leader(s); staff responsible for smooth transition to new second-semester bell schedule in selected schools	30. Plan for second semester bell schedule implementation presented to Board in December
<b>Community Engagement</b>	Move forward with design awards for the second East Cooper High School, Stono Park Elementary renovation; and loading plans for Otranto campus and K-12 in District 2	31. Construction projects proceeding according to schedule
<b>Constituent Boards</b>	Proactively engage parents and community members through SIC, PTA, Parents' Roundtable, partnership relations efforts	32. School Improvement Councils up and running in all schools; members registered with State Department of Education
<b>Policy</b>	Host a meeting of all Constituent Board members in Nov-Dec	33. District-wide Constituent Board development session conducted in Nov/Dec timeframe
	Begin reviewing and streamlining Board policies	34. Process for reviewing and streamlining policies approved by Board

**BOARD AGENDA ACTION FORM**  
**(January 25, 2016)**

<b>Section:</b>	Superintendent's Report		
<b>Subject:</b>	Survey of Board Development Areas of Interest		
<b>Name/Department:</b>	Dr. Gerrita Postlewait, Superintendent's Office		
<b>Agenda Item Number:</b>	<b>Superintendent's Report: Board Training, Item 7.1C</b>		
<b>Background:</b>	Board development is an important aspect of effective governance.		
<b>Discussion:</b>	At the December 7 meeting, board members were asked to complete a survey to determine board development priorities for 2016. Results of the survey are attached.		
<b>Goals&amp; Budget:</b>			
This recommendation supports CCSD goal #:	Second Quarter Deliverables Goal #1: Refine Governance Processes		
Overall budget for implementing CCSD goal:			
Request approval for funds within that budget in the amount of \$:	None at this time	<b>Funding Source</b>	
Resulting positive impact for students in our District will be:	Improved Board/Superintendent Leadership		
Potential impact of this decision on other budget areas will be:			
Future Fiscal Impact:			
<b>Recommendation:</b>	<b>Action</b>	<input checked="" type="checkbox"/> <b>Information</b>	
	<input checked="" type="checkbox"/> <b>Open Session</b>	<input type="checkbox"/> <b>Executive Session</b>	
Attached is the list of Board priority areas for training/development. Unless otherwise directed, the administration will work to ensure at least one development session related to a top-tier priority is provided for Board members within the next six months.			
<b>Person(s) Responsible for Implementation:</b>	Gerrita Postlewait District Leadership Team		
<b>Superintendent's Approval:</b>	<i>Gerrita Postlewait</i>		
<b>Board Member(s) Approval:</b>			
<b>Attachment(s):</b>	<input checked="" type="checkbox"/> <b>Yes - Board Survey Results: Development Priorities</b>	<input type="checkbox"/> <b>No</b>	



## PRIORITIZING TOPICS FOR SCHOOL BOARD MEMBER DEVELOPMENT

(Vote on Top Five Priorities by Numbering One through Five with One as the Highest Priority.)

### Advocacy

15	Leading Transformative System Change
5	Immigration and Education: What Schools Need to Know About the Laws Regarding New Citizens, Non-Citizens, and English Language Learners
10	Empowering School Boards to Lead the Public Education Conversation

### Governance and Executive Leadership

16	Building Strong Governance Policies, System, and Team
8	Issues of Diversity
16	School Finance

### Innovations in District Management

26	Critical Conversations for Strategic Community Engagement
7	Managing School Bonds and Construction Programs

### School Board/Superintendent Partnerships

21	Board-Superintendent Relations and Team-Building
13	Local Accountability Systems – Model of Continuous Growth toward Gap Closing

### Technology & Learning Solutions

2	Connecting and Engaging Students, Parents and Community Members Anytime, Anywhere (Personalized Learning)
6	Teaching Forward – Effective Technology Integration in Schools


### Other

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**BOARD AGENDA ACTION FORM**  
**(January 25, 2016)**

<b>Section:</b>	Superintendent's Report	
<b>Subject:</b>	March 2016 Committee of the Whole and Board Meeting Dates	
<b>Name/Department:</b>	Gerrita Postlewait, Office of the Superintendent	
<b>Agenda Item Number:</b>	7.1D	
<b>Background:</b>	Historically, the Board of Trustees meets only once during the month containing spring break. Due to the new format for Committee of the Whole the March calendar needs to be reviewed for possible adjustment.	
<b>Discussion:</b>	A Committee of the Whole meeting is needed to generate consent agenda items for approval during the regular board meeting in March. If the meetings occur on March 7 and 14 as scheduled, it will be difficult for staff to meet the board deadline for review and publication of the agenda.	
<b>Goals &amp; Budget:</b>	N/A	
This recommendation supports CCSD goal #:		
Overall budget for implementing CCSD goal:		
Request approval for funds within that budget in the amount of \$:		<b>Funding Source</b> (GOF, IDEA, etc.)
Resulting positive impact for students in our District will be:		
Potential impact of this decision on other budget areas will be:		
Future Fiscal Impact:		
<b>Recommendation:</b>	<input type="checkbox"/> <b>Action</b>	<input checked="" type="checkbox"/> <b>Information</b>
	<input type="checkbox"/> <b>Open Session</b>	<input type="checkbox"/> <b>Executive Session</b>
<p>It is hereby recommended that the Board of Trustees place an item on the February 8<sup>th</sup> Policy and Personnel Committee Meeting agenda to consider adjusting the dates for the March Committee of the Whole and Board meetings as follows:</p> <p>March 7 – Committee of the Whole Meeting (1<sup>st</sup> Monday) March 21 – Board of Trustees Meeting (3<sup>rd</sup> Monday)</p>		
<b>Person(s) Responsible for Implementation:</b>		
<b>Superintendent's Approval:</b>		

<b>Board Member(s) Approval:</b>		
<b>Attachment(s):</b>	<input type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>




**BOARD AGENDA ACTION FORM**  
**(Date)**

<b>Section:</b>	(Section on the agenda, i.e. Superintendent's Report)	
<b>Subject:</b>	Teach for America – Early Budget Item for FY17	
<b>Name/Department:</b>	William Briggman/Executive Director of Human Resources	
<b>Agenda Item Number:</b>	8.3B	
<b>Background:</b>	<p>Filling critical content area teacher positions is becoming more challenging due to the decline of enrollment in teacher preparation programs and teachers leaving the profession at high rates. The district has seen an increase in the number of vacancies as a result. The Teacher Recruitment team is exploring a variety of different strategies to increase the candidate pool so that principals have a sufficient number of qualified candidates to consider. One strategy is to secure qualified candidates for critical content areas through the Teach for America (TFA) program.</p>	
<b>Discussion:</b>	<p>In 2012-2013, the district hired 30 TFA teachers and in 2013-2014, hired an additional 30 TFA teachers to fill a variety of different classroom vacancies in either hard to fill content or hard to fill schools. The TFA program has traditionally been able to recruit highly motivated candidates to work with students with significant social and academic needs.</p> <p>For the following reasons, Teacher Recruitment is requesting that the District enter into an agreement with TFA for the 2016-2017 school year:</p> <ul style="list-style-type: none"> <li>• the national teacher shortage that has reached crisis level;</li> <li>• the fact that we have had to recruit international teachers from other countries who speak English as a second language in order to fill critical content vacancies at some of our schools;</li> <li>• the national research showing TFA overall favorable results when reviewing the effectiveness of the teacher with students with the greatest needs; and</li> <li>• both national and local principal support for the program.</li> </ul> <p>The Teacher Recruitment team is requesting permission to enter into an agreement with TFA for the 2016-2017 school year to employ 10-15 teachers in critical content areas to fill positions that the District has struggled to fill in the current year.</p>	
<b>Goals &amp; Budget:</b>	TFA currently charges \$4,500 for each teacher that they recruit and place in CCSD. Anticipated cost to recruit 15 TFA teachers is \$67,500.00 for FY17.	
This recommendation supports CCSD goal #:	23 – Identify and proactively recruit and retain more highly effective teachers, especially to serve students with the greatest needs.	
Overall budget for implementing CCSD goal:	\$67,500.00	
Request approval for funds within that budget in the amount of \$:	\$67,500.00	<p><b>Funding Source</b></p> <p>GOF</p>
Resulting positive impact for students in our District	A certified teacher to fill a vacant position.	

Resulting positive impact for students in our District will be:	A certified teacher to fill a vacant position.	
Potential impact of this decision on other budget areas will be:	NA	
Future Fiscal Impact:	If all 15 TFA teachers return for FY18, an additional \$67,500.00 would be paid to TFA for the second year. In addition, there would be additional costs should the district elect to recruit and hire another cohort of TFA teachers for FY18.	
<b>Recommendation:</b>	<input type="checkbox"/> <b>Action</b>	<input type="checkbox"/> <b>Information</b>
	<input type="checkbox"/> <b>Open Session</b>	<input type="checkbox"/> <b>Executive Session</b>
It is hereby recommended that the Board of Trustees approve the budget request to enter into an agreement with Teach For America to recruit/place up to 15 certified teachers in the District's hard to fill critical content positions for FY17.		
<b>Person(s) Responsible for Implementation:</b>	Kathleen Magliacane, Director of Certified Recruitment and Hiring	
<b>Superintendent's Approval:</b>	<i>Genita Postlewait</i>	
<b>Board Member(s) Approval:</b>		
<b>Attachment(s):</b>	<input type="checkbox"/> <b>Yes</b>	<input checked="" type="checkbox"/> <b>No</b>



**BOARD AGENDA ACTION FORM**  
**January 25, 2016**

<b>Section:</b>	Policy and Personnel Committee	
<b>Subject:</b>	Policy xxxx - Committee of the Whole	
<b>Name/Department:</b>	Ms. Kate Darby, Board of Trustees	
<b>Agenda Item Number:</b>	<b>8.3C</b>	
<b>Background:</b>	The Board of Trustees is transitioning from its previous meeting format to holding one Committee of the Whole plus one Business meeting per month. In order to move forward effectively, a policy dealing with the Committee of the Whole process is proposed.	
<b>Discussion:</b>	The Committee of the Whole policy provides detailed information related to the purpose, agenda format, duties of the committee liaisons, and the scheduled times for meetings. It also discusses the committee's authority and ad hoc committees. If the board approves the creation of this new policy, it is recommended that Policy BDE – Board Committees be rescinded.	
<b>Goals &amp; Budget:</b>		
This recommendation supports CCSD goal #:	Efficient and Effective Governance.	
Overall budget for implementing CCSD goal:	NA.	
Request approval for funds within that budget in the amount of \$:	NA.	<b>Funding Source</b>
Resulting positive impact for students in our District will be:	A productive and efficiently run board meeting will benefit the students of CCSD by allowing the board to focus on the many issues effecting our students.	
Potential impact of this decision on other budget areas will be:	NA.	
Future Fiscal Impact:	NA.	
<b>Recommendation:</b>	<input checked="" type="checkbox"/> <b>Action</b>	<input type="checkbox"/> <b>Information</b>
	<input checked="" type="checkbox"/> <b>Open Session</b>	<input type="checkbox"/> <b>Executive Session</b>
It is hereby recommended that the Charleston County School District Board of Trustees approve <b>first</b> reading of the creation of Policy xxxx –Committee of the Whole and rescind Policy BDE – Board Committees.		
<b>Person(s) Responsible for Implementation:</b>	John F. Emerson	
<b>Superintendent's Approval:</b>		
<b>Board Member(s) Approval:</b>		
<b>Attachment(s):</b>	<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>

## Delete Policy BDE

### I. Committee of the Whole

#### A. Purpose

Before each regular monthly board meeting, the board shall meet as a committee of the whole to study, discuss, and receive information about matters that require the board's attention. The Committee of the Whole (**COW**) must approve every item presented to the board except student and personnel hearings, appeals of student or personnel grievances, routine reports from the administration and routine board business that does not directly affect the operation, administration, or direction of the school district.

