

I. EXECUTIVE SESSION 4:45 p.m.			
	1.1:	Angel Oak Elementary <i>The Board will discuss a recommendation authorizing staff to negotiate a contract for construction at Angel Oak ES.</i>	Action
	1.2:	Workers' Compensation Claim <i>The Board will discuss a Workers' Compensation Claim.</i>	Action
	1.3:	Legal Update <i>The Board will receive a legal update.</i>	Information/ Action
OPEN SESSION 5:15 p.m.			
II.	CALL TO ORDER, INVOCATION/MOMENT OF SILENCE, & PLEDGE of ALLEGIANCE		
III.	ADOPTION OF AGENDA		
IV.	SPECIAL RECOGNITIONS (15 minutes) – Mrs. Erica Taylor, Executive Director of Strategy & Communications		
	A.	STEM Recognition – Laing MS	Recognitions
V.	SUPERINTENDENT'S REPORT – Mr. Michael Bobby, Acting Superintendent of Schools		
VI.	VISITORS, PUBLIC COMMUNICATIONS		
VII.	APPROVAL OF MINUTES/EXECUTIVE SESSION AGENDA ITEMS		
	7.1:	Open Session Minutes of January 12, 2015 <i>The Board will vote on the open session minutes of January 12, 2015.</i>	Action
	7.2:	Executive Session Action Items of January 26, 2015 <i>The Board will vote on executive session action items of January 26, 2015.</i>	Action
	7.3:	Financial Minutes of the January 12, 2015 <i>The Board will vote on the financial minutes of January 12, 2015.</i>	Action
VIII.	CAE UPDATE		
	8.1:	4th Annual Literacy Report – Dr. Lisa Herring <i>The Board will receive the annual Literacy Report.</i>	Presentation
	8.2:	CCSD Teacher Forum – Mrs. Anita Huggins <i>The Board will receive information related to the CCSD Teacher Forum.</i>	Presentation
IX.	MANAGEMENT REPORT(S)		
X.	COMMITTEE REPORT(S)		
	10.1:	Audit & Finance Committee – Mr. Todd Garrett	Information
	A.	Audit & Finance Committee Update <i>The Committee will provide information and receive input from Board members on the following:</i> <i>-Items that are currently before the committee that have not been brought forward to the Board;</i> <i>-Future topics the committee plans to bring forward; and</i> <i>-What is needed to move the item forward?</i>	
	B.	Lambs Elementary and Hunley Park Elementary <i>The Board will receive information related to grade configuration at Lambs and Hunley Park Elementary schools.</i>	

	10.2:	Policy & Personnel Committee – Mr. Tripp Wiles	
		A. Policy Committee Update <i>The Committee will provide information and receive input from Board members on the following:</i> <i>-Items that are currently before the committee that have not been brought forward to the Board;</i> <i>-Future topics the committee plans to bring forward; and</i> <i>-What is needed to move the item forward?</i>	Information
		B. Policy BEDN - Technical and Communication Support for Board Members <i>The Board will vote on a recommendation to approve the first reading of policy BEDN.</i>	Action
		C. Policy JRA – Student Records <i>The Board will vote on a recommendation to approve the first reading of policy JRA.</i>	Action
		D. FERPA Notice <i>The Board will receive information on FERPA notice.</i>	Information
		E. Policy GEBD - Tobacco-Free Schools – Employees/Visitors <i>The Board will vote on a recommendation to approve the first reading of policy GBED.</i>	Action
		F. Policy JICG - Tobacco-Free Schools – Students <i>The Board will vote on a recommendation to approve the first reading of policy JICG.</i>	
		G. Policy JFAA - Admission of Resident Students <i>The Board will vote on a recommendation to approve the first reading of policy JFAA.</i>	Action
		H. Health Advisory Committee Appointments <i>The Board will vote on Health Advisory Committee appointments.</i>	Action
		I. Naming Sweetgrass Campus Perimeter Road <i>The Board will vote on a recommendation to name the Sweetgrass Campus Perimeter Road.</i>	Action
	10.3:	Strategic Education Committee – Rev. Chris Collins	
		A. Strategic Education Committee Update <i>The Committee will provide information and receive input from Board members on the following:</i> <i>-Items that are currently before the committee that have not been brought forward to the Board;</i> <i>-Future topics the committee plans to bring forward; and</i> <i>-What is needed to move the item forward?</i>	Information
		B. Murray LaSaine Strategic Plan <i>The Board will vote on a recommendation to approve utilization of the Murray LaSaine Elementary School site.</i>	Action
XI.	POTENTIAL CONSENT AGENDA ITEMS		
		Vision 2016 Goals <i>The Board will vote on Vision 2016 Goals.</i>	Action
XII.	NEW BUSINESS		

SUPERINTENDENT'S
Fourth ANNUAL REPORT ON
LITERACY REQUIREMENTS AND INTERVENTIONS
(POLICY IHAAA)
January 26, 2015

Dr. Lisa Herring, Deputy Superintendent
Elizabeth Reidenbach, Director-Instructional Support/Literacy Based Learning
Dr. Laura Donnelly, Director-Assessment & Evaluation

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Abstract

The 2013-14 school year was the fourth year CCSD operated under Policy IHAAA which formally established literacy as the highest educational priority. The policy, “Literacy Requirements and Intervention Policy”, requires literacy interventions for students reading below grade level and established conditions for promotion be tied to reading proficiency and participation in established acceleration programs.

Literacy Intervention - Primary Grades Academy

The **Primary Grades Academy** continues to serve kindergarten, first, second, and third grade at-risk students in **all** elementary schools. The kindergarten model includes a comprehensive assessment and delivery model that is executed by each kindergarten teacher. First grade at-risk students continue to receive direct intervention services from **Master Reading Teachers** (MRTs), while **Associate Reading Teachers** (ARTs) deliver proven reading interventions to second and third graders. Both MRT’s and ARTs participate in on-going training in reading intervention strategies, assessments, and intervention programs.

Literacy Intervention - Middle Grades Academy

2013-14 was the second year for Middle Grades Academy (MGA) which utilizes a model and staffing approach similar to Primary Grades Academy. MRTs and ARTs are assigned according to the needs of the school. In the middle school model, students follow the traditional schedule with four core subjects and are rostered for additional literacy support taught by the MRT or ART.

Literacy Instruction in CCSD Classrooms

2013-14 was the full implementation year of the ELA Common Core State Standards. Along with the change in our reading standards and instructional shifts, the district and state assessments have been revised to align to the new standards, hence a fluctuation in the NWEA and PASS assessment results has occurred. This fluctuation is likely to continue. South Carolina is now developing a new set of ELA State Standards for implementation in 2015-16 and has purchased a new state reading assessment which will be administered during the 2014-15 school year. Until our new standards and baseline data can be established, the annual literacy report will provide the yearly data summaries required by the Literacy policy; however, it will emphasize the progress made by the Literacy Acceleration Academies.

Policy

LITERACY REQUIREMENTS AND INTERVENTION POLICY

Code **IHAAA** | Issued **1/10**

Purpose:

To establish literacy as the highest educational priority of the CCSD, require individualized intervention for students reading below grade level, and establish conditions for promotion.

The requirements of this policy apply to every student except those few students whose permanent record reflects a properly identified and specifically diagnosed developmental or cognitive impairment that prevents that student from being able to read as required by this policy.

The Superintendent shall develop and implement a district-wide literacy intervention model for the purposes of identifying and addressing deficiencies.

Each year, the Superintendent shall:

- Report to the Board at the conclusion of each school year the number and percentage of students reading below grade level in grades 3 through 8.
- Certify to the Board that “Response to Intervention”, an evidence-based, best practice, was implemented for all students reading below grade level. The Superintendent shall not promote a student that is reading below grade level if the student is eligible for, but does not participate in, an Intervention Pathway. No student that is reading below grade level will be promoted without notification to the parent or guardian.
- Identify the staffing, professional development, program supports and employee accountability needed to remediate and/or accelerate students’ literacy skills.
- Report the number of 10th, 11th, and 12th grade students who have not passed the state exit exam in July of each year.

The Superintendent shall create regulations describing the literacy intervention model, and guidelines for promotion.

Adopted 01/25/2010

I. RESPONSE TO POLICY IHAAA

A. Number and Percentage of Students Reading Below Grade Level in Grades Three through Eight

	All Students						All Students Without Special Ed and ESOL					
	Spring 2012		Spring 2013		Spring 2014		Spring 2012		Spring 2013		Spring 2014	
Grade	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
3	11.5%	380	13.5%	470	13.2%	411	7.0%	193	7.7%	217	7.5%	188
4	10.9%	355	12.5%	412	13.2%	412	5.3%	142	6.7%	179	7.9%	198
5	10.3%	326	12.3%	389	14.0%	419	5.5%	147	6.2%	155	8.0%	190
6	11.0%	343	14.7%	463	16.7%	478	7.0%	189	8.5%	218	9.9%	222
7	11.1%	331	11.7%	359	13.9%	394	7.0%	181	7.2%	184	7.9%	180
8	10.0%	285	9.2%	266	9.8%	272	5.8%	142	5.2%	127	5.3%	122
Total	10.8%	2,020	12.4%	2,359	13.5%	2,287	6.3%	994	7.0%	1,080	7.7%	1,100

Changes in ELA MAP Testing

The 2013-14 school year was the second year of implementation of the ELA Common Core version of the MAP assessment in grades 1-8. Test scores indicate an overall increase in the percentage of students scoring below the 17thtile from 2013 to 2014 of 1.1% with the greatest increase occurring in grade six (2.0%). Grade three had a small decrease of .3% over the previous year.

B. Response to Intervention | Certificate of Compliance by School

A Certificate of Compliance (pg. 8) is signed by each school and due to the Associate Superintendents by June 30th of each year. The Associate Superintendents compile the results and send a Summary Confirmation to the Superintendent by July 18th.

Compliance Procedures Include the Following:

1. Use spring MAP data and at least one more data point (Aimsweb for 3rd grade and previous year's PASS score for grades 4-8) to identify all students in grades 3-8 reading below grade level.
2. Notify parents in May of each year that students are expected to participate in the prescribed interventions or repeat the grade level. (pg. 7)
3. Develop the *Individual Literacy Plan* (ILP) using either **Enrich (RTI)** or the electronic version found on the CCSD U-drive by mid-October for each student. The ILP is updated periodically throughout the school year to reflect program changes, assessment data, and rate of achievement. *Individual Literacy Plan* data (**Enrich (RTI)** or electronic) will be maintained by each interventionist.
4. Submit a *School-Based Literacy Intervention Plan* (pg.12) that includes: The names of all students receiving intervention, the interventions being used, and who is administering the intervention. This report is submitted to LBL two times each year.

Certificate of Compliance

Annual Grade Level Reading Review

Dr. Nancy J. McGinley

Superintendent of Schools

Name of Current School:

Name of Current Principal:

Board of Trustees

Date:

I certify that:

Cindy Bohn Coats, Chair

Craig Ascue, Vice Chair

John Barter

Rev. Chris Collins

Tom Ducker

Chris Fraser

Todd P. Garrett

Michael Miller

Elizabeth Moffly

1. I have reviewed the list of students at my school that scored at or below the 16th percentile on MAP (Reading).
2. Parents of all students scoring at or below the 16th percentile and have at least one more data point (Aimsweb for 3rd grade and PASS for grades 4-8) to indicate below level reading were notified in writing that their child must participate in an approved reading intervention strategy for the 20__-20__ school year.
3. Students will be scheduled for an approved intervention strategy and will be monitored by the Response to Intervention Process.
4. I will review any student that transfers or enrolls at my school to ensure that an Individual Literacy Plan is developed for students falling at or below the 16th percentile.

Principal's Signature: _____

Date: _____

NOTE: Due to Associate Superintendent by June 30th each year.

NOTIFICATION OF READING BELOW GRADE LEVEL

TO: Parents/Guardians of Elementary and Middle School Students

FROM: Nancy J. McGinley, Ed.D.
Superintendent of Schools

RE: CCSD Literacy Policy Requirements

DATE: May 28, 20__

In January 2010, the Charleston County School District Board of Trustees approved Policy IHAAA (attached) that requires the Superintendent of Schools to report the number and percentage of students in grades 3 through 8 who are reading "below grade level." In addition, the policy requires that students who are reading below grade level **must** participate in appropriate intervention(s) the following year or be **retained** in their grade.

Based on the Spring Measures of Academic Progress (MAP) Reading score, your child, _____, is performing between the 1st and 16th percentile when compared to other students in his/her grade. Students who score within this range are identified as reading below grade level.

Therefore, your child may be required to participate in a prescribed reading intervention next year. If your child received intervention this school year, it is likely he/she will continue during the 2014-15 school year. In the fall, a complete reading assessment will be given to determine a current reading level. If your child qualifies for reading intervention, the program will be provided at your child's current school, or at the school he/she will attend in the fall of 20__. You will be hearing more about the intervention plan for your child in the fall after testing is completed.

I encourage you to have your child continue to read as much as possible during the summer. Summer reading can prevent loss of reading ability.

Thank you.

NJM/jje

attachment

Developing Individual Literacy Plan for Students

- **Scoring below 17%tile on MAP in Reading**
- **Below benchmark on one other data point (AIMSweb, PASS, Oral Reading Fluency, Text Level)**

Using the current CCSD Response to Intervention guidelines, identified students receive carefully selected scheduled interventions and progress monitoring. An Individual Literacy Plan also is developed and monitored either in ***Enrich (RTI)*** or electronically. This year, all data for PGA and MGA students will be entered and monitored in ***Enrich (RTI)***. Other interventionists may choose to use either ***Enrich*** (after proper training) or the electronic version of the ILP.

Current Response to Intervention Guidelines

Response to Intervention Core Teams review data three times a year on student performance in order to determine the following:

- the effectiveness of the core program and determine if adjustments are necessary to the core program
- identify students needing intervention and verify the appropriateness of the selected interventions

Beginning with the lowest 20% of students at each grade level (per school-wide screening data and including those students reading below the 17th percentile in Reading), the Response to Intervention Core team, in conjunction with teacher teams, establish the Tier level of intervention intensity needed. The team matches interventions from the appropriate Standard Intervention Protocol for groups of students with similar needs.

- Tier 1 interventions for students at or above the 25th percentile
- Tier 2 interventions for students within the 11-24th percentile
- Tier 3 interventions for students within the 1-10th percentile

Most students receiving interventions are at a Tier 2 or Tier 3 level as measured by MAP testing; however, some students who score above the 25%tile on MAP may also qualify if two other data points (Oral Reading Fluency, PASS data, Text Level) indicate small group interventions are needed to accelerate literacy achievement. The Literacy Team:

- determines the eligibility and Tier Level for each student
- sends a letter notifying parent of targeted intervention
- completes and monitors the Individual Literacy Plan for each student receiving intervention.

Every 4-8 weeks, Literacy Teams convene to evaluate the progress of students at each grade level who are involved in targeted interventions. The team reviews progress monitoring data for each student and groups of students by looking at the progress of groups as a whole and individuals through **aimline** and **trendline** analysis. When applying the decision rules, one of several different decisions may be made at this meeting for each student being reviewed:

Team Reviews Determine One of the Following:

- The group intervention has been successful (benchmark goals achieved) and the student no longer needs small group intervention. Complete the Parent Dismissal Letter.*
- The group intervention is working (reached appropriate rate of improvement based on norms/following trendline) and should be continued and monitored.
- The group intervention has not resulted in adequate progress (4 consecutive data points below trendline) and, following review, should be revised or refined. This is a phase change and can include changing the intervention, adding additional interventions, or making individual adjustments such as intensifying the current intervention.

If the majority of students in an intervention group is not making adequate progress, the team may need to re-visit the fidelity of implementation or the match between the selected intervention and the students' needs.

Subsequent Reviews for students not making progress:

- If group intervention has not resulted in adequate progress after two data reviews or two intervention phases the team should proceed to **Individualized Problem-Solving**. This may result in special education testing.

**Historical data indicates that students who are able to achieve a Tier 1 level (benchmark) but begin at an intensive level (Tier 3) often drop back to lower levels when the reading complexity increases in subsequent grades; therefore, continued intervention is recommended for students who begin the program at an intensive level. The Literacy team will carefully consider all factors before dismissal occurs. All dismissed students are put on a review schedule to ensure continued success.*

Screenshot of Enrich(RTI) ILP

MTSS Intervention Plan in PGA Charleston County SCHOOL DISTRICT

Student: _____ 1st Grade Grade Level: _____ Elementary School: _____ State Student ID: _____

Plan Dates: From: 8/18/2014 To: 5/22/2015

PGA Goals

3 PGA goals have been set for _____ in the areas of Phonics, Vocabulary, Word Recognition.

Goal 1) Reading Record - Target: 9
Baseline as of 8/18/2014: 1
Target to achieve before 5/22/2015: 9
Progress will be measured Every 4 week(s)
Student will meet PGA Text Level Goal

Goal 2) MAP - Target: 170
Baseline as of 9/23/2014: 150
Target to achieve before 5/22/2015: 170
Progress will be measured Every 15 week(s)
Student will meet PGA MAP goal

Goal 3) AIMSweb NWF - Target: 51
Baseline as of 9/5/2014: 15
Target to achieve before 5/22/2015: 51
Progress will be measured Weekly
Student will meet PGA AIMSweb RCBM goal

PGA Strategies

The following strategy has been chosen to help _____ achieve the goals set forth in the plan.