#### B. Agendas

1. In addition to routine items such as appearance of visitors and adoption of minutes, the agenda for each meeting of the Committee of the Whole shall consist of five categories: Audit and Finance, Policy and Personnel, Strategic Education, Transportation and other business.
2. The agenda shall show within each category the precise issue and matter for discussion, but not the action proposed. Whenever possible, back-up material must accompany each agenda item and must be sufficient to notify Board members and the public with specificity of relevant details such as cost, location, impact, objective, and desired action. If the person submitting an agenda item expects the item to be discussed in executive session and the information relating to that matter is confidential, the aforementioned information must be available for discussion during the executive session.
3. The committee may act as it deems appropriate on any item included on the agenda.
4. Any board member or the superintendent may place an item on the agenda of the Committee of the Whole by submitting the item, with appropriate back-up material, on an official form prior to the close of the agenda. Board members must have a total of ~~four~~ **two** Board members support their agenda item being placed on the agenda. The agenda shall indicate the persons who submitted the item for consideration. ~~If the superintendent determines that any item submitted by a board member requires more than one hour of staff time to research or otherwise prepare, he/she may place the item on the agenda as the submitting member's request that the staff engage in the necessary preparation, rather than placing the item for immediate substantive action. If the superintendent determines that any item submitted requires more than one hour of staff time to prepare, he/she will place the item on the agenda as a pending staff action with a projected response date.~~

5. The superintendent shall place each item submitted for the agenda in the category that most closely relates to that item and shall structure the agenda so that the committee uses its time efficiently, while still considering each agenda category separately. The board shall take up matters concerning it alone under the Policy and Personnel category.
6. Items not presented on the advance agenda may be discussed as "other business." The committee shall take action on such items only with the unanimous consent of the members present and only if at least two-thirds of all Board members are present.
7. The agenda will be closed at 11:30 a.m. on the seventh calendar day preceding the day on which the committee is scheduled to meet to allow time for the agenda to be prepared and delivered to members of the committee. The material must be delivered sufficiently before the committee meeting to allow committee members to consider agenda items. The agenda will not be amended after it has been closed. **Members may contact the Points of Contacts (POC) indicated on the agenda cover sheet with questions.**

#### C. Chair and Committee Liaisons

**At the first Committee of the Whole meeting following the election of board officers the committee shall elect a Committee of the Whole Chair by a majority vote of the board.** Within one week after the election of ~~the COW Chair annual election of board officers~~, the new COW chairman shall appoint board members to serve as agenda liaisons for the first four business agenda categories listed in section B.1 above **and the board will affirm at their next Committee of the Whole meeting. The current liaisons will continue to serve until the new liaisons are appointed.** The agenda liaison shall develop jointly with the superintendent (or his designee) that portion of the Committee of the Whole agenda, including back-up material that logically relates to the agenda category for which he serves as liaison. The liaison shall also chair that part of the Committee of the Whole meeting devoted to this category on the agenda. The ~~Committee of the Whole board~~ chairman shall chair those portions of the Committee of the Whole meeting not assigned to an agenda liaison and, in the absence of a liaison, may designate another member to chair that portion of the meeting assigned to the absent liaison.

#### D. Schedule

The Committee of the Whole shall normally meet at 1:00 p.m. **or as determined by the board members** on the second Monday of the month. The board chairman may change this date when necessary.

As long as it does not conflict with any times specified herein, the committee may meet in executive session for any proper reason at any time, but it may act on a matter discussed in executive session only when it reaches that matter on the advance agenda.



## II. COMMITTEE AUTHORITY

Neither the Committee of the Whole nor any other committee may commit the Board of Trustees of The Charleston County School District to any course of action, including, but not limited to, expending district funds, obligating the district financially, hiring consultants, and entering into contracts or agreements. Their role is solely to make recommendations to the full board. No committee will act on any matter without first allowing the administration to study and comment on the matter.

## III. AD HOC COMMITTEES

The chairman of the board shall appoint such special committees, including ad hoc committees, necessary to accomplish specific duties and responsibilities of the board. The board of trustees may also appoint special committees or amend an appointment of a special committee made by the chairman of the board. ~~The chairman of the board may be a voting member of each such committee.~~ **The chairman of the board may not serve on such committees.** The duties of each committee shall be specified at the time of appointment. The committee shall be dissolved when it gives its final report to the full board. The board may consider and act upon such reports of ad hoc committees without consideration by the Committee of the Whole.

**BOARD AGENDA ACTION FORM**  
**January 25, 2016**

<b>Section:</b>	Audit & Finance (Open Session)	
<b>Subject:</b>	Head Start/Early Head Start Financials	
<b>Name/Department:</b>	Ruth Taylor, Head Start/Early Head Start	
<b>Agenda Item Number:</b>	9.2 A	
<b>Background:</b>	In accordance to the Head Start Performance Standards 642(d)(2)(A), each Head Start agency shall ensure the sharing of accurate and regular information for use by the governing body and the policy council, about program planning, policies, and Head Start agency operations, including – A) monthly financial statements, including credit card expenditures.	
<b>Discussion:</b>	The following Head Start and Early Head Start Financials are presented to the board for review (November 2015).	
<b>Goals &amp; Budget:</b>		
This recommendation supports CCSD goal #:	Closing the Achievement Gap	
Overall budget for implementing CCSD goal:	\$8,276,528.00	
Request approval for funds within that budget in the amount of \$:	N/A	<b>Funding Source</b> Head Start/Early Head Start
Resulting positive impact for students in our District will be:	Closing the Pre-School Preparation Gap thereby increasing the number of students ready to learn by the time they enter kindergarten.	
Potential impact of this decision on other budget areas will be:	None	
Future Fiscal Impact:	None	
<b>Recommendation:</b>	<input type="checkbox"/> Action <input checked="" type="checkbox"/> Open Session	<input checked="" type="checkbox"/> Information <input type="checkbox"/> Executive Session
The Head Start/Early Head Start financial report for the period ending, November 1, 2015 to November 30, 2015 is provided for information.		
<b>Person(s) Responsible for Implementation:</b>	<i>Ruth B. Taylor</i>	
<b>Superintendent's Approval:</b>	<i>Hevita Portnowait</i>	
<b>Board Member(s) Approval:</b>		
<b>Attachment(s):</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**CCSD HEAD START (FUND 841)  
FOR THE PERIOD NOVEMBER 2015**

Audit & Financial Committee

ACCOUNT DESCRIPTION	FY16 BUDGET	YEAR TO DATE EXPENDITURES	NOVEMBER EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED	PERCENTAGE REMAINING
TOTAL SALARIES	\$ 4,177,520.27	\$ 1,390,665.26	\$ 321,856.42	\$ 2,415,304.05	\$ 371,550.96	91%	9%
TOTAL BENEFITS	\$ 1,708,658.26	\$ 530,436.52	\$ 124,129.71	\$ -	\$ 1,178,221.74	31%	69%
TOTAL PURCHASED SERVICES	\$ 208,236.36	\$ 123,465.19	\$ 25,257.57	\$ 17,043.94	\$ 67,727.23	67%	33%
TOTAL SUPPLIES	\$ 193,580.36	\$ 117,477.60	\$ 20,623.38	\$ 12,158.73	\$ 63,944.03	67%	33%
TOTAL OTHER	\$ 240,530.75	\$ 459.00	\$ -	\$ -	\$ 240,071.75	0%	100%
FY15 FEDERAL SHARE TOTALS	\$ 6,528,526.00	\$ 2,162,503.57	\$ 491,867.08	\$ 2,444,506.72	\$ 1,921,515.71	71%	29%
NON FEDERAL SHARE	\$ 1,632,132.00	\$ 540,625.89	\$ 122,966.77		\$ 480,378.93	33%	67%
<b>TOTAL FOR FY16</b>	<b>\$ 8,160,658.00</b>	<b>\$ 2,703,129.46</b>	<b>\$ 614,833.85</b>	<b>\$ 2,444,506.72</b>	<b>\$ 2,401,894.64</b>	<b>63%</b>	<b>37%</b>
2015 CARRYOVER PO'S	\$ 111,013.31	\$ 111,013.31					100%

**Payrolls are encumbered. Therefore a column has been added to reflect any anticipated shortfall**

D-X



**CCSD HEAD START (FUND 841)**  
**EXPENDITURES BREAKDOWN BY LOCATION**  
**FOR THE PERIOD NOVEMBER 2015**

ACCOUNT DESCRIPTION	FY16 BUDGET	YEAR TO DATE EXPENDITURES	NOVEMBER EXPENDITURES	ENCUMBRANCE	REMAINING BUDGET	PERCENTAGE USED	PERCENTAGE REMAINING
0111 HEADSTART/EHS/PRESCHOOL	\$ 1,814,574.12	\$ 913,244.69	\$ 145,108.97	\$ 576,992.87	\$ 324,336.56	82%	18%
0309 MURRAY-LASAINÉ ELEMENTARY	\$ 2.70	\$ 2.70	\$ -	\$ -	\$ -		100%
0310 JAMES ISLAND ELEMENTARY	\$ 326,029.23	\$ 76,548.13	\$ 23,529.68	\$ 117,340.53	\$ 132,140.57	59%	41%
0411 CHILD & FAMILY DEVELOPMEN	\$ 161,152.36	\$ 52,288.10	\$ 13,001.75	\$ 70,389.42	\$ 38,474.84	76%	24%
0412 CHICORA ELEMENTARY	\$ 159,370.47	\$ 46,399.99	\$ 12,904.76	\$ 78,536.09	\$ 34,434.39	78%	22%
0413 E A BURNS ELEMENTARY	\$ 268,877.66	\$ 87,781.61	\$ 21,971.82	\$ 135,187.88	\$ 45,908.17	83%	17%
0415 LADSON ELEMENTARY	\$ 255,967.29	\$ 73,053.06	\$ 21,136.10	\$ 109,755.75	\$ 73,158.48	71%	29%
0421 W B GOODWIN ELEMENTARY	\$ 320,701.42	\$ 78,761.35	\$ 21,668.76	\$ 134,627.64	\$ 107,312.43	67%	33%
0422 MATILDA F DUNSTON ELEMENT	\$ 236,707.62	\$ 67,765.45	\$ 20,844.19	\$ 115,431.58	\$ 53,510.59	77%	23%
0425 A C CORCORAN ELEMENTARY	\$ 156,767.72	\$ 45,742.33	\$ 12,699.50	\$ 66,484.40	\$ 44,540.99	72%	28%
0426 MIDLAND PARK PRIMARY SCHO	\$ 792,356.38	\$ 179,500.76	\$ 54,898.82	\$ 310,017.23	\$ 302,838.39	62%	38%
0504 ST JAMES-SANTEE ELEMENTAR	\$ 192,105.02	\$ 60,847.83	\$ 17,695.85	\$ 101,815.32	\$ 29,441.87	85%	15%
0655 WA HEAD START	\$ 473,235.33	\$ 142,552.48	\$ 39,063.56	\$ 190,327.84	\$ 140,355.01	70%	30%
0752 THOMAS MYERS II	\$ 561,100.49	\$ 172,562.81	\$ 44,994.68	\$ 216,755.01	\$ 171,782.67	69%	31%
0777 CHS COUNTY HUMAN SERVICES	\$ 16,708.92	\$ 13,336.12	\$ 179.73	\$ -	\$ 3,372.80	80%	20%
0810 E B ELLINGTON ELEMENTARY	\$ 247,967.53	\$ 62,073.08	\$ 17,682.41	\$ 92,389.15	\$ 93,505.30	62%	38%
0811 MINNIE HUGHES ELEMENTARY	\$ 87,227.41	\$ 25,476.94	\$ 7,105.16	\$ 38,128.55	\$ 23,621.92	73%	27%
0906 MT ZION ELEMENTARY	\$ 147,997.38	\$ 42,635.41	\$ 11,646.49	\$ 61,410.91	\$ 43,951.06	70%	30%
0907 EDITH FRIERSON ELEMENTARY	\$ 71,146.20	\$ 21,930.73	\$ 5,734.85	\$ 28,916.55	\$ 20,298.92	71%	29%
0999 SCHOOL-WIDE ACCOUNTS	\$ 238,530.75	\$ -	\$ -	\$ -	\$ 238,530.75	0%	100%
FY16 FEDERAL SHARE TOTALS	\$ 6,528,526.00	\$ 2,162,503.57	\$ 491,867.08	\$ 2,444,506.72	\$ 1,921,515.71	71%	29%
NON FEDERAL SHARE	\$ 1,632,131.50	\$ 540,625.89	\$ 122,966.77	\$ -	\$ 480,378.93	33%	67%
<b>TOTAL FOR FY16</b>	<b>\$ 8,160,657.50</b>	<b>\$ 2,703,129.46</b>	<b>\$ 614,833.85</b>	<b>\$ 2,444,506.72</b>	<b>\$ 2,401,894.64</b>	<b>63%</b>	
2015 CARRYOVER PO'S	\$ 111,013.31	\$ 111,013.31	\$ -	\$ -	0.00%	100%	

Payrolls are encumbered. Therefore  
a column has been added to reflect  
anticipated shortfall



**CCSD HEAD START (FUND 841)**  
**EXPENDITURES BREAKDOWN BY OBJECT**  
**FOR THE PERIOD NOVEMBER 2015**

ACCOUNT DESCRIPTION	FY16 BUDGET	YEAR TO DATE EXPENDITURES	NOVEMBER EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED	PERCENTAGE AVAILABLE
100 ADMINISTRATIVE SALARY	\$ 560,930.81	\$ 233,533.05	\$ 47,877.61	\$ 336,099.68	\$ (8,701.92)	102%	-2%
112 TEACHER/PROFESSIONAL ED SA	\$ 647,916.46	\$ 165,959.68	\$ 51,828.35	\$ 440,122.55	\$ 41,834.23	94%	6%
113 PROFESSIONAL OTHER SALARY	\$ 157,501.73	\$ 83,248.45	\$ 13,125.15	\$ 78,750.91	\$ (4,497.63)	103%	-3%
114 TECHNICAL SALARY	\$ 27,493.76	\$ 8,019.06	\$ 2,291.16	\$ 17,183.64	\$ 2,291.06	92%	8%
115 TEACHER AST/CLERICAL SALAR	\$ 2,775,063.13	\$ 891,290.64	\$ 206,734.15	\$ 1,543,147.27	\$ 340,625.22	88%	12%
142 SUPPLEMENTAL SALARY	\$ 8,614.38	\$ 8,614.38	\$ -	\$ -	\$ -	100%	0%
210 GROUP HEALTH AND LIFE INS	\$ 666,810.05	\$ 184,552.71	\$ 45,037.42	\$ -	\$ 482,257.34	28%	72%
220 EMPLOYEE RETIREMENT	\$ 684,695.61	\$ 230,463.15	\$ 52,752.10	\$ -	\$ 454,232.46	34%	66%
230 SOCIAL SECURITY	\$ 319,554.94	\$ 102,734.26	\$ 23,443.44	\$ -	\$ 216,820.68	32%	68%
260 UNEMPLOYMENT COMPENSATION	\$ 4,177.52	\$ 1,409.14	\$ 321.76	\$ -	\$ 2,768.38	34%	66%
270 WKRS' COMP - REIMB OTHR F	\$ 33,420.14	\$ 11,277.26	\$ 2,574.99	\$ -	\$ 22,142.88	34%	66%
321 PUBLIC UTIL SVS WATER/SEWA	\$ 9,000.00	\$ 3,561.62	\$ 765.02	\$ -	\$ 5,438.38	40%	60%
322 OUTSOURCED SUBSTITUTES	\$ 40,989.01	\$ 42,861.05	\$ 11,519.36	\$ -	\$ (1,872.04)	105%	-5%
323 REPAIRS AND MAINTENANCE SR	\$ -	\$ -	\$ -	\$ -	\$ -	0%	100%
324 PROPERTY INSURANCE	\$ 16,000.00	\$ 9,285.60	\$ -	\$ -	\$ 6,714.40	58%	42%
332 IN STATE TRAVEL	\$ 15,500.00	\$ 6,918.17	\$ 1,099.16	\$ -	\$ 8,581.83	45%	55%
333 CURRICULUM FIELD TRIP TRAN	\$ 1,995.30	\$ 1,060.53	\$ 1,060.53	\$ 722.13	\$ 212.64	89%	11%
338 OUT OF STATE TRAVEL	\$ 14,886.00	\$ 4,325.76	\$ (13.52)	\$ -	\$ 10,560.24	29%	71%
339 OTHER TRANSPORTATION SERVI	\$ 2,000.00	\$ 137.79	\$ -	\$ -	\$ 1,862.21	7%	93%
340 COMMUNICATION (TELEPHONE)	\$ 15,000.00	\$ 7,827.88	\$ 1,487.21	\$ -	\$ 7,172.12	52%	48%
342 PAGER/CELL PHONE RENT/MESG	\$ 21,000.00	\$ 12,720.17	\$ 2,424.98	\$ -	\$ 8,279.83	61%	39%
350 ADVERTISING	\$ 8,696.00	\$ 696.00	\$ -	\$ -	\$ 8,000.00	8%	92%
360 PRINTING AND BINDING	\$ 7,300.00	\$ 2,279.02	\$ 198.00	\$ -	\$ 5,020.98	31%	69%
399 OTHER PURCHASED SERVICES	\$ 55,870.05	\$ 31,791.60	\$ 6,716.83	\$ 16,321.81	\$ 7,756.64	86%	14%
410 SUPPLIES	\$ 132,983.31	\$ 77,613.92	\$ 14,660.05	\$ 10,920.88	\$ 44,448.51	67%	33%
412 POSTAGE	\$ 300.00	\$ 622.19	\$ -	\$ -	\$ (322.19)	207%	-107%
417 FOOD AND CATERING	\$ 11,141.49	\$ 11,439.28	\$ 846.22	\$ 1,237.85	\$ (1,535.64)	114%	-14%
445 TECHNOLOGY SUPPLIES	\$ 3,305.00	\$ 3,054.44	\$ -	\$ -	\$ 250.56	92%	8%
446 TECHNOLOGY SOFTWARE	\$ 250.56	\$ 4,844.59	\$ 4,594.03	\$ -	\$ (4,594.03)	1934%	-1834%
447 TECHNOLOGY COMPUTERS	\$ -	\$ (102.02)	\$ -	\$ -	\$ 102.02		100%
470 ENERGY	\$ 40,700.00	\$ 18,018.22	\$ -	\$ -	\$ 22,681.78	44%	56%
472 GASOLINE	\$ 4,900.00	\$ 1,986.98	\$ 523.08	\$ -	\$ 2,913.02	41%	59%
640 ORGANIZATION MEMSHP DUES/F	\$ 2,000.00	\$ 459.00	\$ -	\$ -	\$ 1,541.00	23%	77%



**CCSD HEAD START (FUND 841)**  
**EXPENDITURES BREAKDOWN BY OBJECT**  
**FOR THE PERIOD NOVEMBER 2015**

ACCOUNT DESCRIPTION	FY16 BUDGET	YEAR TO DATE EXPENDITURES	NOVEMBER EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED	PERCENTAGE AVAILABLE
6900 OTHER OBJECTS	\$ 3,166.75	\$ -	\$ -	\$ -	\$ 3,166.75	0%	100%
7900 INDIRECT COST	\$ 235,364.00	\$ -	\$ -	\$ -	\$ 235,364.00	0%	100%
FY16 FEDERAL SHARE TOTALS	\$ 6,528,526.00	\$ 2,162,503.57	\$ 491,867.08	\$ 2,444,506.72	\$ 1,921,515.71	71%	29%
NON FEDERAL SHARE	\$ 1,632,131.50	\$ 540,625.89	\$ 122,966.77		\$ 480,378.93		100%
<b>TOTAL FOR FY16</b>	<b>\$ 8,160,657.50</b>	<b>\$ 2,703,129.46</b>	<b>\$ 614,833.85</b>	<b>\$ 2,444,506.72</b>	<b>\$ 2,401,894.64</b>	<b>63%</b>	<b>37%</b>
2015 CARRYOVER PO'S	\$ 111,013.31	\$ 111,013.31				100%	

**A BUDGET TRANSFER WAS ENTERED  
IN DECEMBER TO COVER THE OVERAGE**

D-X



**CCSD EARLY HEAD START (FUND 842)  
FOR THE PERIOD NOVEMBER 2015**

Audit & Finance Committee

ACCOUNT DESCRIPTION	FY16 BUDGET	YEAR TO DATE EXPENDITURES	NOVEMBER EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED	PERCENTAGE REMAINING
TOTAL SALARIES	\$ 1,140,442.58	\$ 366,925.82	\$ 72,080.57	\$ 513,841.85	\$ 259,674.91	77%	23%
TOTAL BENEFITS	\$ 449,743.69	\$ 138,861.96	\$ 27,600.26	\$ -	\$ 310,881.73	31%	69%
TOTAL PURCHASED SERVICES	\$ 53,141.46	\$ 26,811.84	\$ 4,526.96	\$ 2,671.85	\$ 23,657.77	55%	45%
TOTAL SUPPLIES	\$ 37,920.93	\$ 27,742.15	\$ 4,727.66	\$ 5,022.37	\$ 5,156.41	86%	14%
TOTAL OTHER	\$ 66,812.34	\$ -	\$ -	\$ -	\$ 66,812.34	0%	100%
FY16 FEDERAL SHARE TOTALS	\$ 1,748,061.00	\$ 560,341.77	\$ 108,935.45	\$ 521,536.07	\$ 666,183.16	62%	38%
FY16 NON FEDERAL SHARE	\$ 437,015.25	\$ 140,085.44	\$ 27,233.86	\$ 130,384.02	\$ 166,545.79	62%	38%
<b>TOTAL FOR FY16</b>	<b>\$ 2,185,076.25</b>	<b>\$ 700,427.21</b>	<b>\$ 136,169.31</b>	<b>\$ 651,920.09</b>	<b>\$ 832,728.95</b>	<b>62%</b>	<b>38%</b>
2015 CARRYOVER PO'S	\$ 36,645.16	\$ 36,645.16					

Payrolls are encumbered. Therefore  
a column has been added to reflect  
any anticipated shortfall

**CCSD HEAD START (FUND 841)**  
**EXPENDITURES BREAKDOWN BY LOCATION**  
**FOR THE PERIOD NOVEMBER 2015**

ACCOUNT DESCRIPTION	FY16 BUDGET	YEAR TO DATE EXPENDITURES	NOVEMBER EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED	PERCENTAGE REMAINING
0151 HEADSTART/EHS/PRESCHOOL	\$ 406,018.09	\$ 153,890.20	\$ 19,678.56	\$ 92,134.23	\$ 159,993.66	61%	39%
0421 CHILD & FAMILY DEVELOPMEN	\$ 280,391.84	\$ 93,662.43	\$ 22,446.60	\$ 102,625.28	\$ 84,104.13	70%	30%
0426 MIDLAND PARK PRIMARY SCHO	\$ 158,412.74	\$ 48,253.39	\$ 10,228.30	\$ 61,311.74	\$ 48,847.61	69%	31%
0454 R B STALL HIGH	\$ 197,275.99	\$ 47,105.25	\$ 11,503.94	\$ 55,615.45	\$ 94,555.29	52%	48%
0504 ST JAMES-SANTEE ELEMENTAR	\$ 143,447.64	\$ 48,544.14	\$ 8,131.84	\$ 29,582.80	\$ 65,320.70	54%	46%
0655 WA HEAD START	\$ 159,473.67	\$ 46,417.19	\$ 11,143.27	\$ 46,998.17	\$ 66,058.31	59%	41%
0752 THOMAS MYERS II	\$ 116,700.29	\$ 39,466.02	\$ 6,949.58	\$ 43,793.13	\$ 33,441.14	71%	29%
0777 CHS COUNTY HUMAN SERVICES	\$ 214,094.63	\$ 83,003.15	\$ 18,853.36	\$ 89,475.27	\$ 41,616.21	81%	19%
0999 SCHOOL-WIDE ACCOUNTS	\$ 72,246.11	\$ -	\$ -	\$ -	\$ 72,246.11	0%	100%
FY16 FEDERAL SHARE TOTALS	\$ 1,748,061.00	\$ 560,341.77	\$ 108,935.45	\$ 521,536.07	\$ 666,183.16	62%	38%
NON FEDERAL SHARE	\$ 437,015.25	\$ 140,085.44	\$ 27,233.86	\$ 130,384.02	\$ 166,545.79	62%	38%
<b>TOTAL FOR FY16</b>	<b>\$ 2,185,076.25</b>	<b>\$ 700,427.21</b>	<b>\$ 136,169.31</b>	<b>\$ 651,920.09</b>	<b>\$ 832,728.95</b>	<b>62%</b>	<b>38%</b>
2015 CARRYOVER PO'S	\$ 36,645.16	\$ 36,645.16					

Payrolls are encumbered. Therefore a column has been added to reflect any anticipated shortfall



**CCSD EARLY HEAD START (FUND 842)**  
**EXPENDITURE BREAKDOWN BY OBJECT**  
**FOR THE PERIOD NOVEMBER 2015**

ACCOUNT DESCRIPTION	FY16 BUDGET	YEAR TO DATE EXPENDITURE	NOVEMBER EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED	PERCENTAGE AVAILABLE
110 ADMINISTRATIVE SALARY	\$ 222,845.72	\$ 79,464.03	\$ 16,688.41	\$ 119,561.56	\$ 23,820.13	89%	11%
113 PROFESSIONAL OTHER SALARY	\$ 39,375.44	\$ 20,812.16	\$ 3,281.29	\$ 19,687.73	\$ (1,124.45)	103%	-3%
114 TECHNICAL SALARY	\$ 18,521.96	\$ 5,482.71	\$ 1,543.50	\$ 11,576.24	\$ 1,463.01	92%	8%
116 TEACHER AST/CLERICAL SALAR	\$ 858,199.46	\$ 259,926.97	\$ 50,567.37	\$ 363,016.32	\$ 235,256.17	73%	27%
135 OVERTIME	\$ 1,500.00	\$ 1,239.95	\$ -	\$ -	\$ 260.05	83%	17%
210 GROUP HEALTH AND LIFE INS	\$ 165,203.85	\$ 49,228.13	\$ 9,847.06	\$ -	\$ 115,975.72	30%	70%
220 EMPLOYEE RETIREMENT	\$ 187,032.41	\$ 59,375.17	\$ 11,813.98	\$ -	\$ 127,657.24	32%	68%
230 SOCIAL SECURITY	\$ 87,243.44	\$ 26,956.53	\$ 5,290.53	\$ -	\$ 60,286.91	31%	69%
260 UNEMPLOYMENT COMPENSATION	\$ 1,140.42	\$ 366.97	\$ 72.10	\$ -	\$ 773.45	32%	68%
270 WKRS' COMP - REIMB OTHR F	\$ 9,123.57	\$ 2,935.16	\$ 576.59	\$ -	\$ 6,188.41	32%	68%
322 OUTSOURCED SUBSTITUTES	\$ 9,888.75	\$ 13,123.95	\$ 4,492.96	\$ -	\$ (3,235.20)	133%	-33%
323 REPAIRS AND MAINTENANCE SR	\$ -	\$ -	\$ -	\$ -	\$ -		100%
324 PROPERTY INSURANCE	\$ 2,321.40	\$ 2,321.40	\$ -	\$ -	\$ -	100%	0%
325 RENTALS/LEASE	\$ 2,100.00	\$ 2,100.00	\$ -	\$ -	\$ -	100%	0%
332 IN STATE TRAVEL	\$ 3,591.06	\$ 1,909.48	\$ -	\$ -	\$ 1,681.58	53%	47%
338 OUT OF STATE TRAVEL	\$ 5,000.00	\$ 1,266.08	\$ -	\$ -	\$ 3,733.92	25%	75%
399 OTHER PURCHASED SERVICES	\$ 30,240.25	\$ 6,090.93	\$ 34.00	\$ 2,671.85	\$ 21,477.47	29%	71%
410 SUPPLIES	\$ 34,049.30	\$ 24,177.27	\$ 4,727.66	\$ 4,458.48	\$ 5,413.55	84%	16%
412 POSTAGE	\$ 39.20	\$ 147.00	\$ -	\$ -	\$ (107.80)	375%	-275%
417 FOOD AND CATERING	\$ 3,832.43	\$ 3,417.88	\$ -	\$ 563.89	\$ (149.34)	104%	-4%
690 OTHER	\$ 3,791.34	\$ -	\$ -	\$ -	\$ 3,791.34	0%	100%
791 INDIRECT COST	\$ 63,021.00	\$ -	\$ -	\$ -	\$ 63,021.00	0%	100%
FY16 FEDERAL SHARE TOTALS	\$ 1,748,061.00	\$ 560,341.77	\$ 108,935.45	\$ 521,536.07	\$ 666,183.16	62%	38%
FY16 NON FEDERAL SHARE	\$ 437,015.25	\$ 140,085.44	\$ 27,233.86	\$ 130,384.02	\$ 166,545.79	62%	38%
<b>TOTAL FOR FY16</b>	<b>\$ 2,185,076.25</b>	<b>\$ 700,427.21</b>	<b>\$ 136,169.31</b>	<b>\$ 651,920.09</b>	<b>\$ 832,728.95</b>	<b>62%</b>	<b>38%</b>
2015 CARRYOVER PO'S	\$ 36,645.16	\$ 36,645.16			\$ -	100%	0%