Strategy 1) Leveled Literacy Intervention Green for 30 min, 5/wk, 33 wks
The program uses high-quality texts designed and written specifically for LLI. Lessons emphasize key aspects of all five areas of reading instruction (phonemic awareness, phonics, vocabulary, fluency, and comprehension) as students move progressively through more challenging text levels.
Green Kit (A-J) Focuses on phonics, phonemic awareness, sightwords, word patterns and writing about reading

Page 1 of 1

Progress Report: 10/7/2014 Charleston County SCHOOL DISTRICT

MTSS Intervention Plan in PGA

Student: _____ 1st Grade Grade Level: _____ Elementary School: _____ State Student ID: _____

Plan Dates: From: 8/18/2014 To: 5/22/2015

PGA Goals Progress

Targeted Goal Achievement Date: 5/22/2015 or earlier

Goal	Baseline	Target	Progress	Status
Reading Record	1	9	1	Not Met
MAP	150	170	150	Not Met
AIMSweb NWF	15	51	15	Not Met

Goal 1) Reading Record - Target: 9 Status: Not Met

Legend: Plan Change, Goal, Recent Trend, Projection (High), Projection (Low), Probes, Special Dates

Start: 8/18, Planned End: 5/25

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Screenshot of Electronic Version of ILP

MGA Individual Literacy Plan

Instructions: Complete an Individual Literacy Plan for each MGA student in Grades 6-8 and place in the Master or Associate Reading Teacher's Data Notebook. Update the plan during the year when interventions are modified or changed. Use the MGA Literacy Team Meeting Minutes to note discussions about the student – do not include on this form. Following spring MAP testing, complete the form, and place a copy in the student's permanent record.

Student Name:	CCSD School:	Classroom Teacher:
Grade Level:	School Year:	MGA Master/Associate Teacher:

Baseline Performance				Goal Setting				Ending Performance			
Date	Assessment	Score	%tile/Rank	Date	Assessment	Score	%tile/Rank	Date	Assessment	Score	%tile/Rank
	MAP				MAP				MAP		
	PASS				PASS				PASS		
	CBM Data R-CBM/MAZE				CBM Data R-CBM/MAZE				CBM Data R-CBM/MAZE		
	Lexile Level				Lexile Level				Lexile Level		
	Other				Other				Other		

Intervention History

Intervention Start Date	Literacy Concern (Vocabulary fluency, comprehension, etc.)	What materials will be used to assist with the intervention?	Frequency	Group Size	Length of Session	Progress Monitoring Schedule	Date of Instructional Change (attach PM graph)	Instructional Decision	Date Parent Informed

PGA Form 4.4

PGA School-Based Literacy Intervention Plan						
Instructions: Complete and return your school's <i>Literacy Plan</i> to the PGA Director by the third full week of each school year. Send updated versions of your <i>Literacy Plan</i> when requested or when changes are made.						
CCSD School:			Principal:			
School Year:			Version/Date:			
PGA School-Based Literacy Team Members						
Principal:			Kindergarten Teacher:			
PGA Intervention Coordinator:			First Grade Teacher:			
School Psychologist:			Second Grade Teacher:			
PGA Master Reading Teacher(s):			Third Grade Teacher:			
PGA Associate Reading Teacher(s):			AP, Literacy Coordinator, Literacy Coach, or Lead Teacher:			
PGA Student Population						
<i>Grade Level</i>	<i>Total PGA Students</i>	<i>11th-25th %tile Students</i>	<i>1st-10th %tile Students</i>			
Kindergarten						
First Grade						
Second Grade						
Third Grade						
PGA Program Description						
<i>Grade</i>	<i>PGA Student(s)</i>	<i>Tier</i>	<i>Intervention</i>	<i>Frequency</i>	<i>Interventionist</i>	<i>Description/Rationale</i>
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	•					
PGA Project Team Reviewed and Approved by:						Date of Approval:

MGA Form 4.4

<h2>MGA School-Based Literacy Plan</h2>						
Instructions: Complete and return your school's <i>Literacy Plan</i> to the MGA Director by the third full week of each school year. Send updated versions of your <i>Literacy Plan</i> when requested or when changes are made.						
CCSD School:			Principal:			
School Year:			Version/Date:			
MGA School-Based Literacy Team Members						
Principal:			School Psychologist:			
Assistant Principal:			Resource Teacher(s):			
MGA Master Reading Teacher(s):			Other:			
MGA Associate Reading Teacher(s):			Other:			
MGA Intervention Coordinator:			Other:			
MGA Student Population						
<i>Grade Level</i>	<i>Total MGA Students</i>	<i>11th-25th %tile Students</i>	<i>1st-10th %tile Students</i>			
Sixth Grade						
Seventh Grade						
Eighth Grade						
MGA Program Description						
<i>Grade</i>	<i>MGA Student(s)</i>	<i>Tier</i>	<i>Intervention</i>	<i>Frequency</i>	<i>Interventionist</i>	<i>Description/Rationale</i>
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<i>MGA Project Team Reviewed and Approved by:</i>						<i>Date of Approval:</i>

C. Staffing, Professional Development, Program Supports, and Employee Accountability Needed to Remediate and/or Accelerate Students

2014-15	Staffing	Professional Development	Program Supports	Employee Accountability
Primary Grades Academy (K-3 in all Elementary Schools)	<ul style="list-style-type: none"> KGA – classroom teacher FGA – 65.7 Master Reading Teacher 2GA and 3GA – FTE 52.5 Associate Reading Teachers 3 FTE PGA Intervention Coordinators 1 Literacy Consultant 0.5 Psychologist <p>Note: Option for 4th and 5th Grades:</p> <ul style="list-style-type: none"> Reading Partners serves Tier II 4th and 5th grade students in 12 schools 	<p>Kindergarten</p> <ul style="list-style-type: none"> Classroom teachers/Teacher Assistants have at least 4 planned PD sessions on approved interventions. <p>MRTs and ARTs</p> <ul style="list-style-type: none"> Training for all new personnel in approved interventions to include: Read Well, LLI, and Wilson, and assessment Monthly PD on approved intervention strategies and data analysis 	<ul style="list-style-type: none"> \$180,908 allocated for additional intervention and replacement materials for the following approved materials: <ul style="list-style-type: none"> Wilson Foundations Fountas and Pinnell Benchmark Assessments, Levels 1 and 2 Fountas and Pinnell Leveled Literacy Intervention Kits <ul style="list-style-type: none"> 1st grade – Green 2nd grade – Blue 3rd grade – Red 4th Grade – Gold Fountas and Pinnell Phonics Program, Levels 1 and 2 AIMSweb -Test of Early Literacy 	<p>The Primary Intervention Coordinators ensure the fidelity of the PGA by:</p> <ul style="list-style-type: none"> Weekly visits to include observations, data notebook review, lesson plan reviews using the PGA fidelity checklist More frequent visits to schools with identified concerns Attendance to Core/Literacy Team meetings Careful analysis of school data at each benchmarking period and offer suggestions and support to schools needing to accelerate services <p>The Director of LBL will ensure the fidelity of the Primary Grades Academy by:</p> <ul style="list-style-type: none"> Reviewing all School Literacy Plans Weekly conferences with ICs Addressing all Fidelity issues with school administrators

2014-15	Staffing	Professional Development	Program Supports	Employee Accountability
Middle Grades Academy (grades 6-8 in 18 Middle Schools)	<ul style="list-style-type: none"> • 17 FTE Master Reading Teachers (MRT) to serve 6th, 7th, 8th Tier 2 and 3 students • 13 FTE Associate Reading Teachers(ART) to serve 6th, 7th, and 8th grade Tier 2 and 3 students • 1 FTE MGA Intervention Coordinator 	<p>MRTs</p> <ul style="list-style-type: none"> • Training for new personnel in approved interventions and assessment • Monthly PD on approved interventions and coaching techniques <p>ARTs</p> <ul style="list-style-type: none"> • Initial 3 day training on approved interventions and assessment • Quarterly PD on approved intervention strategies 	<ul style="list-style-type: none"> • \$71,452 allocated for additional intervention and replacement materials for the following approved materials: <ul style="list-style-type: none"> • Voyager for 6th, 7th, and 8th grades • Rewards Program • Language! and Language! Live • Diagnostic Reading Assessment – Writing and Reading assessment Profile (WRAP) 	<p>The MS Intervention Coordinator ensures the fidelity of the MGA by:</p> <ul style="list-style-type: none"> • Weekly visits to include observations, data notebook review, lesson plan reviews using the PGA fidelity checklist • More frequent visits to schools with identified concerns • Attendance to Core/Literacy Team meetings • Careful analysis of school data at each benchmarking period and offer suggestions and support to schools needing to accelerate services <p>The Director of LBL will ensure the fidelity of the Primary Grades Academy by:</p> <ul style="list-style-type: none"> • Reviewing all School Literacy Plans • Weekly conferences with ICs Addressing all Fidelity issues with school administrators

1. **PGA Staffing** - While intervention resources are available in kindergarten through third grades, staff allocations target direct intervention services for first through third grades. The current allocation for Primary Master Reading Teachers has increase slightly from 65.4 to 65.7 and ARTs increased from 48.5 to 52.5 for the 2014-15 school year. Most Master Reading Teachers continue to concentrate on first graders while the Associate Reading teachers serve second and third graders. Associate Reading Teachers are college graduates, but not necessarily certified teachers, so they are closely mentored by the Master Reading Teachers and Intervention Coordinators to ensure daily program fidelity and effectiveness. Primary Intervention Coordinators and the PGA Literacy Consultant are assigned to groups of schools (up to 14 schools each) to support program fidelity and problem solving.

MGA Staffing - Middle Grades Academy provides personnel and intervention resources for grades six, seven, and eight through a pure Response to Intervention Model. There are 17 Master Reading Teachers and 13 Associate Reading Teachers serving Tier 2 and 3 students in sixth, seventh, and eighth grades in all middle schools. An allocation formula was developed to assign MRT and ART FTEs to each school.

NOTE: Typically, IEP and ELL students will receive appropriate interventions through other school agencies; however, both IEP and ELL students may receive services from PGA or MGA if the Core/Literacy Intervention Team believes the extra intervention is warranted.

2. **Professional Development** – monthly PD sessions for MRTs and ARTs are designed to strengthen the diagnosis of reading strengths and weaknesses and the delivery of intervention services to Tier 2 and 3 students. Master Reading Teachers also learn effective coaching techniques for working with classroom teachers with literacy best practices and working with Associate Reading Teachers.
3. **Program Supports** – PGA materials are purchased with K-5 Lottery funds while MGA utilizes Fixed Cost of Ownership funds. The funds are used to replenish student materials for our chosen interventions and provide new materials to growing schools. PGA has added an additional Phonics Program (Fountas and Pinnell Phonics) to use with second and third grade students who need additional phonics support. Although our primary phonemic awareness and phonics program remains Wilson Foundations, an additional program is used to reinforce phonics skills in more advanced students who are receiving Level Literacy Intervention (LLI) training only.

D. Report the Number of 10th, 11th, 12th Grade Students Not Passing the State Exit Exam in June 2012

**Students Who Have Not Passed the State Exit Exam (HSAP)* in ELA as of Spring 2014
(including charter schools)**

	All Students without Special Ed and ESOL		All Students		Special Ed Only		ESOL Only	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Grade 10	2.8%	72	5.9%	173	36.2%	84	14.8%	21
Grade 11	0.4%	8	3.2%	76	35.3%	61	7.7%	7
Grade 12	0.4%	9	2.8%	70	34.3%	58	5.3%	5
Total	1.3%	89	4.1%	319	35.4%	203	10.1%	33

*HSAP is first taken in a student's second year of high school.

**Students Who Have Not Passed the State Exit Exam (HSAP)* in ELA as of Spring 2013
(including charter schools)**

	All Students without Special Ed and ESOL		All Students		Special Ed Only		ESOL Only	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Grade 10	3.6%	84	7.3%	202	32.1%	102	17.4%	19
Grade 11	0.5%	10	3.8%	92	26.8%	72	14.9%	13
Grade 12	0.8%	17	3.3%	83	23.0%	60	8.5%	6
Total	1.7%	111	4.9%	377	27.8%	234	14.2%	38

*HSAP is first taken in a student's second year of high school.

E. Regulations Describing the Literacy Intervention Model

Regulations for Teacher (MRT and ART) Selection and Allocation:

Selection Process: Master Reading Teachers must have specific expertise in reading and at least three years of teaching experience with a proven record of accelerating achievement of at-risk learners, **and** successfully complete the HR Rigorous Interview Process before being accepted in the MRT candidate pool. Principals are required to interview candidates from the MRT candidate pool; however, rigorous interviews may be held at the school level if no pool candidates are available. The school level interview process mirrors the district's. Associate Reading Teachers are nonexempt classified employees who must hold a college degree and receive a highly desirable rating in the interview process. Candidates with teaching certificates and intervention experience are given priority for the Associate Reading Teacher positions. The allocation for MRTs and ARTs is based on need. Schools with the greatest needs are given the most support.

Regulations for Student Selection:

Students qualify for PGA if:

1. Score below benchmark on two of three assessments (AimsWeb, MAP, Fountas and Pinnell Benchmark Assessment) and
2. Recommended by the Literacy Team

Students qualify for MGA if:

1. Score below benchmark on two of three assessments (PASS-Reading, MAP-Reading, Oral Reading Fluency) and
2. Recommended by the Literacy Team

Regulations for Intervention Programs:

Primary Grades Academy

Primary Grades Academy relies on three major programs to accelerate the literacy learning of our Tier 2 and 3 students:

1. **Wilson Foundations** provides intense phonemic awareness and phonics practice with strong emphasis on the alphabetic principle, and is used with primarily Tier 3 (0-10%tile) first and second graders.
2. **Reading Recovery** (1st grade only) is also used as a Tier 3 intervention in schools where the Master Reading Teacher has received formal Reading Recovery training.

3. **Fountas and Pinnell Leveled Literacy Intervention(LLI)** program is highly effective in accelerating literacy skills with a systematic approach to moving students up the text gradient. It is used with students scoring strategic (11-25%) and Tier 3 students who successfully complete Wilson Foundations.

Middle Grades Academy

All middle schools have received intervention programs as needed to support both Tier 2 and 3 students. The following programs are available in all schools:

1. Tier 3 Intervention

- **Rewards** strengthens decoding of multisyllabic words which improves reading fluency. **Rewards** expands student knowledge of academic and domain specific vocabulary.
- **Language Live, Level 1 and Level 2** is being implemented in 12 middle schools and is for 6th – 8th graders. This program has a computer based component along with “hardcopy” explicit teaching. During a 90 minute instructional block, students have 45 minutes of direct instruction (comprehension, grammar, and writing) and 45 minutes of interaction with the computer-based program (decoding and fluency) which allows students to accelerate at their own pace.

2. Tier 2 Intervention

- **Voyager Journeys** (grades 6-7-8) strengthens overall reading achievement while building background knowledge, vocabulary, reading comprehension strategies, and writing. Voyager uses high-interest materials and a variety of genres.
- **Language Live, Level 1 and Level 2** – students in 6th - 8th grade receive the direct instruction (comprehension, grammar, and writing) only.
- **Six Minute Fluency** – used during intervention session periodically throughout the week to increase fluency.

3. Literature Circles

- MGA MRTs using Voyager will include opportunities for students to engage in authentic reading activities. Selecting books that are both motivational and at the groups independent/instructional level, students will read, discuss, and respond in writing. As the year progresses and students improve their reading skills, the texts chosen for the literature circles increases in complexity.

Regulations for Attendance to Extended Year Summer Program:

According to the new *Read to Succeed* legislation, 3rd grade students who are reading significantly below grade level will be invited to attend a summer reading camp for 5-6 weeks. Since the funding was minimal for summer 2014, the camp was offered to CPN 3rd graders only .The program will be expanded in summer 2015 to include all 3rd graders identified as significantly below 3rd grade level. Program recommendations and funding amount will be provided by the Read to Succeed office in February, 2015.

E.1. Promotion Guidelines

The following Policy is currently used in CCSD as the guideline for making promotion and retention decisions for students in Kindergarten through eighth grades. This policy is under review by the Academic Priority Team.

PROMOTION, RETENTION AND ACCELERATION OF STUDENTS, GRADES K – 8

IKE

The Charleston County School District, pursuant to the provisions of Section 59-18-500, SC Code of Laws, 1976, as amended, hereby issues the following general guidelines governing promotion / retention of students:

- To reaffirm the board's commitment to academic excellence for all students;
- To continue to encourage academic achievement by all students;
- To set forth the standards students must meet in order to maintain academic excellence and to be considered for promotion from one grade level to the next.

The goal of the Charleston County School District is for each student to progress in a continuous growth pattern of academic achievement in harmony with chronological, intellectual, social, and emotional development. The Superintendent is to structure the educational program for all students to meet promotion standards for their expected grade level each year, including the expectations defined by the curriculum standards adopted by the SC Board of Education in the core discipline areas in order to graduate on time from grade 12. Promotion standards shall be communicated in writing at the beginning of each school year to parents/legal guardians. The Superintendent shall require principals and teachers to notify parents as soon as a teacher reasonably is aware that a student is not succeeding academically, and interventions shall be planned to be as effective as reasonably possible to enable each student to succeed. Promotion decisions shall utilize multiple measures of student performance, including class performance, teacher observations, and standardized test results.

PROMOTION, RETENTION AND ACCELERATION OF STUDENTS, GRADES K – 8

IKE -R

Promotion Standards for Kindergarten Charleston County School District

The goal of the Charleston County School District is that all students will meet promotion standards for their expected grade level each year and that all students will graduate from grade 12 on time.

To be promoted the student must:

demonstrate satisfactory performance on the SC Curriculum Standards as measured through assessments (benchmark testing, teacher-made tests, textbook assessments, etc.) and teacher observation.

End-of-Year Decisions for Kindergarten:

- a. **Promoted** – The student meets criteria listed above at the end of the school year.
- b. **Administratively Promoted with Deficiencies** – Although the student did not meet all or part of the criteria, the administration and teachers feel it is in the best interest to promote the child with deficiencies (i.e. student was previously retained). Students who are Administratively Promoted with Deficiencies should be regularly progress monitored by the CORE team and be placed on a Tier II or Tier III intervention during the next school year.
- c. **Promoted based on IEP goals mastery** – The student has an Individual Education Plan (IEP), and promotion was based on the student's ability to master the IEP goals.
- d. **Retained** – The student is below grade level at the end of the school year; another full year in the same grade is necessary and appropriate in order for the student to meet grade level standards.

Retention: If retention is considered, the parent must be notified in writing that retention is a possibility. Documentation of this notification must be maintained. In addition, the CORE team shall have met to identify and implement intervention strategies and to review the student's progress prior to a retention decision. Students should only be retained for a maximum of one year in grades K-5.

Appeals: A parent may appeal a school's decision to retain a student. All appeals shall be made to the appropriate Associate Superintendent by the announced deadline. The decision of the Associate Superintendent is final.

Attendance: Attendance requirements for CCSD students are defined in the CCSD Code of Conduct. Students may not be considered eligible for promotion if they have more than ten absences from the date of enrollment in any one school year.

04/15/2009

**Promotion Standards for Grade 1 and Grade 2
Charleston County School District**

The goal of the Charleston County School District is that all students will meet promotion standards for their expected grade level each year and that all students will graduate from grade 12 on time.

To be promoted the student must:

1. demonstrate satisfactory performance on the SC Curriculum Standards as measured through assessments (benchmark testing, teacher-made tests, textbook assessments, etc.) and teacher observation and
2. earn a minimum passing grade for the year in Reading, Language Arts, and Mathematics.

End-of-Year Decisions for Grades 1 and 2:

- a. **Promoted** – The student meets both criteria listed above at the end of the school year.
- b. **Administratively Promoted with Deficiencies** – Although the student did not meet all or part of the criteria, the administration and teachers feel it is in the best interest to promote the child with deficiencies (i.e. student was previously retained). Students who are Administratively Promoted with Deficiencies should be regularly progress monitored by the CORE team and be placed on a Tier II or Tier III intervention during the next school year.
- c. **Promoted based on IEP goals mastery** – The student has an Individual Education Plan (IEP), and promotion was based on the student's ability to master the IEP goals.
- d. **Retained** – The student is below grade level at the end of the school year; another full year in the same grade is necessary and appropriate in order for the student to meet grade level standards.

Retention: If retention is considered, the parent must be notified in writing that retention is a possibility. Documentation of this notification must be maintained. In addition, the CORE team shall have met to identify and implement intervention strategies and to review the student's progress prior to a retention decision. Students should only be retained for a maximum of one year in grades K-5.

Appeals: A parent may appeal a school's decision to retain a student. All appeals shall be made to the appropriate Associate Superintendent by the announced deadline. The decision of the Associate Superintendent is final.

Attendance: Attendance requirements for CCSD students are defined in the CCSD Code of Conduct. Students may not be considered eligible for promotion if they have more than ten absences from the date of enrollment in any one school year.

04/15/2009

**Promotion Standards for Grades 3-5
Charleston County School District**

The goal of the Charleston County School District is that all students will meet promotion standards for their expected grade level each year and that all students will graduate from grade 12 on time.

To be promoted the student must:

1. demonstrate satisfactory performance on the SC Curriculum Standards as measured through assessments (benchmark testing, teacher-made tests, textbook assessments, etc.) and teacher observation and
2. earn a minimum passing grade for the year in Reading, Language Arts, Mathematics, Science, and Social Studies.

End-of-Year Decisions for Grades 3-5:

- a. **Promoted** – The student meets both criteria listed above at the end of the school year.
- b. **Administratively Promoted with Deficiencies** – Although the student did not meet all or part of the criteria, the administration and teachers feel it is in the best interest to promote the child with deficiencies (i.e. student was previously retained). Students who are Administratively Promoted with Deficiencies should be regularly progress monitored by the CORE team and be placed on a Tier II or Tier III intervention during the next school year.
- c. **Promoted based on IEP goals mastery** – The student has an Individual Education Plan (IEP), and promotion was based on the student's ability to master the IEP goals.
- d. **Retained** – The student is below grade level at the end of the school year; another full year in the same grade is necessary and appropriate in order for the student to meet grade level standards.

Retention: If retention is considered, the parent must be notified in writing that retention is a possibility. Documentation of this notification must be maintained. In addition, the CORE team shall have met to identify and implement intervention strategies and to review the student's progress prior to a retention decision. Students should only be retained for a maximum of one year in grades K-5.

Appeals: A parent may appeal a school's decision to retain a student. All appeals shall be made to the appropriate Associate Superintendent by the announced deadline. The decision of the Associate Superintendent is final.

Attendance: Attendance requirements for CCSD students are defined in the CCSD Code of Conduct. Students may not be considered eligible for promotion if they have more than ten absences from the date of enrollment in any one school year.

04/15/2009

**Promotion Standards for Grades 6-8
Charleston County School District**

The goal of the Charleston County School District is that all students will meet promotion standards for their expected grade level each year and that all students will graduate from grade 12 on time.

To be promoted the student must:

1. demonstrate satisfactory performance on the SC Curriculum Standards as measured through assessments (benchmark testing, teacher-made tests, textbook assessments, etc.) and teacher observation, and
2. earn a minimum passing grade for the year in Reading, Language Arts, Mathematics, Science, and Social Studies.

End-of-Year Decisions for Grades 6-8:

- a. **Promoted** – The student meets both promotion criteria listed above at the end of the school year.
2. **Administratively Promoted with Deficiencies** – Although the student did not meet all or part of the criteria, the administration and teachers feel it is in the best interest to promote the child with deficiencies (i.e. student was previously retained). Students who are Administratively Promoted with Deficiencies should be regularly progress monitored by the CORE team and be placed on a Tier II or Tier III intervention during the next school year.
 - a. **Promoted based on IEP goals mastery** – The student has an Individual Education Plan (IEP), and promotion was based on the student's ability to master the IEP goals.
 - b. **Retained** – The student did not meet all or part of the promotion criteria listed above and any documented interventions were unsuccessful. Therefore, another full year in the same grade level is necessary and appropriate in order for the student to meet grade level standards and expectations.

Considerations for Retention in Grades 6-8

Retention allows some students additional instructional time at a grade level so they will have the opportunity to achieve a level of competency and skills essential for success at the next grade level. When considering retention for a student, schools should document specific interventions that have been attempted, such as, but not limited to:

- Small group instruction
- Tutorials
- Mentoring programs
- Reading / Math interventions
- Computer-assisted learning
- After-school remediation
- Parent conferences
- Progress monitoring
- Student contracts
- Credit recovery assignments
- CORE team referral
- Other interventions approved by the building administration

04/15/2009

Retention: If retention is considered, the parent must be notified in writing that retention is a possibility. Documentation of this notification must be maintained. In addition, the CORE team shall have met to identify and implement intervention strategies and to review the student's progress prior to a retention decision. Students should only be retained for a maximum of one year in grades 6-8.

Appeals: A parent may appeal a school's decision to retain a student. All appeals shall be made to the Middle Schools Associate Superintendent by the announced deadline. The decision of the Associate Superintendent is final.

Attendance: Attendance requirements for CCSD students are defined in the CCSD Code of Conduct.

04/15/2009

Procedures for Accelerated Grade Placement ("Grade Skipping")

Accelerated Grade Placement ("Grade Skipping"). Accelerated grade placement is an option for the students in Charleston County who are significantly advanced academically and developmentally compared to other children their age and who would benefit by accelerated grade movement through the Charleston County curriculum. Students will be successful at advanced grade levels under the following conditions:

1. The students have exhibited superior performance in the academic content of earlier grades;
2. The students are functioning on sufficiently high cognitive levels to meet the intellectual challenges of accelerated movement through school; and
3. The students have the social and emotional maturity to behave according to advanced grade-level expectations and to interact constructively with older peers.

To meet the CCSD criteria for accelerated grade placement ("grade skipping"), a student must demonstrate superior abilities in each of the following areas: academic achievement, cognitive development, and social-emotional development. Objective assessments should be collected in each area and should become part of the student's file. The acceleration decision will be based upon the collected data and upon the needs of the individual student.

When a parent/guardian, teacher, counselor, school administrator, or CCSD Gifted and Talented Coordinator seeks an accelerated grade placement for a student, he/she submits a written request, with justification, to the principal. The principal will acknowledge the request in writing and will complete the identified information-gathering process within thirty days:

1. Collect all standardized data in the student's permanent record;
2. Collect written statements of teachers' and parents' observations of the social and emotional development, and peer interactions;
3. Conduct an interview with the student and parents; and
4. Use a Professional Review Team, consisting of the principal or administrative designee, current teacher, and other appropriate staff (i.e., student's guidance counselor, the CCSD Gifted and Talented Coordinator, and the principal or administrative designee from a receiving school if the acceleration would result in a change of schools), to analyze the information and recommend one of four courses of action:
 - a. The student's needs are met with current instructional strategies;

04/15/2009

- b. The student's needs will be met with the implementation of supplemental school-based programs;
- c. The student's needs will be met with an accelerated grade placement; or
- d. Additional information is needed for a final decision.

The Performance Review Team shall arrive at a unanimous consensus as to the recommended course of action. The student's current principal shall review the recommended course of action and shall make the final, non-appealable decision regarding the acceleration. In the event that an affirmative above-grade acceleration decision would place the student in a grade level outside the student's current placement, the principal of the school where the student would be placed will make the final, non-appealable decision regarding the student's acceleration.

Upon approval of the recommended course of action by the principal, he/she will meet with the parent(s) to share the decision.

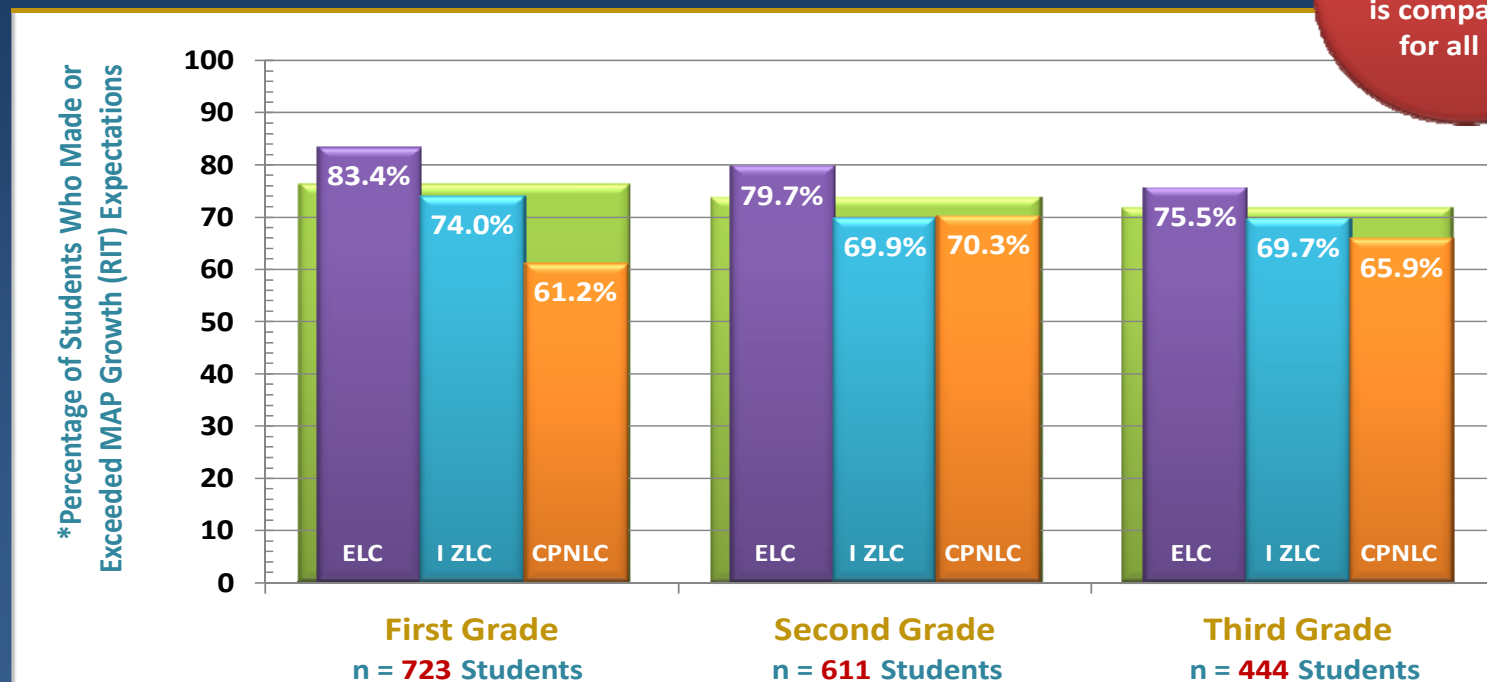
Following the accelerated placement, the student will receive the necessary support from the school's guidance counselors and instructional staff.