**A BUDGET TRANSFER WAS ENTERED  
IN DECEMBER TO COVER THE OVERAGE**



**P Card Spend for Ruth Taylor's**

Company Name CHARLESTON COUNTY SCHOOL DIST  
 Grp One of: 0104 ACADEMIC & INSTRUCTIONAL SUPPORT (RUTH TAYLOR) Toshiba Champagne or 0151 EARLY CHILDHOOD EDUCATION (RUTH TAYLOR) TOSHIBA CHAMPAIGNE or 0151 EARLY CHILDHOOD EDUCATION 3 (RUTH TAYLOR) Christine Buck, (1 more)  
 Post Date Between 2015-10-31 00:00:00 and 2015-11-30 23:59:59  
 Report Owner AUSTIN, KACEY  
 Report Time 2015-12-02 00:06:23  
 Transaction Type One of: Cash advance or Misc Credit or Misc Debit or Purchase or Payment

CH Full Name	Post Date	Purchase Date	Item Description	Item Price	Item Tax	Total Card Spend	GL: Allocation Account GL: Object Code
CHAMPAIGNE, TOSHIBA							
	11/19/2015	11/17/2015	CHICK-FIL-A #01954 - Purchase	144.80	0.00	144.80	60012319 410
	11/19/2015	11/17/2015	tax	0.00	12.31	12.31	60012319 410
count: 2				144.80	12.31	157.11	
DAVIS, DENA							
	11/09/2015	11/06/2015	WAL-MART #3367 - Purchase	34.56	0.00	34.56	45484200 410
	11/09/2015	11/06/2015	tax	0.00	0.52	0.52	45484200 410
count: 2				34.56	0.52	35.08	
JOYNER, NICOLE							
	11/09/2015	11/08/2015	WAL-MART #2928 - Purchase	17.76	0.00	17.76	15184110 410
	11/09/2015	11/08/2015	tax	0.00	1.42	1.42	15184110 410
	11/09/2015	11/05/2015	SC.GOV - Purchase	25.41	0.00	25.41	15184110 399
	11/09/2015	11/06/2015	SC.GOV - Purchase	17.27	0.00	17.27	15184110 399
	11/20/2015	11/18/2015	SAFFRON CAFE AND BAKER - Purchase	209.95	0.00	209.95	15184110 417
count: 5				270.39	1.42	271.81	
ROCK, AVIS							
	11/02/2015	10/30/2015	STAPLS7145284757000002 - Purchase	336.20	0.00	336.20	75284190 410


CH Full Name	Post Date	Purchase Date	Item Description	Item Price	Item Tax	Total Card Spend	GL: Allocation Account
							GL: Object Code
Audit & Finance Committee	11/02/2015	10/30/2015	tax	0.00	28.58	28.58	75284190
							410
	11/04/2015	11/03/2015	STAPLS7145543270000001 - Purchase	125.55	0.00	125.55	42584190
							410
	11/04/2015	11/03/2015	tax	0.00	10.67	10.67	42584190
							410
	11/04/2015	11/03/2015	STAPLS7145543283000001 - Purchase	113.97	0.00	113.97	41584190
							410
	11/04/2015	11/03/2015	tax	0.00	9.69	9.69	41584190
							410
D-X	11/10/2015	11/10/2015	AMAZON MKTPLACE PMTS - Purchase	307.93	0.00	307.93	15184134
							410
	11/11/2015	11/10/2015	STAPLS7145951016000001 - Purchase	72.80	0.00	72.80	15184110
							410
	11/11/2015	11/10/2015	tax	0.00	6.19	6.19	15184110
							410
	11/11/2015	11/10/2015	STAPLS7145386099000001 - Purchase	78.90	0.00	78.90	77784200
							410
	11/11/2015	11/10/2015	tax	0.00	6.71	6.71	77784200
							410
	11/12/2015	11/10/2015	YELLOW CAB COMPANY - Purchase	382.00	0.00	382.00	15184110
							399
	11/13/2015	11/12/2015	MAGELLAN DIAGNOSTICS, INC - Purchase	401.19	0.00	401.19	15184134
							410
	11/16/2015	11/14/2015	STAPLS7146312484000001 - Purchase	68.76	0.00	68.76	15184110
							410
	11/16/2015	11/14/2015	tax	0.00	5.84	5.84	15184110
							410
	11/18/2015	11/16/2015	SC.GOV - Purchase	106.77	0.00	106.77	15184110
							399
Page 10 of 11	11/19/2015	11/19/2015	PAPA JOHN'S #04054 - Purchase	44.20	0.00	44.20	15184140
							410
	11/20/2015	11/18/2015	KICKIN CHICKEN KING ST - Purchase	92.87	0.00	92.87	15184140
							410
	11/20/2015	11/19/2015	FOOD LION #1420 - Purchase	16.05	0.00	16.05	15184140
							410

CH Full Name							
	Post Date	Purchase Date	Item Description	Item Price	Item Tax	Total Card Spend	GL: Allocation Account
							GL: Object Code
Audit & Finance Committee	11/20/2015	11/19/2015	tax	0.00	1.36	1.36	15184140
							410
	11/24/2015	11/23/2015	BEST BUY 00005173 - Purchase	116.95	0.00	116.95	15184140
							410
	11/24/2015	11/23/2015	tax	0.00	9.94	9.94	15184140
count: 22				2,264.14	78.98	2,343.12	
WATERS, PAMELA							
	11/03/2015	11/02/2015	VOICE NATION - Purchase	9.95	0.00	9.95	10412321
							342
count: 1				9.95	0.00	9.95	
report count: 32				2,723.84	93.23	2,817.07	

D-X



**BOARD AGENDA ACTION FORM**  
**(January 19, 2016)**

<b>Section:</b>	Strategic Education Committee	
<b>Subject:</b>	2016 – 2017 Academic Calendar	
<b>Name/Department:</b>	Erica Taylor/Communications	
<b>Agenda Item Number:</b>	9.3A	
<b>Background:</b>	Each year the school board approves the academic calendar for the next year in February.	
<b>Discussion:</b>	Draft calendars are developed and presented to the Principal Roundtable, Teacher Roundtable, CCSD Cabinet and then posted on the CCSD Website for public comments. After presenting the two options to COW a request was made to shift the inclement weather make up day from Election Day to the teacher workday in October. Both draft calendars were adjusted to show this change. Input from staff, students, parents and the public will be gathered and taken into consideration, and a final recommendation for the 2016-17 calendar will be made in February 2016.	
<b>Goals &amp; Budget:</b>	Approve 2016-2017 Academic Calendar	
This recommendation supports CCSD goal #:	NA	
Overall budget for implementing CCSD goal:	NA	
Request approval for funds within that budget in the amount of \$:	NA	<b>Funding Source</b> (GOF, IDEA, Title I, Capital, etc.)
Resulting positive impact for students in our District will be:	NA	
Potential impact of this decision on other budget areas will be:	NA	
Future Fiscal Impact:	NA	
<b>Recommendation:</b>	<input checked="" type="checkbox"/> <b>Action</b>	<input type="checkbox"/> <b>Information</b>
	<input checked="" type="checkbox"/> <b>Open Session</b>	<input type="checkbox"/> <b>Executive Session</b>
It is hereby recommended that the Board of Trustees adopt the two options for the Academic Calendar for the 2016-2017 school year for public comment.		
<b>Person(s) Responsible for Implementation:</b>	Erica Taylor	
<b>Superintendent's Approval:</b>		
<b>Board Member(s) Approval:</b>		
<b>Attachment(s):</b>	<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>

# CCSD Option 1 | 2016-2017 CALENDAR

JULY 2016						
S	M	T	W	Th	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						

4 Offices Closed  
Independence Day

JANUARY 2017						
S	M	T	W	Th	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				
					8	10

2 Winter Break/Make up Day  
3 School Resumes  
12 End of 1<sup>st</sup> Semester (90)  
13 Workday  
16 School Closed (MLK Day)  
17 Prof. Development  
18 1<sup>st</sup> Day of 2<sup>nd</sup> Semester  
20 Report Cards

AUGUST 2016						
S	M	T	W	Th	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			13

8,12 Workdays  
9,10,11 Prof. Development  
15 – 1<sup>st</sup> Day for Students

FEBRUARY 2017						
S	M	T	W	Th	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				19

15 Early Dismissal/PD  
17 Progress Reports  
20 School Closed –  
President's Day

SEPTEMBER 2016						
S	M	T	W	Th	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	21

5 Labor Day  
15 Progress Reports  
21 Early Dismissal/ PD

MARCH 2017						
S	M	T	W	Th	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	22

15 Early Dismissal/PD  
22 End of 3<sup>rd</sup> Nine Weeks (135)  
23 Teacher Workday  
24 Report Cards

OCTOBER 2016						
S	M	T	W	Th	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				11	9

17 End of 1<sup>st</sup> Nine Weeks (45)  
18 Teacher Workday/Make  
up Day  
21 Report Cards  
26 Early Dismissal/PD

APRIL 2017						
S	M	T	W	Th	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						15

10-14 Spring Break  
16 Easter

NOVEMBER 2016						
S	M	T	W	Th	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			16

8 Schools Closed - Election  
Day  
21-25 Fall Break  
28 Progress Reports

MAY 2017						
S	M	T	W	Th	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			22

2 Progress Reports  
29 School Closed (Memorial  
Day)

DECEMBER 2016						
S	M	T	W	Th	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	12

19 - 30 Winter Break

JUNE 2017						
S	M	T	W	Th	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	2

1,2 Half Days  
2 Last day of school (180)  
5 Workday/ Make up Day  
7 Report Cards



## CCSD Option 2 | 2016-2017 CALENDAR

JULY 2016						
S	M	T	W	Th	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						

4 Offices Closed  
Independence Day

JANUARY 2017						
S	M	T	W	Th	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				
					8	10

2 Winter Break/Make up Day  
3 School Resumes  
12 End of 1<sup>st</sup> Semester (90)  
13 Workday  
16 School Closed (MLK Day)  
17 Prof. Development  
18 1<sup>st</sup> Day of 2<sup>nd</sup> Semester  
20 Report Cards

AUGUST 2016						
S	M	T	W	Th	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			11

10,16 Workdays  
11,12,15 Prof. Development  
17 – 1<sup>st</sup> Day for Students

FEBRUARY 2017						
S	M	T	W	Th	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				19

15 Early Dismissal/PD  
17 Progress Reports  
20 School Closed – President's Day

SEPTEMBER 2016						
S	M	T	W	Th	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	21

5 Labor Day  
19 Progress Reports  
21 Early Dismissal/PD

MARCH 2017						
S	M	T	W	Th	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	22

15 Early Dismissal/PD  
22 End of 3<sup>rd</sup> Nine Weeks (135)  
23 Teacher Workday  
24 Report Cards

OCTOBER 2016						
S	M	T	W	Th	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				13	7

19 End of 1<sup>st</sup> Nine Weeks (45)  
20 Teacher Workday/Make up Day  
21 Report Cards  
26 Early Dismissal/PD

APRIL 2017						
S	M	T	W	Th	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						15

10-14 Spring Break  
16 Easter

NOVEMBER 2016						
S	M	T	W	Th	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			18

8 Schools Closed - Election Day  
23-25 Fall Break  
28 Progress Reports

MAY 2017						
S	M	T	W	Th	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			22

2 Progress Reports  
29 School Closed (Memorial Day)

DECEMBER 2016						
S	M	T	W	Th	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	12

19 - 30 Winter Break

JUNE 2017						
S	M	T	W	Th	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	2

1,2 Half Days  
2 Last day of school (180)  
5 Workday/ Make up Day  
7 Report Cards