04/15/2009

E.2. 2013-14 Results: PGA and MGA Students Meeting Growth Targets

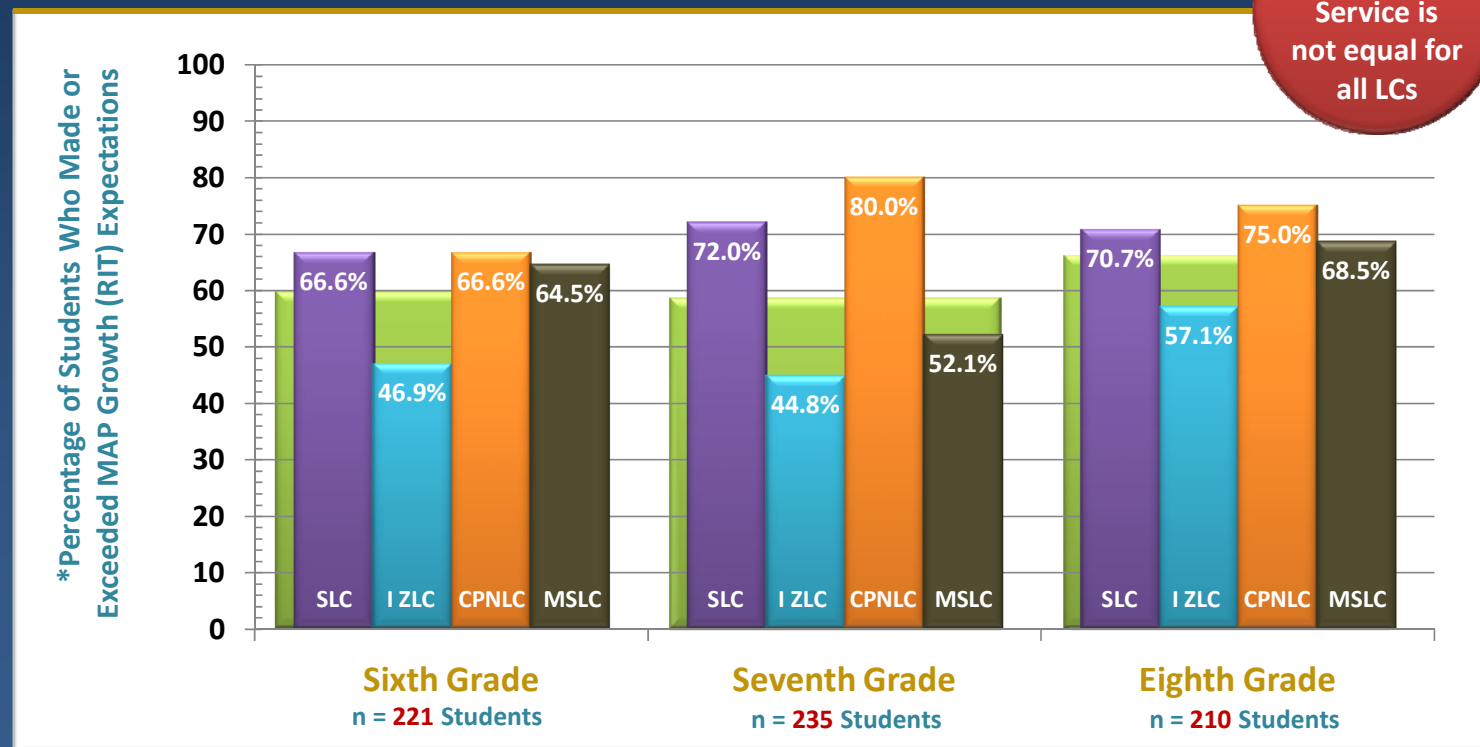
Primary Grades Academy PGA Student MAP Growth* | Spring 2014

Effectiveness
of PGA Service
is comparable
for all LCs



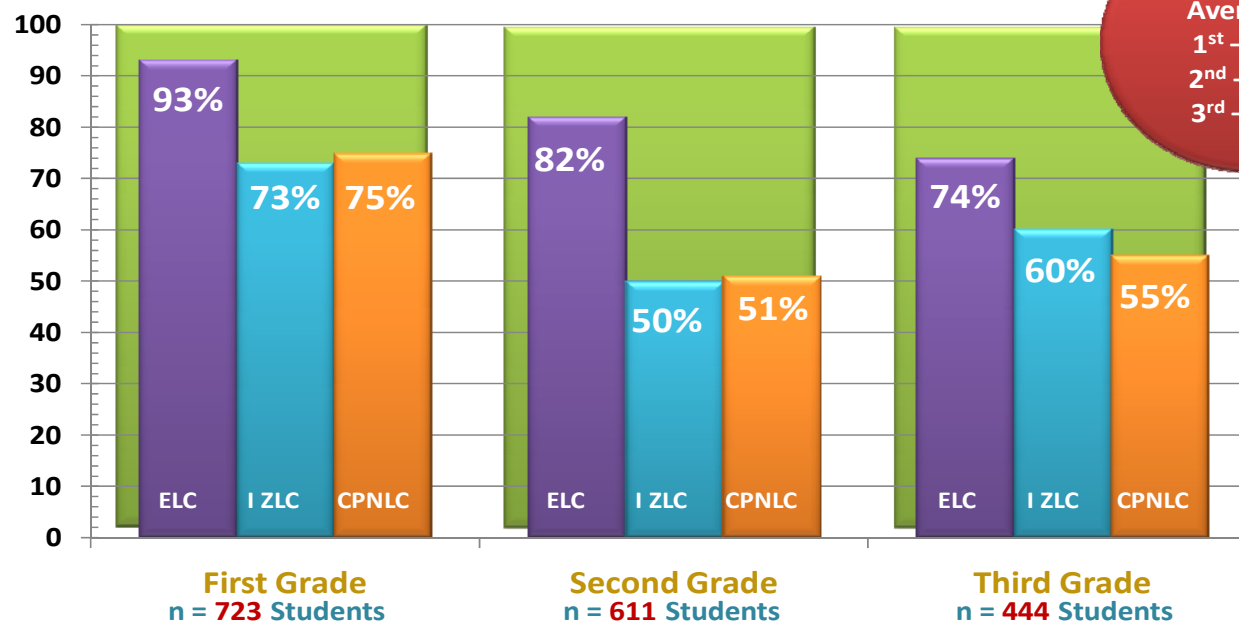
Middle Grades Academy MGA Student MAP Growth* | Spring 2014

Effectiveness
of MGA
Service is
not equal for
all LCs

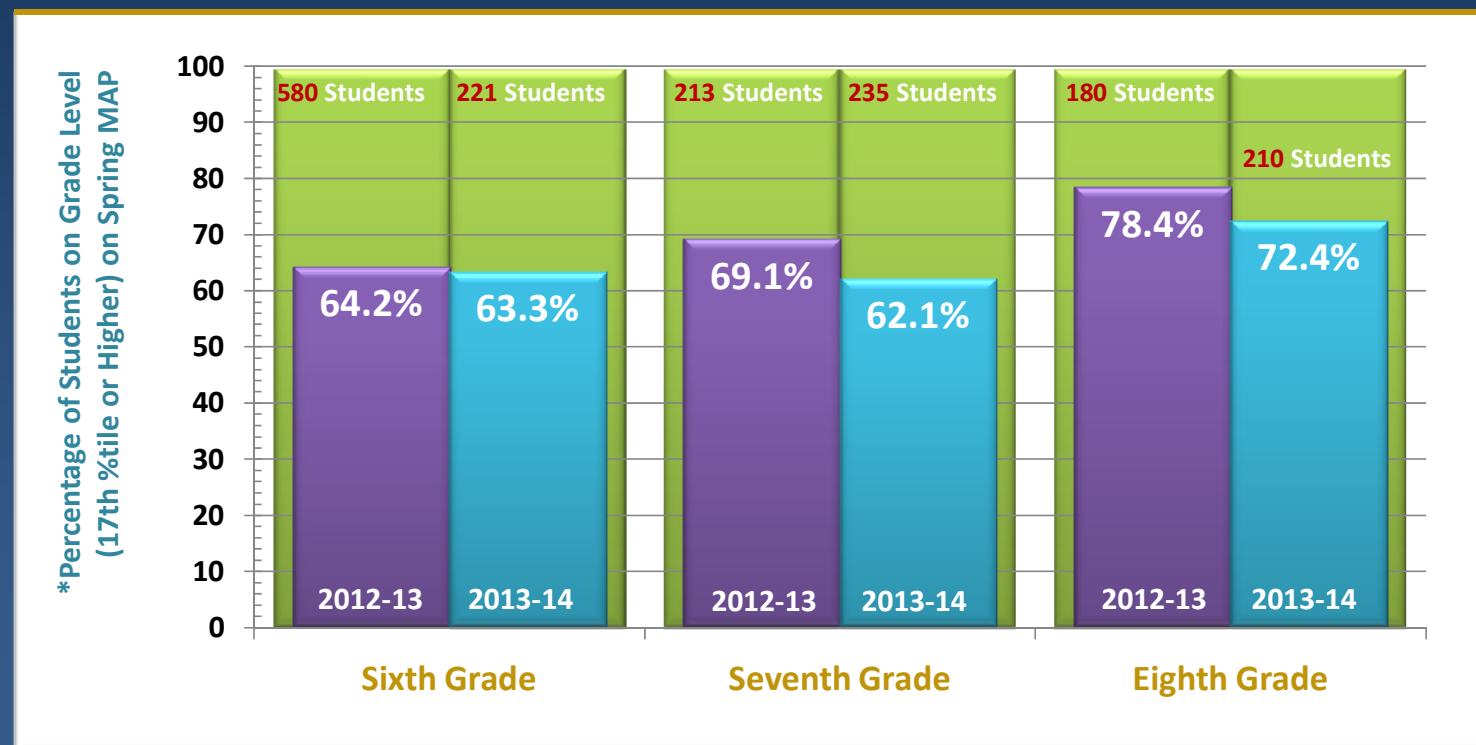


E.2. 2013-14 Results: PGA and MGA Students Now Reading on Grade Level

PGA Students who ended the year on Grade Level Based on Scoring 17%tile or higher on MAP



MGA Students who ended the year on Grade Level Based on Scoring 17%tile or higher on MAP



F. Conclusion

South Carolina has recently passed the *Read to Succeed* legislation that requires all South Carolina school systems to develop an intervention plan to meet the needs of at-risk readers in kindergarten through twelfth grades. The CCSD Literacy Policy IHAAA has placed Charleston in an optimal position in meeting the mandates of the *Read to Succeed* legislation in terms of the planning and execution of a viable and effective literacy program.

During the 2014-15 school year, we have seen two significant initiatives in our schools due to *Read to Succeed*. First of all, thirty of our elementary schools now have state funded **Reading Coaches** who work directly with teachers to improve literacy instruction in our K-5 classrooms. With Reading coaches in our schools, we are now able to provide the needed instructional support for teachers in developing effective Tier I strategies in the classrooms in over two-thirds of our elementary schools. Secondly, we have implemented the state approved **assessment system** in our Child Development and Kindergarten classrooms that will provide critical data on the literacy needs of our youngest students.

In spring 2015, we will be planning the **mandated state-funded summer camp** for third grade students scoring significantly below grade level in reading. This camp will give at-risk students completing first grade the opportunity for intensive literacy intervention before a decision is made for retention.

Other important aspects of the *Read to Succeed* legislation for the future include:

1. The establishment of the *Read to Succeed* Office at the State Department of Education
2. Mandatory District literacy plans
3. Third Grade Retention of students who fail to demonstrate proficiency on the state test
4. Teacher In-service and Pre-service training (literacy add-on endorsements)

CCSD is currently forming a high school task force to develop a district-wide intervention plan for at-risk high school students. The plan will use the guidelines from the *Read to Succeed* legislation and focus on best practice research for improving literacy for at-risk high school students.

The *Read to Succeed* legislation clearly supports the current literacy program established by the CCSD School Board Policy IHAAA.

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County SCHOOL DISTRICT

75 Calhoun Street, Charleston, SC 29401

Office of Teacher Effectiveness
BOARD AGENDA ITEM

TO: Board of Trustees
FROM: Anita W. Huggins
DATE: January 26, 2015
SUBJECT: CAE Update – CCSD Teacher Forum

RECOMMENDATION: The Board will receive information related to the CCSD Teacher Forum.

The material is submitted for: ☐ Action ☒ Information
☐ Open ☐ Executive

Respectfully submitted:

Mr. Michael Bobby Acting Superintendent of Schools	
Dr. Lisa Herring Deputy Superintendent for Academics	
Mr. Jeff Borowy Deputy for Capital Programs	
Anita W. Huggins Executive Director of Teacher Effectiveness	

Committee Recommendation(s):

Audit and Finance Committee recommendation:

Mr. Todd Garrett, Chair Audit & Finance Committee	Signature

Personnel and Policy Committee recommendation:

Mr. Tripp Wiles, Chair Policy and Personnel Committee	Signature

Strategic Education Committee recommendation:

Rev. Chris Collins, Chair Strategic Education Committee	Signature

Office of Teacher Effectiveness
January 26, 2015

SUBJECT: CCSD Teacher Forum

BACKGROUND & DISCUSSION:

The Teacher Forum is composed of ten Honor Roll teachers (the Teacher of the Year, 1st Runner Up, and Finalists for CCSD Teacher of the Year) from each of the 2 prior school years. Teacher Forum members serve for 2 school years before rotating off the Forum. The Teacher of the Year from 2 school years prior serves as the chair of the Teacher Forum, while the prior year's Teacher of the Year serves as vice-chair.

Additional leaders may be selected from the Teacher Forum according to the group's preferences. Substitutes are not named in the event that Honor Roll teachers of the 2 prior years cannot attend.

The purpose of the Teacher Forum is to foster the relationship between teachers and the superintendent, specifically through the facilitation and leadership of monthly Superintendent's Teacher Roundtable meetings. The Teacher Forum strives to ensure that the Superintendent's Teacher Roundtable provides Teachers of the Year with opportunities for professional learning, recognition, and dialogue on district-wide issues. The Forum may develop an annual goal or project to guide their work.

RECOMMENDATION: N/A

FUNDING SOURCE/COST: N/A

FUTURE FISCAL IMPACT: N/A

DATA SOURCES: N/A

PREPARED BY: Anita W. Huggins

REVIEWED BY LEGAL SERVICES N/A

REVIEWED BY PROCUREMENT SERVICES N/A

ATTACHMENTS N/A

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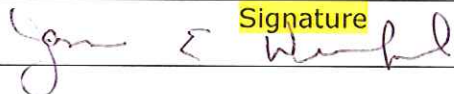
**INNOVATION ZONE LEARNING COMMUNITY
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Dr. James Winbush
DATE: January 26, 2015
SUBJECT: Lambs Elementary and Hunley Park Elementary

RECOMMENDATION: No grade configuration changes will be made at Hunley Park or Lambs. Both schools will remain as they currently are.

The material is submitted for: ☐ Action ☒ Information
☐ Open ☐ Executive

Respectfully submitted:

Mr. Michael Bobby Acting Superintendent of Schools	Signature
Dr. Lisa Herring Deputy Superintendent for Academics	Signature
Mr. Jeff Borowy Deputy for Capital Programs	Signature
Dr. James Winbush Associate Superintendent	 Signature

Committee Recommendation(s):

Audit and Finance Committee recommendation:

Mr. Todd Garrett, Chair Audit & Finance Committee	Signature

Personnel and Policy Committee recommendation:

TBD, Chair Policy and Personnel Committee	Signature

Strategic Education Committee recommendation:

Rev. Chris Collins, Chair Strategic Education Committee	Signature

INNOVATION ZONE LEARNING COMMUNITY
January 26, 2015

SUBJECT: Hunley Park Elementary and Lambs Elementary

BACKGROUND: Responding to concerns from some stakeholders, a planning team was established to explore possible changes in grade configurations of the two schools. After its initial meeting September 30, 2014, the team continued to meet weekly throughout October and November. After every two planning team meetings, a community meeting was held during which all information was shared with parents, community members, and other stakeholders, and their comments and input were solicited. The final meeting of the planning team was November 19, 2014, and the final community meeting was November 20, 2014.

DISCUSSION: The mission of the planning team was established at the first meeting: *Evaluate the current configuration of Hunley Park and Lambs to determine the best educational opportunities for our students.* Background information and school data were presented including enrollment, number of classrooms, and number of teachers at each grade level in each school. Maps of both campuses were provided for review. During the course of the planning team meetings, several options were identified and discussed. Three options remained on the table for the final vote:

- One school would serve CD -4th grade, one would serve grades 5 – 8
- Both schools would serve CD – 5th grade (remain the same)
- One school would serve CD – 5th grade, one would serve grades 6 – 8

A decision making matrix with seven criteria on which to rate each of the above options was agreed upon by the team. It was agreed that the matrix was not mandatory, but could be used as a tool to help team members make their decision. After many weeks of discussion and review of data and other pertinent information, the final vote was taken November 19. The results were as follows:

CD – 4, 5 – 8	11 votes
No change	18 votes
CD – 5, 6-8	1 vote

These results were shared at the community meeting November 20, and were supported by that group.

RECOMMENDATION: Hunley Park and Lambs Elementary Schools will retain their current grade configurations. Both schools will serve students in CD – 5th grade.

FUNDING SOURCE/COST: none

FUTURE FISCAL IMPACT:

DATA SOURCES: PowerSchool, CROP

PREPARED BY: Dr. James Winbush, Associate Superintendent

REVIEWED BY LEGAL SERVICES

REVIEWED BY PROCUREMENT SERVICES
ATTACHMENTS

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County SCHOOL DISTRICT

75 Calhoun Street
Charleston, SC 29401

**OFFICE OF GENERAL COUNSEL
BOARD AGENDA ITEM**

TO: Board of Trustees

FROM: John F. Emerson, General Counsel

DATE: January 26, 2015

SUBJECT: Revision to Policy BEDN- Technical and Communication Support
for Board Members.

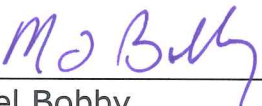
RECOMMENDATION: None

The material is submitted for:

☒ Action ☐ Information

☒ Open ☐ Executive

Respectfully submitted:



Michael Bobby,
Acting Superintendent of Schools

N/A

Jeffrey Borowy, Deputy for
Capital Programs

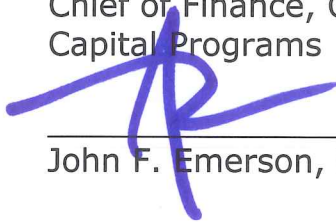
NA

Todd Garrett, Chair
Audit & Finance Committee

E. Tripp Wiles, Esq., Chair
Policy Committee

NA

Michael L. Bobby
Chief of Finance, Operations &
Capital Programs



John F. Emerson, General Counsel

☐ Item voted on and
recommended for Board
A&F Committee on _____

☒ Item voted on and
recommended for Board
Policy Committee on 1/14/15

10.2B

OFFICE OF GENERAL COUNSEL
January 26, 2015

SUBJECT: BEDN - Technical and Communication Support for Board Members.

BACKGROUND: The Policy and Personnel Committee determined that Board members need to have access to better technology for review of Board materials and for interacting with staff and stakeholders.

DISCUSSION: Service on the CCSD Board of Trustees requires review of a significant amount material and involves regular electronic communication with members of the District staff, school community and other stakeholders. Upon further review, the Policy and Personnel Committee approved changing language within the policy to read "laptop and/or tablet-style device..."

RECOMMENDATION: None.

FUNDING SOURCE/COST:

FUTURE FISCAL IMPACT:

DATA SOURCES:

Office of General Counsel

PREPARED BY:

John F. Emerson

REVIEWED BY LEGAL SERVICES

Yes

REVIEWED BY PROCUREMENT SERVICES

TECHNICAL AND COMMUNICATION SUPPORT FOR BOARD MEMBERS

Code **BEDN** Issued **10/14**

Purpose: To establish the requirements for computer and communication support for board members.

During November of each year the CCSD board chair will present a request to the board to provide each board member with a laptop **and**/or tablet-style device, telephone and a printer with scan capability.

The CCSD chief information office will provide training on the use of all the equipment and ensure that architecture is in place to allow board members to conduct business in a paperless environment.

Members may decline all or any portion of the training and/or equipment.

Renewable supplies such as printer paper and ink will be provided upon request. Board members may also choose to be reimbursed for their supplies in accordance with CCSD policies.

Members will comply with CCSD Acceptable Use Policy GBEBD and Cell Phone Acceptable Use Policy GBEBDA.

All documents and materials of any kind that are stored on such devices and equipment, and any emails, text messages, instant messages or any other communications made or received through the devices and equipment, will be subject to release pursuant to the South Carolina Freedom of Information Act.

Any such devices and equipment remain the property of the district and must be returned to the district at the conclusion of the member's service.

Adopted 10/13/14

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75 Calhoun Street
Charleston, SC 29401

**OFFICE OF GENERAL COUNSEL
BOARD AGENDA ITEM**

TO: Board of Trustees

FROM: John F. Emerson, General Counsel

DATE: January 26, 2015

SUBJECT: Revision to policy JRA – Student Records

RECOMMENDATION: Approve first reading of proposed changes to Policy JRA as reflected in the draft proposal.

The material is submitted for: ☒ Action ☐ Information
☒ Open ☐ Executive

Respectfully submitted:



Michael L. Bobby
Acting Superintendent of Schools

N/A

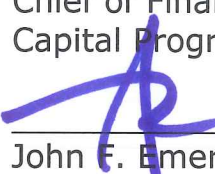
Jeffrey Borowy, Deputy for Capital
Programs

NA

Todd Garrett, Chair
Audit & Finance Committee

E. Tripp Wiles, Esq., Chair
Policy Committee

NA

Michael L. Bobby
Chief of Finance, Operations &
Capital Programs


John F. Emerson, General Counsel

☐ Item voted on and
recommended for Board
A&F Committee on _____

☒ Item voted on and
recommended for Board
Policy Committee on 12/10/14

10-2C

OFFICE OF GENERAL COUNSEL
January 26, 2015

SUBJECT: Revision of policy JRA – Student Records.

BACKGROUND: The current policy states that student records may only be released to school employees and select attorneys. Read narrowly, that provision would preclude the District from sharing student information with members of the CCSD Board of Trustees, Constituent District Board members and many outside service providers, whose work is critical to the success of many of our students, as well as others who have a legitimate educational interest in the records of our students.

DISCUSSION: The proposed revision to Policy JRA is consistent with the Family Educational Rights and Privacy Act (FEPA), is consistent with the majority of policies elsewhere and would make the policy more specific and consistent with the current practice of the school district.

The revision permits disclosure to “school officials,” which is defined to include:

- *School officials. School officials are persons with a legitimate educational interest in the student such as: instructors, administrators, health staff, counselors, attorneys, clerical staff, trustees, members of committees and disciplinary boards, and contractors or other parties to whom the school has outsourced institutional services or functions.*

RECOMMENDATION: Approve first reading of proposed changes to Policy JRA as reflected in the draft proposal.

FUNDING SOURCE/COST: N/A

FUTURE FISCAL IMPACT: N/A

DATA SOURCES: Office of General Counsel

PREPARED BY: John F. Emerson

REVIEWED BY LEGAL SERVICES: Yes

REVIEWED BY PROCUREMENT SERVICES: N/A

STUDENT RECORDS

Code **JRA** Revised **14**

Purpose: To establish the basic structure for maintenance of and access to student records.

Each principal shall be the legal custodian of all student records for his/her school.

Adult students and parents/legal guardians shall have access to their and their students' school records. The schools shall notify parents/legal guardians and adult students of the following.

- type of records kept
- procedure for inspecting and copying these records
- right to have the records interpreted and explained
- right to challenge data thought to be erroneous, the procedures for expunging such data or inserting a rebuttal statement
- right to lodge a complaint with the U.S. Department of Education if mandates are not adequately implemented

Cumulative record folders for all students shall be kept in each school office. The student records include all materials directly related to a student that a school maintains. Records and notes maintained by a teacher, administrator, school physician or school psychologist for his/her own use and which are not available to others are not student records and will not be available to students or parents/legal guardians.

The school shall require prior written consent before information may be divulged to third parties. Exceptions to this rule exist for each of the following.

- School officials. School officials are persons with a legitimate educational interest in the student such as: instructors, administrators, health staff, counselors, attorneys, clerical staff, trustees, members of committees and disciplinary boards, and contractors or other parties to whom the school has outsourced institutional services or functions.
- officials in other schools in which the student seeks to enroll
- military recruiters who seek student contact information; at the time of transfer, parents/legal guardians may review the material
- state and national educational organizations that require student data for confidential research and statistical purposes
- material under court order, although parents/legal guardians must be notified of the order

Charleston County School District, with certain exceptions, may disclose directory information which may include names, addresses, telephone listings and dates of birth, without first obtaining written parental permission. However, the district must define directory information to the public before disclosures.

The superintendent shall establish administrative regulations for compliance with the Family Educational Rights and Privacy Act and other applicable acts and regulations.

The principal shall maintain juvenile criminal records and information provided by the department of youth services in accordance with this policy and applicable district regulations.

The principal shall destroy such juvenile criminal records upon the juvenile's completion of secondary school, or when the juvenile reaches 21 years of age, whichever occurs earlier.

PAGE 2 - JRA - STUDENT RECORDS

Adopted 11/1/83; Revised 8/28/78, 8/25/86, 10/12/98, 1/23/06

Legal references:

- A. United States Code, Annotated:
 - 1. Section 438 of the General Education Provisions Act, as amended - The Family Education Rights and Privacy Act [20 U.S.C. 1232 (g)].
 - 2. 10 USC Section 503 - National Defense Authorization Act of 1999, as amended by the Hutchinson Act.
 - 3. P.L. 107.56 - The Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act.
 - 4. 20 U.S.C. Section 7165 (2001) - No Child Left Behind Act.
- B. South Carolina Code of Laws, 1976 as amended:
 - 1. Section 44-29-135 - Confidentiality of sexually transmitted disease records.
 - 2. Section 63-19-2020 - Confidentiality.
 - 3. Section 63-19-2030 - Law enforcement.
 - 4. Section 59-63-50 - Provides for students to be fingerprinted.
 - 5. South Carolina School Safety Act of 1997 - Sections 16-3-612, 63-19-820, 22-3-560, 59-63-370 through 390.
 - 6. Section 63-5-30 - Rights and duties of parents regarding minor children.
 - 7. Section 59-38-10 - South Carolina Education Bill of Rights for Children in Foster Care.
- C. State Board of Education Regulations:
 - 1. R43-273 - Transfers and withdrawals.
- D. Court order:
 - 1. Alexander S. by and through Bowers v Flora Brooks Boyd 876 F.Supp 773 (1995).

2014-2015 Annual Notification of Rights under FERPA for CCSO Schools¹

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the District receives a request for access.

Parents or eligible students should submit to the school principal or District designee a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend a record should write the school principal or District designee and clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the District discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- **ONE EXCEPTION**, which, under the law, permits disclosure without consent, is disclosure to school employees, to include school officials with legitimate educational interests. School officials are persons with a legitimate educational interest in the student such as: instructors, administrators, health staff, counselors, attorneys, clerical staff, trustees, members of committees and disciplinary boards, and contractors or other parties to whom the school has outsourced institutional services or functions. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

¹ This notification replaces and supercedes the notification found in the Student Code of Conduct 2014-2015

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials whom the school has determined to have legitimate educational interests.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll,
- Specified officials for audit or evaluation purposes,
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- State and local authorities within a juvenile justice system, pursuant to other state law
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency,
- Information the school has designated as “directory information”

2014-2015 Annual Notification of Rights under FERPA for CCSD Schools¹

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the District receives a request for access.

Parents or eligible students should submit to the school principal or District designee a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend a record should write the school principal or District designee and clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the District discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- **ONE EXCEPTION**, which, under the law, permits disclosure without consent, is disclosure to school employees, to include school officials with legitimate educational interests. School officials are persons with a legitimate educational interest in the student such as: instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and contractors, or other parties to whom the school has outsourced institutional services or functions. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

¹ This notification replaces and supercedes the notification found in the Student Code of Conduct 2014-2015

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials whom the school has determined to have legitimate educational interests.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll,
- Specified officials for audit or evaluation purposes,
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- State and local authorities within a juvenile justice system, pursuant to other state law
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency,
- Information the school has designated as “directory information”

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Charleston, SC 29401

**OFFICE OF GENERAL COUNSEL
BOARD AGENDA ITEM**

TO: Board of Trustees

FROM: John F. Emerson, General Counsel

DATE: January 26, 2015

SUBJECT: Revision to policy GBED – Tobacco-Free Schools –
Employees/Visitors

RECOMMENDATION: Amend the definition of prohibited tobacco products
in GBED to include electronic cigarettes and
vaporizers.

The material is submitted for: ☒ Action ☐ Information
☒ Open ☐ Executive

Respectfully submitted:



Michael L. Bobby
Acting Superintendent of Schools

N/A

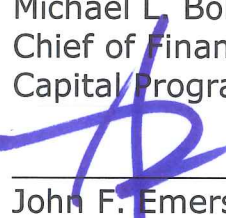
Jeffrey Borowy, Deputy for Capital
Programs

NA

Todd Garrett, Chair
Audit & Finance Committee

E. Tripp Wiles, Esq., Chair
Policy Committee

NA

Michael L. Bobby
Chief of Finance, Operations &
Capital Programs


John F. Emerson, General Counsel

☐ Item voted on and
recommended for Board
A&F Committee on _____

☒ Item voted on and
recommended for Board
Policy Committee on 1/14/15

10.2E

OFFICE OF GENERAL COUNSEL
January 26, 2015

SUBJECT: Revision of policy GBED – Tobacco-Free Schools – Employees/Visitors.

BACKGROUND: Due to the increased use of vaporizers and electronic cigarettes, an amendment of this policy is needed. The Office of General Counsel has received several calls from school administrators inquiring as to whether electronic cigarettes are the same as cigarettes. Other districts have policies in place that include in the definition of prohibited tobacco products electronic cigarettes and vaporizers.

DISCUSSION: The Policy and Personnel Committee has approved amending the definition of prohibited tobacco products to include electronic cigarettes and vaporizers.

RECOMMENDATION: Amend the definition of prohibited tobacco products in GBED to include electronic cigarettes and vaporizers.

FUNDING SOURCE/COST: N/A

FUTURE FISCAL IMPACT: N/A

DATA SOURCES: Office of General Counsel

PREPARED BY: John F. Emerson

REVIEWED BY LEGAL SERVICES: Yes

REVIEWED BY PROCUREMENT SERVICES: N/A

TOBACCO-FREE SCHOOLS - EMPLOYEES/VISITORS

Code **GBED** Draft **1/15**

Sponsor: John Emerson

Purpose: To establish the basic structure for a tobacco-free Charleston County School District.

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

Goal

The goal of this policy is a 100 percent tobacco-free, smoke-free environment for all students, staff and visitors on all district property, within all district facilities and vehicles, and at all district-sponsored events by doing the following.

- exhibiting healthy behavior for all students, staff, visitors and the entire community
- utilizing proven and effective science-based tobacco use prevention curricula
- providing access to smoking cessation counseling or referral services for all students and staff

Procedures

- Prohibit the use by students, staff or visitors of any tobacco products including, but not limited to, cigarettes, cigars, pipes, **electronic cigarettes, vaporizers**, smokeless tobacco or snuff. This restriction applies to school grounds, in school buildings, in personal vehicles on school property, on buses or in any other Charleston County School District vehicle, during any time under the administrative jurisdiction of the school, whether on or off school grounds.
- Ensure that tobacco use prevention programs, as recommended by South Carolina DHEC, South Carolina Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education, are an integral part of district substance abuse prevention efforts.
- Provide and/or refer to smoking cessation services for students and staff.
- Ensure that signs designating smoke-free facilities are conspicuously displayed. The principal of each school is responsible for the display of these signs.
- Prohibit any advertising by the tobacco industry on school grounds, in school buildings, on buses, or during any school activities.

Enforcement

The district will enforce tobacco-free policies by determining appropriate disciplinary or other actions for violations. Actions may be inclusive of the following.

Staff

PAGE 2 - GBED - TOBACCO-FREE SCHOOLS - EMPLOYEES/ VISITORS

- verbal reprimands
- written notification placed in personnel file
- suspension
- mandatory enrollment in a tobacco education program
- voluntary enrollment in a cessation program

Visitors

- verbal request to leave school property
- forfeiture of any fee charged for admission
- prosecution for disorderly conduct after repeated offenses

Education and assistance

The district will be responsible for utilizing proven and effective science-based tobacco use prevention curricula to educate all students and provide assistance and/or make appropriate smoking cessation referrals.

Tobacco industry marketing or sponsorship

The district will not accept any contributions or gifts, money or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, no gear, paraphernalia, clothing, etc., that advertises tobacco use or tobacco products will be allowed on district grounds or in the possession of faculty, staff or students at district-sponsored events.

Adopted 5/25/87; Revised 8/23/93, 2/13/06, 3/22/10

Legal references:

A. United States Code:

1. 20 U.S.C. 6081 - Pro-Children Act of 1994.

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

1. Section 44-95-10 et seq. - Clean Indoor Air Act of 1990 and penalties for violations.
2. Section 16-17-490 - Contributing to the delinquency of a minor (school board rules and regulations may be exempt under certain circumstances).
3. Section 16-17-500 - Supplying minors with tobacco or cigarettes.
4. Section 59-67-150 - Qualifications of bus driver; drinking or smoking on bus.
5. Sections 16-17-500 and 501 - Youth Access to Tobacco Prevention Act of 2006.

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**OFFICE OF GENERAL COUNSEL
BOARD AGENDA ITEM**

TO: Board of Trustees

FROM: John F. Emerson, General Counsel

DATE: January 26, 2015

SUBJECT: Revision to policy JICG – Tobacco-Free Schools – Students

RECOMMENDATION: Amend the definition of prohibited tobacco products in JICG to include electronic cigarettes and vaporizers.

The material is submitted for: ☒ Action ☐ Information
☒ Open ☐ Executive

Respectfully submitted:



Michael L. Bobby,
Acting Superintendent of Schools

N/A

Jeffrey Borowy, Deputy for Capital
Programs

NA

Todd Garrett, Chair
Audit & Finance Committee

E. Tripp Wiles, Esq., Chair
Policy Committee

NA

Michael L. Bobby
Chief of Finance, Operations &
Capital Programs



John F. Emerson, General Counsel

☐ Item voted on and
recommended for Board
A&F Committee on _____

☒ Item voted on and
recommended for Board
Policy Committee on 1/14/15

10-2 F

OFFICE OF GENERAL COUNSEL
January 26, 2015

SUBJECT: Revision of policy JICG – Tobacco-Free Schools - Students.

BACKGROUND: Due to the increased use of vaporizers and electronic-cigarettes, an amendment of this policy is needed. The Office of General Counsel has received several calls from school administrators inquiring as to whether e-cigarettes are the same as cigarettes. Other districts have policies in place that include in the definition of tobacco products electronic cigarettes and vaporizers.

DISCUSSION: The Policy and Personnel Committee has approved the addition of electronic cigarettes and vaporizers to the definition of prohibited tobacco products and paraphernalia to this policy by students on our property.