**BOARD AGENDA ACTION FORM**  
**(January 11, 2016)**

<b>Section:</b>	Strategic Education Committee			
<b>Subject:</b>	Recommendation of Health Advisory to Use Youth Violence Prevention Program as <i>Supplemental</i> Curriculum to Support Implementation of Erin's Law			
<b>Name/Department:</b>	Sandy Brossard, Interim Executive Director for Curriculum and Instruction			
<b>Agenda Item Number:</b>	<b>9.3B</b>			
<b>Background:</b>	Section 59-32-20(B) of the South Carolina Code of Laws was amended June 2014 (H.4061, Act 293) to read that the State Board of Education through the S.C. Department of Education "shall select or develop instructional units in sexual abuse and assault awareness and prevention, with separate units appropriate for each age level from four-year-old kindergarten through twelfth grade." Relating to the requirement that local school districts implement the comprehensive health education program, among other things, Section 59-32-30(G) was amended so as to provide that "beginning with the 2015-2016 school year, districts annually shall provide age-appropriate instruction in sexual abuse and assault awareness and prevention to all students in four-year-old kindergarten, where offered, through twelfth grade. This instruction must be based on the units developed by the board, through the department, pursuant to Section 59-32-20(B)."			
<b>Discussion:</b>	The State Department of Education recommends that all materials (books, songs, videos, etc.) selected by school districts to implement Erin's Law should be reviewed by the Health Advisory Committee. The CCSD HAC recommends that the Youth Violence Prevention Program materials (attached) be used as <i>supplemental</i> curriculum materials. When the state's curriculum PK-12 has been finalized, it will be presented to the HAC for consideration as the <i>primary</i> curriculum resource to be used in CCSD schools.			
<b>Goals &amp; Budget:</b>				
This recommendation supports CCSD goal #:	16			
Overall budget for implementing CCSD goal:				
Request approval for funds within that budget in the amount of \$:	<table border="1"> <tr> <th>Funding Source</th> </tr> <tr> <td>(GOF, IDEA, Title I, Capital, etc.)</td> </tr> </table>		Funding Source	(GOF, IDEA, Title I, Capital, etc.)
Funding Source				
(GOF, IDEA, Title I, Capital, etc.)				
Resulting positive impact for students in our District will be:	Students will gain skills in knowing how to stay safe from sexual assault and how to report any incidents of sexual assault.			
Potential impact of this decision on other budget areas will be:				
Future Fiscal Impact:				
<b>Recommendation:</b>	<input checked="" type="checkbox"/> <b>Action</b> <input checked="" type="checkbox"/> <b>Open Session</b>	<input type="checkbox"/> <b>Information</b> <input type="checkbox"/> <b>Executive Session</b>		

It is hereby recommended that the Strategic Education Committee approve the Youth Violence Prevention Program materials be used as *supplemental* curriculum materials.

<b>Person(s) Responsible for Implementation:</b>	(1) Interim Executive Director for Curriculum and Instruction (2) Middle and High School Building Principals or their Designee(s)	
<b>Superintendent's Approval:</b>	<i>Heidi Dettlweit</i>	
<b>Board Member(s) Approval:</b>		
<b>Attachment(s): Overview of Curriculum</b>	<input checked="checked" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>





**youth violence prevention©**  
a curriculum created by  
Sexual Trauma Services of the Midlands

<b>Middle/High School</b> <i>Lesson Title &amp; Topics</i>	<b>Objectives</b> <i>Determinants</i>	<b>Activities</b> <i>Activities we might use to engage participants.</i>
Lesson 1:  The Effect of Gender Stereotypes & Media Influence on Violence in Relationships	<ul style="list-style-type: none"> <li>• Expose: Explore stereotypes in society that dictate individual behavior and how it may contribute to violence.</li> <li>• Learn: Increase awareness of impossible standards created by media and identify other peer and societal pressures.</li> <li>• Impact: Recognize and discuss the damaging effects of gender stereotypes and explore positive alternatives to overcome peer, societal, and media pressures.</li> </ul>	<ul style="list-style-type: none"> <li>• The Gender Box Activity</li> <li>• Celebrity Couples</li> <li>• Deconstructing Media</li> </ul>
Lesson 2:  Appropriate Boundary Setting & Online Victimization & Protection Strategies	<ul style="list-style-type: none"> <li>• Expose: Explore physical, personal, and emotional boundaries.</li> <li>• Learn: Identify personal boundaries and discuss interpersonal aspects that help form boundaries, such as spiritual, relational, emotional, family, and school rules.</li> <li>• Impact: Introduce methods by which individuals can be aware of boundary violations and promote a secure sense of responsibility for personal safety on- and off-line.</li> </ul>	<ul style="list-style-type: none"> <li>• My Personal Creed</li> <li>• Personal Space Activity</li> <li>• Personal Boundaries Activity</li> </ul>
Lesson 3:  Effective Communication Strategies	<ul style="list-style-type: none"> <li>• Expose: Heighten awareness of personal communication strengths and weaknesses, introduce "I" statements and expressions of emotion and feelings.</li> <li>• Learn: Review and practice effective communication skills and differentiate between assertive and aggressive communication.</li> <li>• Impact: Increase perception that clear and effective communication is important to building healthy relationships and strong decision making skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Anger Temperature Quiz</li> <li>• Blind Drawing Activity</li> <li>• I Statements</li> </ul>
Lesson 4:  Healthy Relationships and Prevention of Teen Dating Violence	<ul style="list-style-type: none"> <li>• Expose: Discuss healthy vs. unhealthy relationships and importance of long-lasting healthy relationships with parent, siblings, neighbors, and friends.</li> <li>• Learn: Introduce early warnings of unhealthy relationships. Discuss techniques for reducing risks in relationships. Share statistics related to violence in teen dating relationships.</li> <li>• Impact: Increase awareness of personal values and the effects an unhealthy relationship can have on self-esteem and other aspects of personal well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Power and Control Wheel Activity</li> <li>• Healthy/Unhealthy Relationships Activity</li> <li>• Values Activity</li> <li>• Defining My Friends</li> </ul>
Lesson 5:  Prevention of Sexual Harassment & Stalking (HS) Prevention of Sexual Harassment & Bullying (MS)	<ul style="list-style-type: none"> <li>• Expose: Define sexual harassment as a legal problem for students.</li> <li>• Learn: Identify differences between sexual harassment and flirting. Discuss protective measures and protocol for reporting each crime. Share effects of these crimes on victims and survivors.</li> <li>• Impact: Increase knowledge of severity and prevalence of these crimes and well as students' capacity to understand personal rights in and out of school settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual Harassment vs. Flirting</li> <li>• Sexual Violence Continuum Activity</li> </ul>
Lesson 6:  Prevention of Sexual Assault, SC Laws and Substance-Facilitated Sexual Assault (SFSA) (SFSA portions for HS only)	<ul style="list-style-type: none"> <li>• Expose: Identify prevalence, statistics of crime, demographics of victims and survivors. Substance-facilitated sexual assault and acquaintance rape will be covered for high school audiences only.</li> <li>• Learn: Explore SC laws, penalties, and the different forms of sexual assault.</li> <li>• Impact: Increase knowledge of the sexual assault and victims' rights. Increase awareness about prevention efforts. Increase knowledge of how to be a positive bystander.</li> </ul>	<ul style="list-style-type: none"> <li>• "Gonna Make It" Song</li> <li>• Decision-making Scenarios</li> </ul>

For more information or to schedule a presentation, contact People Against Rape's Prevention and Education Coordinator at [Prevention@PeopleAgainstRape.org](mailto:Prevention@PeopleAgainstRape.org) or 843.577.9882.  
Strategic Education Committee



**BOARD AGENDA ACTION FORM**  
**January 25, 2016**

<b>Section:</b>	Policy and Personnel Committee	
<b>Subject:</b>	Health Advisory Committee (HAC) Vacancies	
<b>Name/Department:</b>	John F. Emerson, Office of General Counsel	
<b>Agenda Item Number:</b>	<b>9.4A</b>	
<b>Background:</b>	Currently, the HAC has two vacancies in the following categories: one student and one parent. Only one student resume was received and is attached for consideration. The open parent position is due to a resignation received 11/19/15. This position will need to be filled for the remainder of the term. Staff is requesting direction on how the Policy and Personnel Committee desires to fill the position.	
<b>Discussion:</b>	The Policy and Personnel Committee reviewed one letter of interest/resume from a potential student candidate and is recommending Ms. Caryann Edwards be appointed to fill the vacant student position. They further recommend advertising the vacant parent position in the usual manner as done in the past to solicit candidates.	
<b>Goals &amp; Budget:</b>		
This recommendation supports CCSD goal #:	Priority Goal #16: Sex education delivery systems with parental choice options.	
Overall budget for implementing CCSD goal:	NA.	
Request approval for funds within that budget in the amount of \$:	NA.	<b>Funding Source</b>
Resulting positive impact for students in our District will be:	A fully staffed Health Advisory Committee as required by state law.	
Potential impact of this decision on other budget areas will be:	NA.	
Future Fiscal Impact:	NA.	
<b>Recommendation:</b>	<input checked="" type="checkbox"/> <b>Action</b>	<input type="checkbox"/> <b>Information</b>
	<input checked="" type="checkbox"/> <b>Open Session</b>	<input type="checkbox"/> <b>Executive Session</b>
It is hereby recommended that the Charleston County School District Board of Trustees appoint Ms. Calyann Edwards to fill the vacant student position and advertise the vacant parent position in the usual manner as done in the past to solicit candidates.		
<b>Person(s) Responsible for Implementation:</b>	John F. Emerson	
<b>Superintendent's Approval:</b>	<i>Arleta Pothuizen</i>	
<b>Board Member(s) Approval:</b>		
<b>Attachment(s):</b>	<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>

Carlyann Edwards  
3014 Palm Blvd.  
Isle of Palms, SC 29451  
(843) 860-8563 /[carlyedwards843@gmail.com](mailto:carlyedwards843@gmail.com)

### **Work Experience**

#### **Wild Dunes Swim Team:**

Swam from summer 2003 to summer 2013. Served as a Junior Coach in 2013

#### **Long Island Café:**

Worked as Hostess from May 2013 to present.

#### **Stylexchange Charleston:**

Worked as retail employee and Stylist from May 2015 to present.

### **Volunteer Work**

#### **Project Okurase**(<http://projectokurase.org>):

Traveled to Okurase, Ghana in 2006, 2012 and 2013 to help with Village Health Outreach.

#### **Piece It Together** (<http://academicdepartments.musc.edu/hsc/programs/pieceittogether.htm>):

Internship with the Medical University of South Carolina (MUSC) assisting with an autistic exercise and nutrition education program twice a week during summer 2014 and Summer 2015. Then continuing to volunteer once a week during the 2015-2016 school year.

#### **PMI** (<http://www.palmettomedical.org/our-work/nicaragua/>):

Went on a Medical Trip with Palmetto Medical Initiative in August of 2015 to Nicaragua. During the trip, was primarily assisting a dentist and was able to extract 9 teeth. Also shadowed a pediatrician and took her patient's temperature.

#### **HALOS** (<http://www.charlestonhalos.org>):

Volunteered at multiple functions for local nonprofit HALOS (Helping and Lending Outreach support). The nonprofit focuses on providing support to abused and neglected children and kinship caregivers.

#### **SOA Jefferson Service Club:**

Served on the Leadership Team of Jefferson Service Club from freshman to Junior Year. Serving as club member senior year. Received Jefferson Service Award for Ghana service in 2012. Led "Garden in Ghana" fundraiser project in 2013 and again received Jefferson Service Award. Helped plan the 2<sup>nd</sup> Annual Run for Haiti in April 2015. Had Leadership Responsibilities for a 3 day Art Camp over Spring Break of 2015, where elementary school students came to learn more about vocal performance. October of every year consisted of lots of Projects to fundraise for the Low-Country Food Bank.

#### **We Stand With Charleston, A Benefit Concert:**

Due to the tragedy occurring in Mother Emmanuel AME Church in early June 2015, I was a part of a benefit concert for family's members of the lost. I was featured on News 4 to promote the concert and performed "Beautiful Things" by Gungor with two other students in the concert.

### **School Organizations**

#### **SOA Student Council:**

Served as Class Representative for sophomore and Junior Year. Currently Serving as Student Body/Senior Class President for Senior Year. Planned Junior Ring ceremony and Prom with Junior Council and attended TedX Youth Conference in Columbia in April 2015.

#### **Wando Cross Country / Track and Field:**

Ran a season of Track for Wando High School (since Charleston County School of The Arts doesn't have sports) in 2014. Then ran a season of Cross Country for Wando in 2014.

**Running Club:**

Due to transportation related frustrations with Wando Sports, I created SOA Running Club in November 2014 for School of The Arts students. The Club met weekly after school to run, monthly during lunch and participated in 5 races throughout the school year. I served as president of this club junior year am serving as president again my senior year with two juniors as vice presidents to continue the club once I graduate.

**School Improvement Council:**

Attended monthly meetings as a student representative to meet with Administration, Teachers, Community Members and Parents about SOA related concerns.

**Education/ Honors****Charleston County School of The Arts:**

Attended from 7<sup>th</sup> (2010) grade and plan to graduate from 12<sup>th</sup> grade in June 2016.

**Pegasus Award:**

Award given to students showing outstanding performance in class, selected by a different academic department every quarter. I was the only student selected by Biology teacher in 2014 for outstanding performance in class for a lunch with administration where I received a button to wear on my ID lanyard and a certificate.

**AP Scholar Award:**

Award received from College Board in 2015 for passing AP Statistics, AP United States History and AP Language and Composition exams taken junior year.

**Jefferson Service Award:**

Received in 2012 and 2013 for Service work in Okurase, Ghana.