RECOMMENDATION: Amend the definition of prohibited tobacco products in JICG to include electronic cigarettes and vaporizers.

FUNDING SOURCE/COST: N/A

FUTURE FISCAL IMPACT: N/A

DATA SOURCES: Office of General Counsel

PREPARED BY: John F. Emerson

REVIEWED BY LEGAL SERVICES: Yes

REVIEWED BY PROCUREMENT SERVICES: N/A

TOBACCO-FREE SCHOOLS - STUDENTS

Code **JICG** Draft **1/15**

Sponsor: John Emerson

Purpose: To establish the basic structure for a tobacco-free Charleston County School District.

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

Goal

The goal of this policy is a 100 percent tobacco-free, smoke-free environment for all students, staff and visitors on all district property, within all district facilities and vehicles, and at all district-sponsored events by doing the following.

- exhibiting healthy behavior for all students, staff, visitors and the entire community
- utilizing proven and effective science-based tobacco use prevention curricula
- providing access to smoking cessation counseling or referral services for all students and staff

Procedures

- Prohibit the use and/or possession by students of all tobacco products or paraphernalia including, but not limited to, cigarettes, cigars, pipes, **electronic cigarettes, vaporizers** smokeless tobacco and snuff. This restriction applies to school grounds, in school buildings, in personal vehicles on school property, on buses or in any other Charleston County School District vehicle, during any time under the administrative jurisdiction of the school, whether on or off school grounds.
- Ensure that tobacco use prevention programs, as recommended by South Carolina DHEC, South Carolina Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education, are an integral part of district substance abuse prevention efforts.
- Provide and/or refer to smoking cessation services for students and staff.
- Ensure that signs designating smoke-free facilities are conspicuously displayed. The principal of each school is responsible for the display of these signs.
- Prohibit any advertising by the tobacco industry on school grounds, in school buildings, on buses, and during any school activities.

Enforcement

The district will enforce this tobacco-free policy by determining appropriate disciplinary actions for violations. Actions may be inclusive of the following.

Students

PAGE 2 - JICG - TOBACCO-FREE SCHOOLS - STUDENTS

- parent/legal guardian/administrator conferences
- mandatory enrollment in tobacco prevention education
- community service
- in-school suspension
- out-of-school suspension
- suspension from extracurricular activities
- possession of tobacco products by minors under the age of 18 is made unlawful under S.C. Code Section 16-117-500(e)(1).

Education and assistance

The district will be responsible for utilizing proven and effective science-based tobacco use prevention curricula to educate all students, provide assistance and/or make appropriate smoking cessation referrals.

Tobacco industry marketing or sponsorship

The district will not accept any contributions or gifts, money or materials from the tobacco industry. The district will not participate in any type of services that are funded by the tobacco industry. In addition, no gear, paraphernalia, clothing, etc., that advertises tobacco use or tobacco products will be allowed on district grounds, or in the possession of students at district-sponsored events.

Adopted 11/28/05; Revised 1/9/06, 12/14/09, 3/22/10

Legal references:

A. United States Code:

1. 20 U.S.C. 6081 - Pro-Children Act of 1994.

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

1. Section 16-17-490 - Contributing to the delinquency of a minor (school board rules and regulations may be exempt under certain circumstances).
2. Section 16-17-500 - Supplying minors with tobacco or cigarettes.
3. Section 59-67-150 - Qualifications of bus driver; drinking or smoking on bus.
4. Sections 16-17-500 and 501 - Youth Access to Tobacco Prevention Act of 2006.

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Charleston, SC 29401

**OFFICE OF GENERAL COUNSEL
BOARD AGENDA ITEM**

TO: Board of Trustees

FROM: John F. Emerson, General Counsel

DATE: January 26, 2015

SUBJECT: Revision to policy JFAA – Admission of Resident Students

RECOMMENDATION: Amend policy JFAA to delete the paragraph that permits a student enrolled in CCSD schools by virtue of owning property in Charleston County to attend in the constituent district in which the property is located.

The material is submitted for: ☒ Action ☐ Information
☒ Open ☐ Executive

Respectfully submitted:



Michael L. Bobby
Acting Superintendent of Schools

N/A

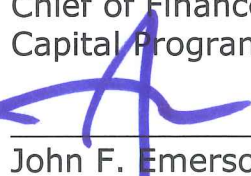
Jeffrey Borowy, Deputy for Capital
Programs

NA

Todd Garrett, Chair
Audit & Finance Committee

E. Tripp Wiles, Esq., Chair
Policy Committee

NA

Michael L. Bobby
Chief of Finance, Operations &
Capital Programs


John F. Emerson, General Counsel

☐ Item voted on and
recommended for Board
A&F Committee on _____

☒ Item voted on and
recommended for Board
Policy Committee on 1/14/15

10.2G

OFFICE OF GENERAL COUNSEL
January 26, 2015

SUBJECT: Revision of policy JFAA – Admission of Resident Students.

BACKGROUND: Under the current policy, students who own real property are entitled to attend a school in the constituent district in which the property is located. The State law does not require this and policy JFAB was recently amended to clarify that the location of the property does not dictate the attendance area for which the student will be zoned.

DISCUSSION: The Policy and Personnel Committee has approved the removal of the paragraph that states:

Any child who owns real estate in a constituent district having an assessed value of \$300 or more is entitled to attend school in that constituent district.

RECOMMENDATION: Amend policy JFAA to delete the paragraph that entitles a student enrolled in CCSD schools to attend in the constituent district in which student-owned property is located.

FUNDING SOURCE/COST: N/A

FUTURE FISCAL IMPACT: N/A

DATA SOURCES: Office of General Counsel

PREPARED BY: John F. Emerson

REVIEWED BY LEGAL SERVICES: Yes

REVIEWED BY PROCUREMENT SERVICES: N/A

ADMISSION OF RESIDENT STUDENTS

Code **JFAA** Issued **1/11**

Purpose: To establish the basic structure for the admission of those students who reside in Charleston County School District to the district schools.

Note: Admission of nonresident students is governed by policy JFAB.

Generally, persons of legally defined and mandated school age who reside in Charleston County School District and who have presented certificates or records of immunization and vaccination in accordance with the directions of the State Department of Health and Environmental Control may attend the free public schools.

First-time enrollment

The appropriate associate superintendent shall refer to the appropriate constituent board any student who seeks to enroll in the constituent district for the first time if it appears to the associate superintendent, from non-school records and/or the student's disciplinary records, that the student does not meet the district's standards for conduct and behavior. The constituent board shall consider these records and any adjudication of delinquency in any jurisdiction for violent crimes, unlawful use or possession of weapons or unlawful sale of drugs and render a decision as to whether to allow the student to enroll.

If the constituent board does not allow the student to enroll based on his/her record, the constituent board shall notify the student's parent/legal guardian who shall have the right to request a hearing before the constituent board. The parent/legal guardian may appeal an adverse decision of the constituent board to the county board.

The bar to enrollment applies for a maximum of one year. After the bar is lifted, the student may reapply.

Criteria for admission

Under South Carolina law, a student who lives in the district is eligible for enrollment so long as he/she meets one of the following criteria.

- lives with one or more of his/her parents, legal guardian or foster parent
- is emancipated
- is homeless or is a child of a homeless individual, as defined in Public Law 100-77
- resides in an emergency shelter located within the district
- lives in a residential community-based care facility licensed by the South Carolina Department of Social Services or operated by the South Carolina Department of Social Services or the South Carolina Department of Youth Services

Charleston County School District must admit any student who lives with an adult resident of the district, provided the adult provides an affidavit as required by law to show that the child resides with the adult as a result of any of the following.

PAGE 2 - JFAA - ADMISSION OF RESIDENT STUDENTS

- the death, serious illness or incarceration of a parent/legal guardian

PAGE 3 - JFAA - ADMISSION OF RESIDENT STUDENTS

- a parent/legal guardian's relinquishing complete control of the child, as evidenced by the failure to provide substantial financial support and parental guidance
- abuse or neglect by a parent/legal guardian
- the physical or mental condition of a parent/legal guardian is such that he/she cannot provide adequate care and supervision of the child
- a parent/legal guardian's homelessness, as that term is defined by Public Law 100-77

In addition, the adult must attest that the child's claim of residency in Charleston County School District is not primarily related to attendance at a particular school. The adult must also accept responsibility for educational decisions for the child.

In all cases the student must do the following.

- have maintained a satisfactory scholastic record in accordance with scholastic standards of achievement set by the Charleston County School Board
- not have been guilty of violating the rules of conduct and behavior that must be met by all students as a condition to the right to attend the public schools of the district as set by the Charleston County School Board

No student shall be denied admission on the basis of race, religion, color, creed, sex, gender preference, immigrant status or English-speaking status, national origin or disabling condition.

Adopted 10/25/76; Revised 11/28/05, 1/23/06, 1/24/11

Legal references:

A. Federal Law:

1. Homeless Assistance Act, Pub.L.No. 100-77, 101 Stat. 482-538 (1987), also known as the McKinney Act.
2. Title VI of the Civil Rights Act of 1964 - Prohibits discrimination on the basis of race, color, national origin, religion or sex.
3. Uniform Tax Act (Section 1524, Internal Code) Section 610 E, Code Section 6676 E - All dependents age five and above required to have social security number.
4. No Child Left Behind Act of 2001, P.L. 107-110, Section 4155.

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

1. Section 16-1-60 - Violent crimes.
2. Section 44-29-180 - Student must show immunization prior to admission.
3. Section 59-63-30 - Qualifications for attendance.
4. Section 59-63-31 - Additional qualifications for attendance at public school.
5. Section 59-63-32 - Requirements to enroll child in public school; affidavit; penalties for providing false information.
6. Section 59-63-217 - Board of trustees may consider non-school records and prior school disciplinary records in determining whether a school district may refuse to enroll a student for the first time.
7. Section 59-63-390 - Ages of attendance.
8. Sections 59-63-480 and 490 - Attendance of non-resident students.
9. Section 59-19-90(10) - Power of board to transfer and assign pupils.
10. Section 59-38-10 - South Carolina Education Bill of Rights for Children in Foster Care.

C. State Board of Education Regulations:

1. R-43-272 - School admission.

PAGE 4 - JFAA - ADMISSION OF RESIDENT STUDENTS

D. South Carolina Department of Health and Environmental Control Regulations:

1. R-61-8 - Immunization of students.

E. U.S. Supreme Court:

1. Parents Involved in Community Schools v. Seattle School District No. 1, 127 S. Ct. 2738 (2007).

Charleston > excellence is our standard
County SCHOOL DISTRICT

75 Calhoun Street
Charleston, SC 29401

**OFFICE OF GENERAL COUNSEL
BOARD AGENDA ITEM**

TO: Board of Trustees

FROM: John F. Emerson, General Counsel

DATE: January 26, 2015

SUBJECT: Health Advisory Committee Appointments

RECOMMENDATION: Appoint members to fill the following HAC vacant positions: one student, one parent and one community member.

The material is submitted for: ☒ Action ☐ Information
☒ Open ☐ Executive

Respectfully submitted:

Michael L. Bobby
Acting Superintendent of Schools

N/A
Jeffrey Borowy, Deputy for Capital
Programs

NA
Todd Garrett, Chair
Audit & Finance Committee

E. Tripp Wiles, Esq., Chair
Policy Committee

NA
Michael L. Bobby
Chief of Finance, Operations &
Capital Programs

John F. Emerson, General Counsel

☐ Item voted on and
recommended for Board
A&F Committee on _____

☒ Item voted on and
recommended for Board
Policy Committee on 1/14/15

OFFICE OF GENERAL COUNSEL
January 26, 2015

SUBJECT:

Appointments to fill vacancies on Health Advisory Committee (HAC).

BACKGROUND:

Currently, the HAC has vacancies in the following categories: one student, one parent, one community member, and two clergy. An advertisement ran in the Post & Courier on January 5 and January 9, 2015. The vacancies were also announced via CCSD's Staff Weekly Update and social media to include the district web page, Twitter and Facebook page. The Policy and Personnel Committee reviewed letters of interest/resumes of potential candidates for appointment to the CCSD Health Advisory Committee.

DISCUSSION:

The Policy and Personnel Committee is recommending the following candidates to fill the vacant HAC positions:

Blair Bonifield – Student
Josey Templeton – Community
Camille Klein – Parent
Rebecca Rabb – Parent

(Only one parent position is open at this time. The Policy and Personnel Committee mistakenly recommended two candidates. **The board will need to approve only one parent position.**)

Please note, there were no clergy applications received. The position will be re-advertised.

RECOMMENDATION:

Appoint the recommended members to fill the following HAC vacant positions: one student, one parent, and one community.

FUNDING SOURCE/COST:

N/A

FUTURE FISCAL IMPACT:

N/A

DATA SOURCES:

Office of General Counsel

PREPARED BY:

Office of General Counsel

REVIEWED BY LEGAL SERVICES

Yes

REVIEWED BY PROCUREMENT SERVICES

The Charleston County School District Board of Trustees seeks community representatives (1 Parent, 2 Clergy and 1 Community) to serve on the **District's Health Advisory Committee**. Nominees must be able to attend meetings, and approved trainings, be interested in children's health issues, and uphold the Comprehensive Health Education Act (CHEA).

Interested volunteers, please submit a resume identifying the category for which you are applying and letter of interest to the Board of Trustees by noon on January 9, 2015. Statements may be submitted by mail to Mrs. Portia Stoney, Assistant to the CCSD Board of Trustees, Charleston County School District, 75 Calhoun Street, Charleston, SC 29401. Statements may also be delivered to the same address, if specifically marked to the attention of Mrs. Stoney. Email submissions will also be accepted at portia_stoney@charleston.k12.sc.us. The email subject line should read **Health Advisory Committee**. The CCSD Board of Trustees will select and approve community representatives from the list of interested volunteers.

On Fri, Nov 21, 2014 at 6:55 PM, Blair Bonifield <blairbonifield@gmail.com> wrote:

Hi Ms. Stoney,

Sam Hayes told me the other day that y'all were looking for a student body president to be on the committee. And I wanted to let y'all know I was very interested, I hope to major in health in college and study nutrition so health is very important to me and I would love to help this committee!

Thanks,
Blair Bonifield

Sent from my iPhone

Dr. Josey Templeton
273 Palm Street
Mount Pleasant, SC 29464
(843) 810-2502
Josey.Templeton@Citadel.edu

January 6, 2015

Mrs. Portia Stoney
Assistant to the CCSD Board of Trustees
Charleston County School District
75 Calhoun Street
Charleston, SC 29401

Mrs. Stoney,

Based on your invitation for community representatives to apply for the **District's Health Advisory Committee**, I am submitting my credentials for your review. I would like to be considered for service as the community representative to the committee. My educational background in the health and related areas field, along with my professional experience in teaching and my history of community and professional service make me an excellent candidate for this position.

As you will see from the enclosed resume; I have more than forty years of experience in the areas of health, public school involvement, and volunteer service. My brief resume of only relevant experience shows that I have been consistently rewarded for work with increased opportunities and awards. These opportunities were a direct result of my expertise in health related areas, my commitment to personal and professional excellence, and my willingness to work to achieve goals.

If you have questions, or if I need to provide additional information or references, please contact me at (843) 953-7952 during the day or (843) 810-2502 in the evenings. I look forward to the possible opportunity to serve the Charleston community as a part of this committee.

Sincerely,



Josey Templeton, Ed.D.
Attachment

**Brief Resume Relevant to a "Community" Representative on the
CCSD Health Advisory Committee**

Josephine (Josey) Hough Templeton

CURRENT EMPLOYMENT

1989-Present Professor, Department of Health, Exercise, and Sport Science, The Citadel

EDUCATION

Post-Doctoral Courses—University of Charleston and The Citadel (included drugs and substance abuse course)

Ed.D. **The University of Alabama**, Adapted Physical Education and Human Development—1989

Ed.S. **Mississippi State University**, Secondary Education and second teaching certification in Biology and General Science—1975

M.S. **University of Tennessee**, Health Education and Physical Education—1970

B.A. **Mississippi University for Women**, Physical Education and Psychology—1969

Addressing Requirements for the Position:

Interest in Children's Health Issues—Prior to attending college and completing requirements for teacher certification, I taught aquatics for safety and health to children through my local YMCA. Relevant work experiences after my first teaching certification (1969) are listed below:

Starkville, MS, Public Schools—3 years in MS; 3 years substituted in ES while teaching part-time at MSU

Wood Junior College, MS—2 years part-time teaching health and physical education

MS University for Women—1 year (for someone on sabbatical) teaching health and physical education

MS State University—12 years (3 part-time & 9 as an instructor) teaching teacher preparation courses in health & physical education and supervising student teaching interns (completed Ed.D. work the last 6 of those years)

The Citadel—25 ½ years (began in fall 1989) teaching courses in general health, fitness, first aid, aquatics skills & safety, health & physical education curriculum, and numerous teacher preparation courses which included methods and materials for teaching health education at the undergrad and graduate level, as well as supervising students doing field experiences and student teaching internship in CCSD schools

Uphold the Comprehensive Health Education Act

I am very familiar with the CHEA and the resulting 2 editions of the *SC Health and Safety Curriculum Standards*.