**Vocal Experience****SOA Vocal:**

I have been a singer in SOA Vocal Department since 7<sup>th</sup> grade. In 2013 we received recognition as 2<sup>nd</sup> in the state in a Choral Festival. In 2013 I was Featured on local news show Low Country Live and sang, "I'm a Woman" to promote a coming concert. The department toured Italy over Spring Break of 2014. Participated in All-County Choir every year. Joined Tri-M Honors Society for vocal excellence in 2015.

**Musicals:**

Participated in SOA Vocal's production of Les Misérables as Ensemble member in 2012. Participated in SOA's school wide musical Hairspray with lead role of Amber in 2013. In October 2013, I participated as a silly girl in Beauty and The Beast through SOA Vocal.

**ACDA National Choir:**

Selected from Hundreds of Thousands of applicants to participate in a National Honor Choir, traveled to Dallas, TX in March 2013 to participate.

**SC All State:**

Participated in Middle School All-State in 2013. Selected for High School All-State in 2014 and 2015 and ranked #4 in the State for the 2016 choir.

**Praise Team:**

I have been Member of Church of The Holy Cross Praise Team from 2012-present. Featured in 3 songs on team's album, which were recorded in professional recording studio in December 2013. Held Leadership positions in youth worship from 2010-2014. The youth team has participated in many volunteer services like singing in Retirement Homes and performing at fundraisers. I led worship at church camp Bonnie Doone in Summer 2013 and Mini Doone in February 2014 while volunteering as a camp counselor.



## RESULTS

Following a feasibility trial and identification of children from 5 villages meeting moderate malnutrition criteria, families were enrolled in a 9-month home-visitation study to assess the impact of nutritional supplementation, and health education on growth and development. Along with plumpy nut and UNICEF Ready-to-use therapeutic-food (RUTF) supplements, families were given clean water, bread, and funds for fruits and vegetables by a village helper each visit, for the duration of the study. The nurses provided monthly home visits with education on nutrition, malaria prevention, clean water, healthy hand washing and sanitation.

### Patient recruitment

- Prior to any procedures, MUSC IRB approved the protocol and approvals were given by the Ghanaian health administration.
- Children with mid upper arm circumference  $< 13.5$  cm and/or other symptoms of moderate or severe malnutrition were identified by local and MUSC team members (E.C, N.Y), two native male nurses (B.A and M.S) and a local nutritionist (S.M).
- Guardians of identified children were consented on an IRB approved protocol translated and read to adult participants in their native language of Twi by the Project Disease coordinator (N.Y).
- 25 children, ages 6 months to 5 years, with malnutrition were identified in 5 rural villages near, or in the larger village of Otuase

### Study Procedures

- Follow-up identification, a village helper attempted to meet weekly with families, and the nurses traveled monthly from Accra to collect monthly measurements and provide support and education.
- Demographics, including family composition, and illnesses during study were noted.
- Children were dewormed and treated for acute illnesses when clinically recognized, but consistent health care was not available.

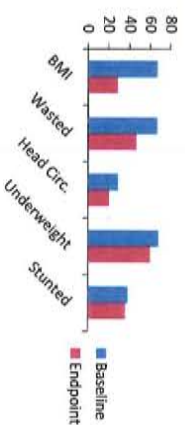
### Data Collection

We tracked the percentage of undernourished children at each visit in each category over the course of the study.

- weight-for-age (WFA)
- weight-for-height (WFH)
- height-for-age (HFA)
- head circumference (HCZ)
- body mass index (BMI)

Children were classified as:

- stunted (HFA <2 SD)
- underweight (WFA <2SD)
- wasted (WFA <2SD)
- low head circumference (HCZ <2SD)
- underweight by BMI (BMI <2 SD)



**Figure 1; Table 1.** Indicators of nutritional status at baseline, midpoint, and endpoint



- There were 15 males (60%), with a mean age of 35.2 months enrolled and 84% of children were retained by study end (3 moved and one died due to worsening kwashiorkor).
- Household size ranged from 3 to 40 (mean 13.7) with extended relatives helping to raise children.
- The proportion of underweight children by BMI decreased 57%, and the proportion of wasted children decreased 31% from baseline to endpoint.
- The percentage of children with low head circumference decreased 28% and percentage of children with WFA decreased by 13%.
- The percentage of stunted children reduced by only 5% (Table 1).
- All children had 15 incidents of known significant illness during the 9 months with at least 15 out of 25 children with confirmed malaria.



Category	Baseline	Midpoint	End Point	% Decrease baseline to endpoint*
BMI – Underweight	67%	24%	29%	57%
Wasted	67%	38%	46%	31%
Low head circumference	29%	6%	21%	28%
Underweight	68%	53%	60%	12%
Starved	36%	38%	36%	5%

\* (Initial % Final %/Initial %)



## CONCLUSIONS

- All families approached were willing to participate in the study
  - Families were often farming all day but were absent for some weekly visits with the village helper and present for most coordinated monthly visits.
  - Literacy rates were low. Only two of the parents/guardians were able to write/sign their name on the informed consent. The remainder provided thumbprint signatures.
  - The greatest improvements seen were with weight despite frequent rates of illness.
  - Although statistical significance was not seen due to the small number of children and short duration of the study, improvements indicated that greater gains would have been noted with a more intensive intervention and longer follow up period.
  - The small improvement in stunting is not surprising given that this is often a chronic condition that may have started in utero due to poor nutrition of the mother.
  - Much like US neglect, poverty appeared to be a contributing factor along with household stress and mental health concerns among some parents.
  - Additionally, if childhood disease, especially malaria, could have been prevented then more significant gains would have been seen.
- Advances in clean water and improved sanitation for the village. Courses are being made.

**Preliminary results demonstrate the benefits of targeted family interventions for vulnerable children in rural Ghana through a nurse home visitation program.**



## ACKNOWLEDGEMENTS

This project was supported by the Medical University of South Carolina's Center for Global Health (CGH)

## CONTACT

Questions or comments, contact Eve Spratt, MD, MSCR

[spratt@musc.edu](mailto:spratt@musc.edu)



# Piece It Together: Exercise and Wellness Program for Young Adults With Autism Spectrum Disorders and Mild Neurodevelopmental Disorders

Katie Harris; Carrie Papa; Janis Newton; Keely Flynn, MPH, RD, LD; Katie Blaylock; Tyler Hunter;

Becca Cook; Alicia O'Connor; Judith Herrin, MS, RD; Leslie Ruffing; Elyse Borisko; Carly Edwards; Ted Anastopoulos; Eve Spratt, MD, MSCR

Medical University of South Carolina

## INTRODUCTION

Autism Spectrum Disorder (ASD) is an increasingly prevalent disorder (1 in 68) (CDC 2014). Adults and youth with neurodevelopmental disabilities are at increased risk of poor health and obesity due to restricted diets, sensory deficits, limited interests, sedentary lifestyles, and medications used to treat their disorders (Yazdani 2013, Scallil 2009). Typical traditional fitness programs are not individualized to promote success for these high functioning individuals. The Piece It Together Program was developed to provide socialization and wellness opportunities for teens and young adults with ASD's and other mild neurocognitive disabilities. The curriculum includes strength and endurance training, nutrition education, socialization and stress reduction to promote healthy lifestyle choices. Wellness Center and Pediatrics staff as well as medical, nursing and high school volunteers helped direct and encourage participants.

## METHODS

Seven males and five females, aged 15-27, attended 90 minute sessions at the MUSC Wellness Center twice a week for six weeks. As each individual had unique strengths and weaknesses, each established individualized nutrition, fitness, stress relief and socialization goals. Fit Bit devices were distributed to all participants to encourage motivation to keep moving. Attempts were made to minimize any barriers to participation. Assessments were done at the first and last sessions, including InBody 570 Analyzer, © 2014, PHQ-9 depression scale, and lifestyle questionnaires as well as a self-satisfaction scale.

## RESULTS

**PHYSICAL FITNESS:** Goals included exercising for 30 minutes daily, and feeling strong physically and mentally.

- ❖ 10/11 with InBody Assessments showed increases in skeletal muscle mass.
- ❖ 7/11 showed decreases in visceral body fat.
- ❖ 8/12 reported an increase in daily exercising.



**SOCIALIZATION:** Goals included making new friends, learning strategies for tolerating frustrations, trying positive self talk, and encouraging one another.



PHQ-9 questionnaire scores decreased from an average of 7.67 to 3.42. (mild to minimal depression)

- ❖ New friendships were made. A Facebook account was established by two group members, and many are online Fitbit buddies.

**NUTRITION:** Goals included eating a healthy breakfast daily, avoiding fried foods, drinking only water and milk, and not eating out of containers.

- ❖ Based on lifestyles questionnaires. Improvements included:
- ❖ 9/12 reported decreased sugar consumption.
- ❖ 6/12 reported decreased soda consumption.
- ❖ 8/12 reported drinking 5+ glasses of water per day

## CONCLUSIONS

Although this was a short 6 week summer program, it successfully brought together a unique group to build friendships and make healthier lifestyle choices. All 12 participants expressed interest in continuing classes at the Wellness Center and most continue to participate in a weekly class and communicate with each other outside of class. Future efforts are planned to determine maintenance, minimize barriers to participation, and encourage lifestyle benefits.



## REFERENCES

- Center for Disease Control. Prevalence of autism spectrum disorders - Autism and Developmental Disabilities Monitoring Network (ADDM), 11 sites, United States, 2010. 2014. MMWR SS, 2014; 63(Nos.SS02):1-21.
- Scallil L, Koenig K. Pharmacotherapy in children and adolescents with pervasive developmental disorders. Journal of child and adolescent psychiatric nursing : official publication of the Association of Child and Adolescent Psychiatric Nurses, Inc. 1999;12(1):41-43.
- Yazdani S, Yee CT, Chung PJ. Factors predicting physical activity among children with special needs. Preventing chronic disease. 2013;16:18.

## ACKNOWLEDGEMENTS

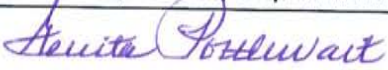
Funding provided by the following grants: SC DD Council Grant #05-21-0005 and NIH/NICATS UL1TR000062. We would also like to thank Lowcountry Autism Foundation, Cooper River Bridge Fund Community Foundation grant, Verizon Wireless, donors and other volunteers for their support.

## CONTACT

For more information, contact spratt@musc.edu or hantke@musc.edu



**BOARD AGENDA ACTION FORM**  
**January 25, 2016**

<b>Section:</b>	Policy and Personnel Committee	
<b>Subject:</b>	JFABD - Admission of Homeless Students	
<b>Name/Department:</b>	Michele English-Waston, Executive Director, Department of Federal Programs	
<b>Agenda Item Number:</b>	9.4B	
<b>Background:</b>	Based upon suggested changes from the South Carolina School Board Association (SCSBA), the district has revised policy JFABD.	
<b>Discussion:</b>	Changes include, but are not limited to, the addition of information addressing unaccompanied youths and parental/legal guardian's right to request a state's review of the district's final decision regarding an enrollment issue and that under no circumstance shall the resolution of the dispute delay the enrollment. The revised policy further indicates that the district will not deny admission to any student based on race, religion, sex, disability, national origin, immigrant status, or English-speaking status.	
<b>Goals &amp; Budget:</b>		
This recommendation supports CCSD goal #:	Priority Goal #2 – World Class Literacy.	
Overall budget for implementing CCSD goal:	Special Revenue Grant funded.	
Request approval for funds within that budget in the amount of \$:	NA.	<b>Funding Source</b> (McKinney Vento Homeless Education Grant)
Resulting positive impact for students in our District will be:	All children will have the opportunity to participate and achieve in public schools. Students will not be discriminated against due to their homeless, immigration or English-speaking status.	
Potential impact of this decision on other budget areas will be:	NA.	
Future Fiscal Impact:	NA.	
<b>Recommendation:</b>	<input checked="" type="checkbox"/> <b>Action</b>	<input type="checkbox"/> <b>Information</b>
	<input checked="" type="checkbox"/> <b>Open Session</b>	<input type="checkbox"/> <b>Executive Session</b>
It is hereby recommended that the Charleston County School District Board of Trustees approve <b>first</b> reading of the proposed revision to Policy JFABD – Admission of Homeless Students.		
<b>Person(s) Responsible for Implementation:</b>	Michele English-Waston, Executive Director, Department of Federal Programs and Sonya Jones, Department of Federal Programs	
<b>Superintendent's Approval:</b>		



<b>Board Member(s) Approval:</b>		
<b>Attachment(s):</b> Revisions to Policy JFABD.	<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>

## ADMISSION OF HOMELESS STUDENTS

Code **JFABD** Issued **2/09**

Purpose: ~~-To establish direct~~ the basic structure for the admission of ~~superintendent on admitting~~ homeless students to schools ~~within the district in Charleston County School District.~~

~~Homeless~~The superintendent shall provide homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

~~A~~The superintendent shall designate a liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

The ~~district will~~superintendent shall ensure that homeless students are ~~not~~neither stigmatized nor segregated on the basis of their status, ~~as homeless~~. A homeless student willshall be admitted to the district school in the attendance area in which the student is actually living, or to the student's school of origin, as requested by the parent/legal guardian and in accordance with the student's best interest. Transportation willshall be provided to and from the student's school of origin at the request of the parent/legal guardian, or, in the case of an unaccompanied student, the district's liaison for homeless students.