- In 1990 I was selected by Charleston County Schools to teach implementation of the new State Health Curriculum to teachers based on the (CHEA); I have taught several other health curriculum courses to teachers in SC school districts to provide knowledge to help them better teach the content areas listed in the CHEA and *SC Health and Safety Curriculum Guidelines*.
- In the health methods courses I currently teach, the *National Health Education Standards* and the *SC Health and Safety Curriculum Standards* are utilized to help teacher candidates learn how to teach children the health knowledge and skills to have a safe and healthy life. The skills that are taught to help children implement the knowledge they are provided include analyzing influences they encounter, accessing additional information they need, communicating to others to reduce risks they may face, decision-making and goal-setting skills to enhance health, how to practice healthy behaviors to avoid or reduce risks, and how to advocate for personal, family, and community health.
- I have taken teacher candidates from my methods courses to teach health lessons and assist with health programs in several CCSD schools.
- In addition, I have attended a workshop sponsored by CDC on the Health Education Curriculum Assessment Tool (HECAT)

Attend Meetings and Approved Trainings

Volunteer Service Experiences involving meetings (received Honor Awards for Service from 2 states, the district, and my national professional organizations)

Starkville, MS, American Red Cross Board of Directors

Mississippi State Youth Soccer Organization secretary

MAHPERD (the MS state professional organization)—several offices including president

Lowcountry American Red Cross Board of Directors secretary—received 30-year ARC service pin

SCAHPERD (the SC state professional organization)—several offices including president

SC Coalition for Promoting Physical Activity Board of Directors—co-chair

SDE Task Force on Physical Activity and Nutrition (2 years)

SC Governor Governor's Council on Physical Fitness (5 years as chair)—received 10-year service award

SDAAHPERD (13 state district professional organization)—several offices including health vp & president

SHAPE America/formerly AAHPERD (national professional organization)—numerous committees (chair of 2) and national board of directors 4 years

AAHE (national health education organization)—2 committees

Workshops & Trainings—(only health specific indicated) attended and conducted* (complete list can be provided; sessions lasted from 2 hours to 4-day workshops; does not include any 1-2 hour sessions/presentations); the majority of the conducted events were for teachers

Local level—8 (1 US DOE grant sponsored; 1 CDC grant sponsored) and 5 of these*

State level—17 (1 SDE grant sponsored; 2 US DOE grant sponsored; 1 CDC grant sponsored) and 7 of these*

District/Regional level—3 (1 US DOE grant sponsored)

National Level—9 (1 US DOE grant sponsored); also, national grant reviewer for HeadStart BodyStart grant program

through the Association for Physical Activity and Recreation and then served as a facilitator for implementation of grant for a SC program that received a grant—3 year project

Current Relevant Memberships

Society for Health and Physical Educators (SHAPE America/formerly AAHPERD)—life membership

American School Health Association—life membership

SC Alliance for Health, Physical Education, Recreation, and Dance (SCAHPERD)—since 1989

This brief resume does not include any health-related publications nor any related services, such as reviewing health textbooks, and presentations for which compensation was provided. These can be provided if required.

Camille C. Klein, RN,CCRN,CCP

1807 Cherokee Rose Circle

Mount Pleasant, SC 29466

January 7, 2015

Attn: Mrs. Portia Stoney

Re: CCSD Health Advisory Committee

Category: Parent

To Whom It May Concern,

I am interested in serving on the CCSD Health Advisory Committee. I moved to Mount Pleasant in July 2014, from Anderson, SC, where I served as Board Chair for the Eat Smart, Move More , Schools Division. I have spent most of my life in the medical/nursing field and am nationally boarded in disease management and health and wellness.

Having 2 children of my own (one currently at Cario Middle) , I understand the struggles parents have to try and keep their children healthy. I am also passionate about fighting childhood obesity in the schools as well as in the community, and as such , would like to be considered as a candidate to serve on the CCSD Health Advisory Committee. I may be reached at 1-864-367-0347 for further questions.

Sincerely,

Camille Klein

CURRICULUM VITA

Camille C. Klein, RN, CCRN, CCP

CAREER GOALS: To provide the public with timely, concise healthcare information and education in a manner that is useful to the demographic.

My experience includes:

- **Establishing Pro-Patient, LLC- Providing disease management, health and wellness research, education and communication**
- **Clinical Management of an Emergency Dept, Coronary Care Unit and Trauma Center**
- **Medical research and interviewing national physician experts for medical - legal cases**
- **Board Chairman - Eat Smart Move More S.C - Child Wellness -School Division**

E-Mail: cklein@propatientadvocate.com

PHONE: 864-933-2173

ADDRESS: 1807 Cherokee Rose Circle
Mount Pleasant, SC 29466

RN LICENSURES: South Carolina (multi-state –NC, SC & GA), Massachusetts

I. EDUCATION

- **Newton-Wellesley in Association with Tufts Medical University Boston, MA (RN)**
- **St. Joseph's College, Wyndham, ME: BS Business and Healthcare Admin.**

II. NATIONAL CERTIFICATIONS

- **CCP- Disease Management/Population Management /Health and Wellness**
- **CCRN-Critical Care Registered Nurse-alumni**

III. PROFESSIONAL EXPERIENCE- July 2008-present

Pro-Patient, LLC -established as an independent patient advocacy and disease management firm providing the general population, corporations, schools with :

- **Disease management - telephonic and onsite**
- **health, wellness and lifestyle management**
- **health communication, research, education and teaching**

1999-2008	<p><u>Legal Nurse Consultant</u>- performing medical research, written summarization of medical facts and interviewing national physician experts in their respected fields.</p> <p>Parham, Smith and Dodson Greenville, SC</p> <ul style="list-style-type: none"> Reviewed client's medical records to assess deviations from the standard of care Performed medical research and summarization of facts Interviewed nationally acclaimed physician experts, with preparation for deposition and trial Performed medical expense and cost analysis Performed initial analysis of claim for indications of merit Prepared attorneys, experts and witnesses for depositions and trial Traveled with attorneys to assist in depositions and trial Maintained a diverse caseload of up to 50 -100 active clients at any one time
2005 –2006	<p>South Carolina Dept of Education and Anderson School District Five</p> <ul style="list-style-type: none"> Instituted a new Statewide 4 level Basic EMT program in the high schools, which allowed the student to sit for the national certifying exam Wrote and developed as part of a team, the statewide curriculum and standards for the program, which was implemented at the start of the 2006/2007 school year. Voted <u>Student's Choice Teacher of the Year</u> by the National Technical Honor Society
1999-present	<p>Independent Healthcare/Medical Consultant - worked with individuals and groups to achieve their optimum health and wellness.</p>
1990-1994	<p>Anderson Area Medical Center - <u>Emergency Department Nurse Manager and Trauma Coordinator/Cardiac QA project</u> Anderson, SC</p>

- 24 hour managerial responsibilities for the emergency dept - 45,000 patients per year; 50 staff members; \$1.5 million annual budget
 - Successfully obtained DHEC State approval for Trauma Center designation
 - Subsequently, was responsible for all aspects of Trauma Center activities including - case management of patients, research program, marketing of Trauma Center, QA etc.
 - Maintain JCAHO standards as well as participate in JCAHO review and inspection process
- Performed QA studies for CAD

1986-1990	Anderson Area Medical Center - Anderson, SC	<u>Staff Nurse</u> ICU, CCU, ER, Neuro ICU, Imaging/Radiology, Cath Lab recovery
1987-1988	Genentech Inc San Francisco, CA	<u>Nurse Educator and Sales</u>
1984-1986	Anderson Area Medical Center Anderson, SC	<u>Nurse Manager CCU</u> <ul style="list-style-type: none"> • 24 hour managerial responsibilities for 14 bed unit, 30 staff members • Instituted education and updated procedures for Swan -Ganz insertion, arterial line placement and pacemaker insertion. • Maintained JACHO standards • Instituted safety standards for the transportation of patients out of the unit
1980-1984	Maui Memorial Hospital Maui, HI	<u>RN Staff</u> <ul style="list-style-type: none"> • Staff nurse in the ICU and CCU • Wrote policy and procedures for new monitoring system implemented when the new unit was

American Association of Critical Care Nurses
American Society of Law Medicine and Ethics

V COMMUNITY ACTIVITIES

10 years served on the Board of Directors for the American Heart Association

Fundraising: **Anderson Area Medical Center**
 Life Abilities/Easter Seals
 American Heart Association
 American Cancer Society
 Anderson Interfaith Ministries

VI PUBLICATIONS

“Intravenous Streptokinase and Acute Myocardial Infarction” Journal of the Carolina Medical Association (Feb 1986) and Southern Medical Journal (1987). I was responsible for gathering and tabulating the data incorporated into the study. Acknowledgement at the end of the article.

“Emergency Care“ 2006 Edition - Jones and Bartlett Publishing. Guest editor for the chapters on CPR .

January 8, 2014

To: The Charleston County School District Board of Trustees

Subject: Letter of Interest to Serve on the District's Health Advisory Committee

I would be honored to serve as the parent representative on the District's Health Advisory Committee. First of all, I am a parent of three children: one at Wando High School, one at Carlo Middle School, and one soon-to-be at Laurel Hill Primary School. I have a vested interest in all three levels of education and am reminded daily of the unique character and complexities of each stage of growth. My experience as a Substitute School Nurse in elementary, middle, and high schools gave me a deep appreciation of the need for health care and education in schools, and also how challenging that can be when competing for student time and resources with other academic and mandated requirements.

As a Public Health Nurse, my passion has always been to empower people to make the right decisions and live a healthy life. Schools play a crucial role in promoting the safety and health of young people, pre-kindergarten through high school, and in establishing lifelong healthy behaviors. I am keenly interested in ensuring that all students throughout the district are taught the tools they need to be successful. Health concerns greatly impact academic and social success. For example, handwashing greatly affects student and teacher health, the ability to learn, and absenteeism. Also, factors such as hunger, physical/emotional abuse, and chronic illness lead to poor school performance. These unfortunately very real issues need to be addressed to ensure school success. Furthermore, health risk behaviors such as early sexual initiation, violence, unhealthy eating, and physical inactivity are linked to poor grades, test scores, and lower academic achievement. Any tool or education that can be introduced and reinforced at school to reduce these risks will lead not only to individual but also to school improvement.

Throughout my career as an Army Nurse I have served on numerous multidisciplinary teams. I relish the collaborative nature and learning opportunities that blossom in these forums as the team works toward the goal and accomplishes the given task. Serving in a health capacity for the District will use my talents, experiences, and passion for a most worthy cause.

Finding and implementing health initiatives can be challenging, and I applaud the Board of Trustees for creating this multidisciplinary Committee. Thank you for considering my application to serve on the District's Health Advisory Committee.

Very Respectfully,


Rebecca S. Rabb

Rebecca S. Rabb

2293 Beckenham Drive, Mount Pleasant, SC 29466
(843) 284-8245 (Home) (210) 748-8757 (Cell)
rabbri@earthlink.net

Objective: To serve on the Charleston County School District's Health Advisory Committee as a parent representative.

Summary of Qualifications

- Registered Nurse with over 24 years experience in a variety of settings, including Medical-Surgical, Emergency Room, Acute Care, Public and Community Health, Health Promotion, Education, School Nursing, and Faith Community Nursing
- Registered Nurse License- South Carolina, expires April 30, 2016
- Certified as a Public/Community Health Nurse by the American Nurses Credentialing Center, expired February 2013
- Certified as a Health Promotion Director by the Cooper Institute for Aerobics Research, May 1999
- Awarded the Instructor skill identifier by the Army Medical Department, 2004
- Experienced in organizing, staffing, and working in large-scale community immunization campaigns; multiple vaccines for school-aged children and the influenza vaccine for all ages
- Experienced in Staff and Executive-level positions in both Public Health and Hospital environments
- Most recent experience is in School Nursing and Faith Community Nursing

Civilian Education

Faith Community Nursing Coordinator, November 2013
Shenandoah University, Winchester, Virginia

Foundations of Faith Community Nursing, May 2013
Shenandoah University, Winchester, Virginia

MS, Counseling and Development, September 2000
Long Island University School of Education, Long Island, New York

BSN, May 1989
University of Pennsylvania, Philadelphia, Pennsylvania

Work Experience

Substitute School Nurse
Winchester Public Schools and Frederick County Public Schools
Winchester, Virginia
September 2013- May 2014

- Provided professional nursing care in elementary, middle, and high schools
- Administered regularly prescribed and rescue medications
- Provided health education to students, teachers, and parents
- Administered first aid and referred for higher level care as needed

Rebecca S. Rabb

- Integral in initiating the Army's first Pregnancy and Post-partum Physical Fitness program for pregnant Soldiers. Led three-times-a-week pregnancy-safe aerobic exercise. Scheduled and taught or invited subject matter expert guest speakers for the weekly educational portion, covering topics such as nutrition, stress management, newborn care, financial management and legal considerations.
- Assisted in planning the Darnall Nursing Inservice Day and presented the class, "Wellness Matters," explaining the crucial role of wellness in overall health and well-being.

Rebecca S. Rabb

Head Nurse, Acute Care Clinic
Baumholder Health Clinic, Baumholder, Germany
December 1992- February 1996

- Clinical Head Nurse of an outlying, 8-bed, Level IV acute care clinic that averaged 800 visits each month in a military community of 13,000 United States Army beneficiaries in rural Germany.
- Represented Clinic Commander at various community and family support forums, providing outreach and health education.
- Taught American Red Cross Healthy Pregnancy, Healthy Baby classes.
- Taught multi-disciplinary Tobacco Cessation classes using clinic best practices.

Staff Nurse, Soto Cano Air Base
Joint Task Force Bravo, Honduras
November 1991- May 1992

- Charge Nurse for an 11-bed multi-service, multi-age ward in an austere environment.
- Officer-in-Charge of the weekly stasis ulcer clinic; traveled to a local Honduran health clinic to debride and then re-dress venous stasis ulcers on approximately 25 indigent civilians.
- Presented inservice to hospital staff: Venous Stasis Ulcers and Vein Ligation and Stripping.

Staff Nurse, Adult Surgical Ward and Emergency Room
Evans Army Community Hospital, Fort Carson, Colorado
September 1989- December 1992 (this time includes a six-month deployment to Honduras, above)

- Staff Nurse in a 14-bed Emergency Medical System supporting a 195-bed hospital that averaged 4500 patient visits each month and 8 admissions each day.
- Clinical Staff Nurse on a 34-bed adult surgical ward with an average daily census of 26.

Nursing Assistant
Magee Rehabilitation, Philadelphia, Pennsylvania
Employed summer of 1987

- Provided personal care and assistance with activities of daily living to patients with a broad range of spinal cord injuries and brain injuries.
- Worked under the supervision of a Registered Nurse.
- Acquired skills and knowledge in the specialty of rehabilitation nursing; gained immense respect for the patients who were striving to overcome tragic events and for the staff devoted to their success.

Nursing Assistant, Skilled Nursing Wing
Landis Homes Retirement Community, Lititz, Pennsylvania
Employed during high school and college, 1984- 1988

- Provided personal care to geriatric population, including feeding, bathing, toileting.
- Worked under the supervision of a Registered Nurse.
- Gained great appreciation for geriatric population and their specific needs as well as for the dedicated staff who cared for them.

Friends of Faith Community Nursing

Rebecca S. Rabb

Volunteer Service

Faith Community Nurse

Grace Evangelical Lutheran Church, Winchester, Virginia

June 2013- May 2014

- Visited hospitalized and home-bound congregants to provide emotional and spiritual support.
- Provided health education for all congregants via bulletin boards and posters.
- Ensured Sunday School classrooms were equipped with first-response emergency supplies.

Parent Volunteer

Orchard View Elementary School, Winchester, Virginia

October 2012- November 2013

- Assisted the school's Reading Specialist in preparing a new literacy program and supplies for student use.
- Organized Reading Specialist's new books and implemented a sign-out system for book accountability.
- Assisted the School Librarian in reshelving books, assisting students during the Book Fair, and completing special assigned projects.

English as a Second Language (ESL) Childcare

Grace Evangelical Lutheran Church, Winchester, Virginia

September 2012- November 2013

- Provided childcare and activities for children up to five years old whose parents are enrolled in ESL classes.
- Advised on health and safety issues based on previous experiences working with childcare facilities.
- Recruited and scheduled church volunteers to staff the twice-weekly childcare.
- Coordinated with church staff on facility use and other resources; provided input into much-needed renovation of the space, including new furniture and better use of space, completed summer of 2013.