An unaccompanied youth or the parent/legal guardian of a homeless student may request a state-level review of the district's final decision regarding an enrollment issue. Under no circumstances will the resolution of a dispute delay the enrollment of said student.

The district will not deny admission to any student on the basis of race, religion, sex, disability, national origin, immigrant status, or English-speaking status.

### Enrollment

~~Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, homeless students may not have school enrollment documents available readily. Nonetheless, the school selected for enrollment must enroll any homeless child or youth immediately. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment.~~

~~Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent/legal guardian, non-parent caretaker, older sibling, or local liaison.~~

### Disputes

~~If a dispute arises over any issue covered in this policy, the homeless child or youth will be admitted immediately to the school in which enrollment is sought, pending final resolution of the dispute. The student will also have the rights of a homeless student to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.~~

~~The school where the dispute arises will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent/legal guardian or youth to the local liaison immediately.~~

Adopted 11/28/05; Revised 2/9/09

**Charleston County School District**

Policy & Personnel Committee

C-VIII

9.4B-3

(see next page)  
Page 3 of 4



## PAGE 2 - JFABD - ADMISSION OF HOMELESS STUDENTS

~~The parent/legal guardian, unaccompanied youth, or school district may appeal the school district's decision as provided in the state's dispute resolution process.~~

The superintendent will develop administrative procedures to implement this policy.

Cf. EEA, IHBA, JFAA, JH, JRA

Adopted ~~11/28/05~~; Revised ~~2/9/09~~

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### Legal references:

#### A. A. Federal Law:

1. McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C.A. Section 11431 *et seq.* - Provides that homeless children are entitled to a public education, including a public preschool education.
2. No Child Left Behind Act of 2001, Pub. L. No 107-110, 115 Stat. 1425, Section 4155. - Qualifications for teachers and paraprofessionals.
3. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c *et seq.* - Prohibits discrimination on the basis of race, color or national origin, among other factors, by public elementary and secondary schools.
4. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d - No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.

#### B. S. C. Code, 1976, as amended:

1. Section 59-63-40 - Discrimination on account of race, creed, color or national origin prohibited.

#### C. Federal Cases:

1. *Parents Involved in Community Schools v. Seattle School District No. 1*, 551 U.S. 701 (2007).
2. *Plyler v. Doe*, 457 U.S. 202 (1982).

#### D. State Board of Education Regulations:

1. R43-272.2 - Review process for homeless children and unaccompanied youth.

**BOARD AGENDA ACTION FORM**  
**January 25, 2016**

<b>Section:</b>	Audit & Finance		
<b>Subject:</b>	Facility Use Policy & Fees		
<b>Name/Department:</b>	Sean Hughes / Operational Planning		
<b>Agenda Item Number:</b>	9.4C		
<b>Background:</b>	Policy KF – Community Use of School Facilities – has not specifically required that all leases and rentals be cost neutral to the District at a minimum. The fees charged for community use of school facilities (also known as facility rentals or facility use) have not covered the costs borne by the District to support these activities. General operating funds have been spent to cover the basic costs related to facility rentals such as utilities, custodial, and site personnel.		
<b>Discussion:</b>	Policy KF – Community Use of School Facilities – has been revised to reflect a requirement that all leases are, at a minimum, cost neutral, except where the law requires otherwise. The facility use responsibilities for the District and two staff members are being relocated to Operational Planning from Community Education for the remainder of FY16. The facility use fees must be increased in order to cover these costs to make facility use cost neutral. Operational Planning will bring revised rates to the Board in March 2016 for approval for FY2017.		
<b>Goals &amp; Budget:</b>			
This recommendation supports CCSD goal #:	#4 – Present a plan for a more efficient, effective organizational alignment of district functions and positions.		
Overall budget for implementing CCSD goal:			
Request approval for funds within that budget in the amount of \$:			
Resulting positive impact for students in our District will be:	Stopping the losses from the general fund incurred from current operations regarding community facility use.		
Potential impact of this decision on other budget areas will be:	N/A		
Future Fiscal Impact:	Facility rentals are cost neutral, at a minimum, going forward.		
<b>Recommendation:</b>	<input checked="" type="checkbox"/> <b>Action</b>	<input type="checkbox"/> <b>Information</b>	
	<input checked="" type="checkbox"/> <b>Open Session</b>	<input type="checkbox"/> <b>Executive Session</b>	
It is hereby recommended the Board accept changes presented to Policy KF – Community Use of School Facilities to include the responsibility shift for facility use to Operational Planning and the provision that all leases are, at a minimum, cost neutral, except where the law requires otherwise. Operational Planning will bring a revised rate structure for FY17 to the Board for approval in March 2016.			
<b>Person(s) Responsible for Implementation:</b>	Sean Hughes, Director of Operational Planning		



<b>Supervisor's Approval:</b>	Jeffrey T. Borowy, P.E., Deputy for Capital Programs	
<b>Superintendent's Approval:</b>	<i>Serrita Postluwait</i>	
<b>Board Member(s) Approval:</b>		
<b>Attachment(s):</b>	<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>

## COMMUNITY USE OF SCHOOL FACILITIES

Code **KF** Issued **6/10**

Purpose: To authorize the superintendent to approve the community use of school facilities.

The superintendent shall encourage the public use of school facilities when school is not in session, **provided a reasonable fee is charged to, at a minimum, cover any and all extra costs created by the use.** With the exception of leases or long term rental agreements, the board requires that coordination and contractual arrangement for school use or rental be executed through the Operational Planning department **community education program**. Use of school facilities by the community education program is not subject to the provisions of this policy.

When school facilities are used for purposes not related to schools, precautions must be taken to ensure the nature of the event shall not damage the facility or the reputation of the school and/or school district. Appropriate fees shall be collected for all requested areas, support personnel, and any usage of equipment, **utilities** and/or supplies. The group applying for facility use must obtain the required certificate of insurance.

External entities or individuals desiring to use schools to offer instructional or enrichment programming are eligible to rent or utilize school facilities only through Operational Planning. **community education or adult education offices.**

The superintendent shall make district facilities available free of charge as polling places for primary, special and general elections, provided such activities do not interfere with the conduct of the school system.

The board of trustees shall approve facility use agreements that involve the leasing of non-operating or vacant school facilities which shall require a lease agreement between the district and the lessee. The superintendent shall not bring forth any lease agreements that would create any additional expenses for the district, such as the operating costs of the facility, repairs, renovations or any capital improvements.

The superintendent and staff shall provide the board of trustees with quarterly reports on facility use agreements under which permission has been given for schools to be used for monetary gain by any non-school affiliated group, where fundraising was permitted for any purpose when less than 100 percent of the funds collected benefited the school, and where ticket selling, donations, sale of merchandise or food was permitted.

Adopted 1/15/73; Revised 4/10/74, 6/12/78, 8/25/86, 9/28/98, 6/24/02, 9/22/03, 9/12/05, 6/14/10

### Legal references:

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

1. Section 7-9-110 - Conducting elections or primaries in a facility that receives state funds.
2. Section 59-1-370 - Closing of educational institutions on general election day.

#### B. Court cases:

1. Child Evangelism Fellowship of South Carolina v. Anderson School District Five, 470 F.3d 1062 (4th Cir. 2006).



**BOARD AGENDA ACTION FORM**  
**January 25, 2016**

<b>Section:</b>	Policy and Personnel Committee	
<b>Subject:</b>	IHBH – Charter Schools	
<b>Name/Department:</b>	John Emerson, Office of General Counsel	
<b>Agenda Item Number:</b>	9.4D	
<b>Background:</b>	Staff has recommended that all charter schools be granted a public hearing before the Board of Trustees.	
<b>Discussion:</b>	The one proposed change to this policy includes adding language stating that all charter school applications will receive a public hearing, within ninety days after receipt, before the Board of Trustees.	
<b>Goals &amp; Budget:</b>		
This recommendation supports CCSD goal #:	Priority Goal #2 – World Class Literacy.	
Overall budget for implementing CCSD goal:	NA.	
Request approval for funds within that budget in the amount of \$:	NA.	<b>Funding Source</b>
Resulting positive impact for students in our District will be:	Parents will have the opportunity to enroll in their students in charter schools, increasing their school choice options.	
Potential impact of this decision on other budget areas will be:	NA.	
Future Fiscal Impact:	NA.	
<b>Recommendation:</b>	<input checked="" type="checkbox"/> <b>Action</b> <input checked="" type="checkbox"/> <b>Open Session</b>	<input type="checkbox"/> <b>Information</b> <input type="checkbox"/> <b>Executive Session</b>
It is hereby recommended that the Charleston County School District Board of Trustees approve <b>first</b> reading of the proposed revision to Policy IHBH – Charter.		
<b>Person(s) Responsible for Implementation:</b>	John Emerson, Office of General Counsel	
<b>Superintendent's Approval:</b>	<i>Hevita Portuwait</i>	
<b>Board Member(s) Approval:</b>		
<b>Attachment(s):</b>	<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>

## CHARTER SCHOOLS

Code **IHBH** Issued **10/13**

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Purpose: To establish the basic structure for the board's decision to grant a charter.

A charter school is a public, nonsectarian, nonreligious, nonhome-based, nonprofit corporation forming a school that operates within a public school district. A charter school is accountable to the local school board that grants its charter.

A charter school shall have an education program, curriculum and student achievement standards that meet or exceed the state curriculum standards and any content standards adopted by Charleston County School District. The performance of charter schools shall be continually reviewed and an annual report given to the board.

All charter school applications shall be submitted to the board's Strategic Education Committee for review and recommendation to the full board of trustees for approval. **The Board of Trustees shall, within ninety days after the District's receipt of the application, render a decision on it only after a public hearing, upon reasonable notice to the applicant.**

Adopted 9/12/05; Revised 10/14/13

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Legal references:

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

1. Section 59-5-60 - General powers of board.
2. Sections 59-40-10 through 59-40-210 - South Carolina Charter Schools Act of 1996.

B. State Board of Education Regulations:

1. R43-600 - Charter school appeals.
2. R43-601 - Procedures and standards for review of charter school applications.



**BOARD AGENDA ACTION FORM**  
**January 25, 2016**

<b>Section:</b>	Policy and Personnel Committee	
<b>Subject:</b>	Policy IHBG - Home Schooling	
<b>Name/Department:</b>	John Emerson, Office of General Counsel	
<b>Agenda Item Number:</b>	9.4E	
<b>Background:</b>	The District routinely receives applications from parents and guardians seeking approval to home school their children in compliance with the law. To date, the District has maintained no written policy or administrative rule on this process.	
<b>Discussion:</b>	In order to obtain recognition and credit for home schooling the parent/guardian of such children must be approved by the school district and follow certain guidelines to receive credit for each grade. The District has a procedure in place for review and approval of such applications but there is no policy or administrative rule that addresses or codifies the procedure, nor is there a written process for appeal. The proposed policy generalizes the home schooling process and the administrative rules tracks the current procedure and outlines the right of a parent or guardian to appeal a denial.	
<b>Goals&amp; Budget:</b>	[REDACTED]	
This recommendation supports CCSD goal #:	Priority Goal #2 – World Class Literacy.	
Overall budget for implementing CCSD goal:	NA.	
Request approval for funds within that budget in the amount of \$:	NA.	<b>Funding Source</b>
Resulting positive impact for students in our District will be:	A clear, consistent path for home schooling.	
Potential impact of this decision on other budget areas will be:	NA.	
Future Fiscal Impact:	NA.	
<b>Recommendation:</b>	<input checked="" type="checkbox"/> <b>Action</b>	<input type="checkbox"/> <b>Information</b>
	<input checked="" type="checkbox"/> <b>Open Session</b>	<input type="checkbox"/> <b>Executive Session</b>
It is hereby recommended that the Charleston County School District Board of Trustees approve <b>first</b> reading of the proposed new Policy IHBG – Home Schooling.		
<b>Person(s) Responsible for Implementation:</b>	John Emerson, Office of General Counsel	
<b>Superintendent's Approval:</b>	<i>Heather Postwait</i>	
<b>Board Member(s) Approval:</b>		
<b>Attachment(s):</b>	<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>

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Policy & Personnel Committee

C-XIII

9.4E-1

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## HOME SCHOOLING

Code **IHBG** Draft **1/2016**

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**Sponsor: Dr. Valerie Harrison**

Purpose: To establish the basic approval procedures for home schooling.

Parents/Legal guardians in Charleston County School District may teach their children at home if the board approves instruction. The district will approve a home school program that follows the standards established by state law.

The Superintendent shall establish guidelines for an orderly manner to approve home schooling requests.

Adopted

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Legal references:

- A. S. C. Code of Laws, 1976, as amended.
  - 1. Section 59-65-10 - Responsibility of parent or guardian.
  - 2. Section 59-65-40 - Instruction at place other than school.
  - 3. Section 59-65-45 - Alternative home schooling requirements.
  - 4. Section 59-65-47 - Home schooling.
  - 5. Section 59-16-10, et. seq. - South Carolina Virtual School Program.
- B. State Department of Education Regulations:
  - 1. R-43-246 - Instruction at place other than school.



## HOME SCHOOLING

Code **IHBG-R** Draft **1/2016**

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**Sponsor: Dr. Valerie Harrison**

### **General information**

- Home school applications are only approved for one year at a time.
- Students can only be home schooled for one grade during one academic year.
- Home schooled students must either be enrolled in an approved home school association or have an approved district home school application on file.
- Home schooled students do not receive a high school diploma from the state of South Carolina.
- Colleges determine whether or not to accept home school course work credit.
- Securing textbooks and curricula are the responsibility of the parent/legal guardian. The district only furnishes texts for students with identified disabilities.
- Only a parent/legal guardian can home school his/her child.

### **Home schooling state law information**

A parent/legal guardian may choose to home school his/her child instead of enrolling the student in a public, private or parochial school. South Carolina statutes provide parents/legal guardians with three different options for home schooling children.

#### *Option one - Section 59-65-40 (Home schooling programs)*

Parents or guardians may teach their children at home if the instruction is approved by the district board of trustees of the district in which the children reside.

#### *Option two - Section 59-65-45 (Alternate home schooling requirements)*

In lieu of the requirements of Section 59-65-40, parents or guardians may teach their children at home if the instruction is conducted under the auspices of the South Carolina Association of Independent Home Schools. Bona fide membership and continuing compliance with the academic standards of South Carolina Association of Independent Home Schools exempts the home school from the further requirements of Section 59-65-40.

#### *Option three - Section 59-65-47 (Associations for home schools; requirements)*

In lieu of the requirements of Section 59-65-40 or Section 59-65-45, parents or guardians may teach their children at home if the instruction is conducted under the auspices of an association for home schools which has no fewer than 50 members and meets the requirements of this section. Bona fide membership and continuing compliance with the academic standards of the association exempts the home school from the further requirements of Section 59-65-40 or Section 59-65-45.

## PAGE 2 - IHBG-R - HOME SCHOOLING

In summary, parents may home school their children under the auspices of a school district, if approved by the board of trustees; with the support of the South Carolina Association of Independent Home schools; or under a home school association which has no fewer than 50 members and meets the home school requirements laid out above.

### Parent/Legal guardian

- The parent/legal guardian will hold at least a high school diploma or the equivalent general educational development (GED) certificate.
- The parent/legal guardian will have earned a baccalaureate degree.

### Curriculum

The curriculum includes, but is not limited to, the basic instructional areas of reading, writing, listening, mathematics, science and social studies. In grades seven through 12, the curriculum will also include composition and literature.

### Records

*Records as evidenced that the student is receiving regular instruction*

The parent/legal guardian will present a system for maintaining, and will maintain the following records for inspection upon reasonable notice by a representative of the school district.

- plan book, diary or other written record indicating subjects taught and activities in which the student and parent/legal guardian engage
- portfolio of samples of the student's academic work
- a record of evaluations of the student's academic progress; a semi-annual progress report including attendance records and individualized assessment of the student's academic progress in each of the basic instructional areas specified in the curriculum must be submitted to the school district

### Public library usage

Students must have access to library facilities.

### Statewide testing

Students must participate in all mandated annual statewide testing programs (*option one*) as approved by the state board of education for their appropriate grade level. A certified school district employee must administer the tests either with public school students or by special arrangement at the student's place of instruction, at the parent/legal guardian's option. The parent/legal guardian is responsible for paying the test administrator if the test is administered at the student's home.

Students in approved home schooling organizations (*options two and three*) are not offered state testing. Neither are they eligible to take the PSAT test if it is given on a regular school day. The home school association provides this testing.



## PAGE 3 - IHBG-R - HOME SCHOOLING

### **Educational deficiencies**

The parent/legal guardian must agree in writing to hold the district, the district's board of trustees and the district's employees harmless for any educational deficiencies of the student sustained as a result of home instruction.

At any time the school district determines that the parent/legal guardian is not maintaining the home school program in keeping with the standards specified, the board will notify the parent/legal guardian to correct the deficiencies within 30 days. If the deficiencies are not corrected within 30 days, the board may withdraw its approval.

### **Procedures**

#### *Application process*

The board will provide for an application process that elicits the information necessary for processing the home schooling request including a description of the program, the texts and materials to be used, the methods of program evaluation and the place of instruction. The parent/legal guardian must be notified in advance of the date, place and time of the meeting at which the board will consider the application.

#### *Awarding Carnegie units*

Credits may be awarded if earned through an accredited home school association.

Before credits may be considering for awarding, an official transcript from the governing home school association must be received. The transcript must include all of the following.

- school year in which credits were attempted/earned (ex. 2012-2013)
- grade level in which credits were attempted/earned (ex. 9<sup>th</sup> grade)
- complete course title and level (ex. Algebra I College Prep)
- final numerical grade (if the SC uniform grading policy is not used, a detailed grading scale must be included)
- Credit(s) earned for each course

When available, transcripts should reflect the student's grade point average and class rank (required for certain state scholarship eligibility determination)

#### *Grade point average/Grade point ranking*

Only the credits and grades earned in an accredited school are used to calculate the GPA or GPR for students who have been home schooled and who then enroll in Charleston County School District high schools. The district will not blend home school grades received in another district with grades given by Charleston County School District. It is the responsibility of the parent/legal guardian to have colleges or universities honor credits received from home school courses.

#### *Palmetto Fellows Scholarship eligibility*

Home schooled students must meet the same criteria as traditional students. To meet the requirement of being in the top six percent of the student's class at the end of either his/her sophomore or junior year, the school's counselor will use the student's GPR or GPA furnished by

**Charleston County School District**

Policy & Personnel Committee

C-XIII

9.4E-5

(see next page)

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## **PAGE 4 - IHBG-R - HOME SCHOOLING**

the parent/legal guardian to determine if the student ranks in the top five percent of the high school class in the attendance area in which he/she resides.

### *Students with disabilities*

If a parent/legal guardian submits an application to home school through the district and the application is approved, the child is entitled to all the rights of any other disabled student in Charleston County School District.

The parent/legal guardian needs to bring the child's current IEP and/or psychological report if not previously enrolled in the district as a student with disabilities.

The parent/legal guardian will meet with the special education coordinator to plan for the implementation of the IEP.

If the parent/legal guardian is home schooling through an approved association, the student with the disabilities will be entitled to the rights of a private school student. Such rights include child find procedures, evaluation and placement procedures. Services will be rendered in the amount equal to the federal dollar amount per disabled student for the current school year.

### *Gifted program eligibility*

Charleston County School District's gifted and talented program is funded by the Education Improvement Act funds based on student enrollment in the program. Students must be enrolled in a public school to be eligible for services or testing.

### *Expelled students*

Students expelled from the district schools may only be home schooled by enrolling in a state-approved home school association. The district will not monitor expelled students and applications from families with this circumstance will be denied.

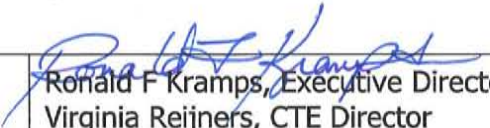
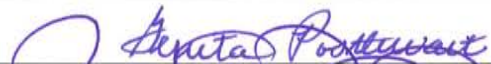
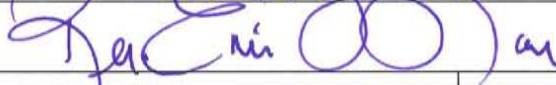
### *Approval denied*

If a parent/legal guardian is denied permission to begin or continue home schooling by the district's board of trustees, the decision of the district board may be appealed, within 10 days, to the state board of education. Any appeal from the decision of the state board of education must be taken, within 30 days, to the family court.



**BOARD AGENDA ACTION FORM**  
**January 25, 2016**

<b>Section:</b>	Audit & Finance	
<b>Subject:</b>	Fixed Cost of Ownership FY16 - CTE Reallocation	
<b>Name/Department:</b>	Ronald F Kramps/Executive Director of Facilities Management	
<b>Agenda Item Number:</b>	<b>9.5A</b>	
<b>Background:</b>	On March 9, 2015 by Item 10.1.E, the Board of Trustees approved the FY16 Fixed Cost of Ownership (FCO) program in the amount of \$23,593,345 and specific projects associated with that program. Included in the program was Career Technology (CTE) projects at an estimated total of 250,667.	
<b>Discussion:</b>	<p>Since inception, CTE projects from that approved program have been completed below budget creating a savings of \$156,403.</p> <p>CCSD CTE staff recommends approval of the following New CTE Projects to be executed using the FY16 project savings:</p> <ol style="list-style-type: none"> <li>1. St. John's HS (Culinary Arts Design &amp; Equipment Purchase) - \$33,734</li> <li>2. CE Williams MS (Computer Replacement) - \$30,200</li> <li>3. James Island MS (Computer Replacement) - \$30,410</li> <li>4. Wando HS (Computer Replacement) - \$41,800</li> <li>5. Project Lead The Way/PLTW (Teacher Laptops (8) for Wando HS, Garrett AS, Laing MS and Academic Magnet HS) - \$20,259</li> </ol>	
<b>Goals &amp; Budget:</b>	Provide the best Career and Technology Programs with the most up-to-date equipment and facilities available.	
This recommendation supports CCSD goal #:	#8 - Increase the number of students who are college, career and citizenship ready.	
Overall budget for implementing CCSD goal:	\$250,667	
Request approval for funds within that budget in the amount of \$:	\$156,403	<b>Funding Source</b> Fixed Cost of Ownership – FY16
Resulting positive impact for students in our District will be:	Continued education of CCSD students in the field of Career and Technology Programs with the most up-to-date technological equipment and facilities to further their career choice, prepare them for the working environment and mold them to become model citizens	
Potential impact of this decision on other budget areas will be:	None	
Future Fiscal Impact:	N/A	
<b>Recommendation:</b>	<input checked="" type="checkbox"/> <b>Action</b>	<input type="checkbox"/> <b>Information</b>

	<input checked="" type="checkbox"/> <b>Open Session</b>	<input type="checkbox"/> <b>Executive Session</b>
<p>It is hereby recommended that the Charleston County School District Board of Trustees approve Reallocation of funds in the amount of \$156,403 of Fixed Cost of Ownership FY16 - CTE funds as shown on the attached Resolution.</p>		
<b>Person(s) Responsible for Implementation:</b>	 Ronald F Kramps, Executive Director of Facilities Management and Virginia Reijners, CTE Director	
<b>Superintendent's Approval:</b>		
<b>Board Member(s) Approval:</b>		
<b>Attachment(s):</b>	<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>



**RESOLUTION REQUESTING REALLOCATION OF FUNDING  
FIXED COST OF OWNERSHIP (FCO) FY16 - CTE**

FIXED COST OF OWNERSHIP (FCO) FY16 - CTE #5057				
PROJECT #	PROJECT	APPROVED BUDGET	PROPOSED BUDGET	VARIANCE
#5057	St. John's HS	\$65,000	\$41,590	(\$23,410)
#5057	Haut Gap (project completed under Classroom Modernization)	\$48,000	\$0	(\$48,000)
#5057	Stall HS (project completed under SLC funds)	\$26,000	\$0	(\$26,000)
#5057	West Ashley MS (project completed under Classroom Modernization)	\$50,000	\$0	(\$50,000)
#5057	Garrett Academy	\$45,000	\$36,007	(\$8,993)
New	St. John's - culinary arts	\$0	\$33,734	\$33,734
New	CE Williams - computer upgrade	\$0	\$30,200	\$30,200
New	James Island MS - computers	\$0	\$30,410	\$30,410
New	Wando HS - computers	\$0	\$41,800	\$41,800
New	Project Lead the Way (PLTW) Teacher Laptops (8)	\$0	\$20,259	\$20,259
	TOTAL	\$234,000	\$234,000	\$0

Resolved this 25th day of January 2016

By: \_\_\_\_\_ Date \_\_\_\_\_  
Glenn Stiegman  
Interim Chief Financial Officer

By: \_\_\_\_\_ Date \_\_\_\_\_  
Jeffrey Borowy  
Deputy, Capital Programs

By: \_\_\_\_\_ Date \_\_\_\_\_  
Ron Kramps  
Executive Director, Facilities Maintenance and Asset Management

**AUDIT & FINANCE AGENDA FORM**  
**JANUARY 11, 2016**

<b>Section:</b>	Action																	
<b>Subject:</b>	2016 Internal Audit Plan																	
<b>Name/Department:</b>	Cathleen Milne / Internal Audit																	
<b>Agenda Item Number:</b>	<b>9.5B</b>																	
<b>Background:</b>	Per discussion at the December 7, 2015 Audit & Finance Committee meeting, the 2016 audit plan is based on items included in the Preliminary Summary Findings on the Causes of District Overexpenditures, as published by the Superintendent on November 24, 2015. This is a one-year approach to the audit plan in lieu of completing the annual risk assessment.																	
<b>Discussion:</b>	See Attached.																	
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It is hereby recommended that the Audit & Finance Committee approve the proposed 2016 annual audit plan, to



**AUDIT & FINANCE AGENDA FORM**  
**JANUARY 11, 2016**

<b>Section:</b>	Action																	
<b>Subject:</b>	2016 Internal Audit Plan																	
<b>Name/Department:</b>	Cathleen Milne / Internal Audit																	
<b>Agenda Item Number:</b>	<b>9.5B</b>																	
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include funding the organization and operations study and consulting services for staff reconciliation from out-sourced audits.

**Person(s) Responsible for Implementation:**

Cathleen Milne

**Superintendent's Approval:**

*Janita Posthumus*

**Board Member(s) Approval:**

*Rev. Eui O. Paul*

**Attachment(s):**

☒ Yes

☐ No