2015 HAC Committee Applications

	Date Rec'd	Position	Name	Notes
1.	11/21/14	Student	Ms. Blair Bonifield	Wando Student
2.	12/23/14	Community	Mr. Mansle Raines, Jr.	Works in the medical field
3.	1/5/15	Parent	Ms. Sonya Berle	Business Owner
4.	1/5/15	Community	Ms. Bonnie Friedman	Fitness Instructor
5.	1/7/15	Parent/ Community	Ms. Camile Klein	Works in nursing/medical field
6.	1/7/15	Community	Ms. Amiee Lassar	Communities in Schools employee
7.	1/7/15	Parent/ Community	Ms. Angie Rylands	SC State Director of Lifeline Children's Services of SC
8.	1/8/15	Community	Angelica M. Colwell, Esq.	Attorney
9.	1/9/15	Parent/ Community	Ms. Rebecca S. Rabb	RN
10	1/9/15	Parent/ Community	Sarah S. Johnson	Co-leader of Community Voice for Education
11.	1/9/15	Community	Dr. Josey Templeton	Professor at The Citadel

**FACILITIES MAINTENANCE & ASSET MANAGEMENT
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Michael Bobby
DATE: January 26, 2015
SUBJECT: Naming Sweetgrass Campus Perimeter Road

RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees approve naming the Sweetgrass Campus Perimeter Road "Bulrush Basket Lane".

The material is submitted for: ☒ Action ☐ Information
☒ Open ☐ Executive

Respectfully submitted:

Mr. Michael Bobby Acting Superintendent of Schools	Signature
Dr. Lisa Herring Deputy Superintendent for Academics	Signature
Mr. Jeff Borowy Deputy for Capital Programs	Signature
Mr. Ronald Kramps Executive Director of FM&AM	Ronald Kramps

Committee Recommendation(s):

Audit and Finance Committee recommendation:

<hr/>	
Mr. Todd Garrett, Chair Audit & Finance Committee	Signature

Personnel and Policy Committee recommendation:

<hr/>	
TBD, Chair Policy and Personnel Committee	Signature

Strategic Education Committee recommendation:

<hr/>	
Rev. Chris Collins, Chair Strategic Education Committee	Signature

FACILITIES MAINTENANCE & ASSET MANAGEMENT
January 20, 2015

SUBJECT: Naming Sweetgrass Campus Perimeter Road

BACKGROUND: In order for the Town of Mt. Pleasant to establish physical addresses for the new Jennie Moore Elementary and Laing Middle facilities, the perimeter road must be named. A committee was selected and discussed several possibilities at two separate meetings.

DISCUSSION: This recommended name has been considered and endorsed by a committee convened in accordance with CCSD internal procedure. We have concurrence from the District 2 Constituent Board and CCSD staff members and have followed Board Policy FF "Naming Facilities" and the associated internal procedure in developing this name recommendation. The Policy and Personnel Committee met on Wednesday, January 14, 2015 and agreed to submit the recommendation to the CCSD Board of Trustees.

RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees approve naming the Sweetgrass Campus Perimeter Road "Bulrush Basket Lane".

FUNDING SOURCE/COST: NA

FUTURE FISCAL IMPACT: NA

DATA SOURCES: Ronald Kramps, Executive Director of Facilities Maintenance and Asset Management

PREPARED BY: Ronald Kramps, Executive Director of Facilities Maintenance and Asset Management

REVIEWED BY LEGAL SERVICES Yes

REVIEWED BY PROCUREMENT SERVICES NA

ATTACHMENTS NA

75 Calhoun Street
Charleston, SC 29401

Office of the Superintendent
BOARD AGENDA ITEM
For Strategic Education Committee
January 20, 2015

TO: Board of Trustees

FROM: Michael L. Bobby

DATE: January 26, 2015

SUBJECT: MURRAY LASAINE STRATEGIC USE PLAN

RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees approve utilization of the Murray LaSaine Elementary School site as it is designed to be completed following the renovation to support the Montessori Program through upper elementary and traditional programming kindergarten through 5th grade. See attached floor plan illustrating the same. (This plan is intended to remain in place until and unless at some time in the future new opportunities exist with respect to facilities and location of programs.)

OR

It is hereby recommended that the CCSD Board of Trustees retain the previously approved action (attached) to convert Murray LaSaine to a full Montessori School through Middle School using a phase-out plan to reduce non-Montessori program one grade per year beginning with Kindergarten in 2015-16.

The material is submitted for:

☒ Action

☐ Information

☒ Open

☐ Executive

Respectfully submitted:

Michael L. Bobby
Acting Superintendent of Schools

Dr. Lisa Herring
Deputy Superintendent for Academics

Jeffrey Borowy,
Deputy for Capital Programs

Todd Garrett, Chair
Audit & Finance Committee

Chris Collins, Chair
Strategic Education Committee

Office of the Superintendent
January 26, 2015

SUBJECT:

Murray LaSaine Strategic Use Plan

BACKGROUND:

As the development of Murray LaSaine as a Montessori offering in District 3 evolved (James Island), a significant amount of dialogue ensued regarding the way that the school would operate going forward. Discussions involve the school being a full Montessori elementary school, the school being a Montessori with a traditional program that would phase out over time ultimately leading to a full Montessori and a third structure which included running in parallel the Montessori program with a traditional track. As of the date of the public meeting held at Fort Johnson Middle School on July 30, 2014, a verbal commitment was made to consider a go-forward plan that would enable both the Montessori and traditional programming track to be housed in the Murray LaSaine Elementary School building. As a result of that commitment, staff has worked diligently to review enrollment projections, renovation plans and long-term plans with respect to elementary offerings on James Island. (Note: Elementary offerings include early education which means early head start, head start and CD-4 programs).

The structure going forward based upon the manner in which the building will function following the renovations to be completed August 2015, can support parallel programming of Montessori and traditional. As can be seen on the attached floor plan, core classes will be held in the main building. The annex will be used for those offerings such as unified arts where students will travel from their regular classroom setting to the annex (music, art and/or other supplemental staff).

Ramifications Going Forward

First, it is important to note that under either a dual program system or a phase-out to full Montessori, that no voluntary transfers should be approved. Only children living in the Murray LaSaine attendance zone would have direct access to the program(s) at Murray LaSaine. Montessori seats would be available to students outside of the attendance area only after all Murray LaSaine zoned students were accommodated.

Second, under the phase-out plan, attendance zones would need to be crafted to provide a home elementary school for any parent who did not want Montessori programming and where the child's grade level did not exist in the non Montessori program.

Third, Headstart and Child Development classes currently at Murray LaSaine will need to be located at a site other than Murray LaSaine for the 2015-16 school year and beyond.

If the commitment, spoken to in "Background" (above) is approved, the Montessori Program will not be able to grow to support the middle school portion of the program.

The evolution of Montessori would be limited by space constraints. In order to provide for a middle school, additional facilities would need to be placed on site and/or an alternative site determined.

In addition, the existing four classrooms of Headstart cannot be accommodated on this site either. For the 2015-16 school year, the anticipation is that the Headstart classrooms will remain at the swing campus (old Stiles Point) (yet to be determined). This will require a waiver and support from the federal regulators with respect to the Headstart Program. The reason for this waiver is that the location of student population is not in a close enough proximity to the old Stiles Point campus to meet compliance with federal regulations.

The board action that is currently in place (November 26th - see attached) has the school converting to a full Montessori offering through middle school. The conversion would be accomplished by phasing out one grade per year of non-Montessori classes beginning with kindergarten, in this case starting in the 2015-16 school year.

Finally, the Child Development classes for Murray LaSaine would need to stay with the first location of Headstart.

Future Consideration

In the master plan for capital improvements on James Island, there are future considerations that will come into play with respect to early education and middle school Montessori. The sequence of events is initiated when a merger of the two middle schools is successfully planned and executed. The outcome of this merger could result in the availability of James Island Middle School which would then provide additional decision making opportunities with respect to early education and Montessori. However, at the present time, this is contingent upon the next capital building program for new structures as well as the engagement work that would ultimately lead to a merger modeled after the successful transition in West Ashley recently enacted for the 2014-15 school year.

RECOMMENDATION:

It is hereby recommended that the Charleston County School District Board of Trustees approve utilization of the Murray LaSaine Elementary School site as it is designed to be completed following the renovation to support the Montessori Program through upper elementary and traditional programming kindergarten through 5th grade. See attached floor plan illustrating the same. (This plan is intended to remain in place until and unless at some time in the future new opportunities exist with respect to facilitates and location of programs.)

FUNDING SOURCE/COST:

The current Capital Program Sales Tax for renovation and capital improvements of the main building. The 2016-2022 sales tax program for improvements needed in the Annex. General Operating Fund and special revenue funds to support the operation of the building as indicated in the accepted recommendation.

FUTURE FISCAL IMPACT:

As programming expands, the cost of operations will expand as well. Ultimately, if Montessori expands to middle school and/or the traditional program grows, there will be a need for expansion of operating support. In addition, capital and/or Fixed Cost of Ownership funds may well be needed to support the growth of Montessori middle school and to house early education offerings.

DATA SOURCES:

Michael Bobby, Acting Superintendent of Schools
Jeffrey Borowy, Deputy for Capital Programs

PREPARED BY:

Michael Bobby, Acting Superintendent of Schools

REVIEWED BY LEGAL SERVICES

N/A

REVIEWED BY PROCUREMENT SERVICES

N/A

TO: Board of Trustees

FROM: Ruth Taylor, Asst. Associate Supt., Montessori Project Lead

DATE: November 26, 2012

SUBJECT: Murray LaSaine Progression Towards Montessori

RECOMMENDATION:

Pilot five Montessori classrooms at Murray LaSaine in the Fall 2013. Move Murray LaSaine to the James Island Elementary campus in Summer 2014 while Murray LaSaine is being renovated to Montessori specifications. Return to the newly renovated Murray LaSaine Montessori School in Fall 2015

The material is submitted for:

☒ Action ☐ Information
☒ Open ☐ Executive

Respectfully submitted:

Nancy J. McGinley, Ed.D
Superintendent of Schools

Michael L. Bobby
Chief Financial and Operations Officer

William Lewis
Chief Operating Officer, Capital Programs

Cindy Bohn Coats
Chair, Audit & Finance Committee

☐ Item voted on and recommended
for Board approval by the
A&F Committee on _____

Elizabeth Moffly
Chair, Policy Committee

☐ Item voted on and recommended
for Board approval by the
Policy Committee on _____

Montessori Projects

November 26, 2012

TOPIC: Murray LaSaine Elementary Progression Towards Montessori Partial Magnet

BACKGROUND:

Time Line

February 1 Present NPT process to staff
February 13 Brief Constituent Board. Invite participation on NPT.
February 15 Form NPT. Sent surveys to all James Island Elementary Schools.
February 27 Return surveys.
March 8 Review surveys and discuss options.
March 11/12 School visits by staff and team.
March 22 Debrief school visits - Montessori presentation.
April 26 Montessori Parent Information Meeting.
May 1 Montessori Parent Information Meeting.
May 12/13 Additional Montessori visits made available to parents.
May 30 NPT final meeting and vote = Montessori option affirmed by all members.
Fall 2012 Principal asks staff vote about Montessori/teachers interested in training.
October 2 Family Night- Open House – Liaison speaks to families about Montessori.
October 9 Murray LaSaine Constituent Community Meeting - Dr. McGinley present.
October 11 PTA- follow-up from Murray LaSaine Constituent Community Meeting
October 30 District Montessori Training meeting held at Murray LaSaine.
November 8 Riverland Terrace Parents meeting with Principal at James Island Baptist Church.
November 9 Surveys out to parents and neighborhoods – do you want Montessori for your child?
November 26 Present to new countywide board Montessori Pilot Project.
December 1 Enrollment application sent home to families who choose Montessori.

DISCUSSION:

RECOMMENDATION:

- Open Montessori as a school choice in Fall 2013 at the present Murray LaSaine site with five Pilot Montessori classrooms.
- Move Murray LaSaine to James Island Elementary School in Summer 2014 so that the school can be renovated to Montessori specifications. Return to the newly renovated Murray LaSaine Montessori School in Fall of 2015.

FUNDING SOURCE/COST:

For 2013/14 there will be no additional costs because Montessori teacher education training has funded. Furnishings will be transferred from Montessori Community School of Charleston (because they will get new furnishings with their new construction).

FUTURE FISCAL IMPACT:

In preparation for the 2015 return and expansion, we will need to train additional staff as well as secure additional furniture. We estimate the cost to be approximately \$50,000.

DATA SOURCES:

PREPARED BY: Ruth Taylor, Asst. Associate Superintendent & Montessori Project Lead
LaDene Conroy, Montessori Liaison for Expansion, Support and Development

REVIEWED BY LEGAL SERVICES

REVIEWED BY PROCUREMENT SERVICES

11.2: Murray LaSaine Montessori Pilot Program Proposal – Mrs. Ruth Taylor – Assistant Associate Superintendent, Mrs. LaDane Conroy, Montessori Liaison for Development, Support and Expansion, and Mr. James Reinhart - Principal
Mr. Fraser moved, seconded by Mr. Garrett, approval of the Murray LaSaine Montessori Pilot Program Proposal. The cost is \$50,000.00 Capital/GOF to train staff and purchase additional

furniture. The motion was approved 5-2 (Collins and Ducker opposed).

Mrs. Ruth Taylor, Mr. James Reinhardt and Mrs. LaDene Conroy presented information on the Montessori Pilot program.

Why School Choice

- Improve student achievement and educational equity.
- Increase parent support and involvement in schools.
- Decrease racial isolation.
- Provide alternative types of learning environments that may better match children's needs.
- Encourage the creativity of educators.
- Spur schools to match the needs of today's families through expanded services and extended hours.

Rev. Collins asked about the Nov. 9th meeting and for a copy of the survey sent to parents and the results. Mrs. Conroy said there were two surveys—school survey and the community survey. Mr. Reinhardt said students took the survey home in a blue folder they take home daily. It went home with a cover letter and a ParentLink call was made to parents to remind them to complete surveys. Then Rev. Collins asked for capacity information. Mr. Reinhardt said he didn't have current information. However, enrollment has been up to 400 at one point. Rev. Collins asked about attendance of parents at school meetings. Mrs. Taylor said attendance was not good at the February meeting. However, staff are confident and feel they had done due diligence in reaching families in the community. Rev. Collins asked if parents supported a dual program. Dr. McGinley said no child would be displaced from the school. However, the traditional program would be phased out. For many years, staff received requests for another option on James Island.

Mr. Fraser said the board previously spoke about a Montessori Program for each zone. There is a demand for Montessori Programs across the district. He knew folks that relocated from James Island because of demand for better schools. Dr. McGinley shared the zone map to show Montessori Programs in the other three zones.

Mr. Ducker said he didn't object the program. However, he was concerned about students that opt to stay in the traditional program. Mrs. Taylor said James Island ES is less than a mile away.

Mr. Barter said in 2020 what would be the option for those who require a traditional school. Mrs. Taylor said it would be readily available with transportation for those who don't require the Montessori program.

Mr. Miller asked if it was fair to displace parents who wanted a traditional program. Dr. McGinley said no child would be displaced. All students attending Murray LaSaine will be permitted to stay there. Murray LaSaine has always had fewer than 200 students. Mr. Reinhardt said the enrollment is 197 with CD students.

Mr. Ascue asked about the socio-economic make up of students zoned for the school. Mr. Reinhardt said he had 87% on free and reduced lunch. Mrs. Conroy said preference would be given to students zoned for Murray LaSaine ES first.

Mr. Ascue expressed concerns about the turnover of students at M. LaSaine. Mrs. Conroy said parents, like Rev. Collins' wife, have been instrumental in spreading the word to other parents about the Montessori program. Mr. Ascue asked about cost to have both programs

at M. LaSaine. Dr. McGinley said when the results were presented in September, the results were sent to all James Island parents. A second survey was sent to Murray LaSaine parents. Of the 101 parents that responded, 69 supported the Montessori Program. Mr. Reinhardt said a meeting was held in October for parents of students currently attending the school.

Mr. Lewis said if staff did not find a way to increase enrollment, staff would have to bring a recommendation to close the school. The district could not continue to serve the small number of students at the current cost. He said it's the last hope to get enrollment up. Dr. McGinley said the current board has not given a directive to close schools yet.

Rev. Collins said the scare approach should not be used. He asked about the performance of the school. Mrs. Taylor said Average. Rev. Collins suggested the board consider a Math and Science program along with Montessori program. Then he said staff should evaluate the Montessori program at the school before considering a program expansion. Mrs. Taylor said history has shown that Montessori is the choice of the people.

Rev. Collins moved, seconded by Mr. Ascue, to allow a Montessori pilot program for two years. After that time, bring the status forward for the board to review. The vote failed 5-2 (Ascue and Collins supported the motion).

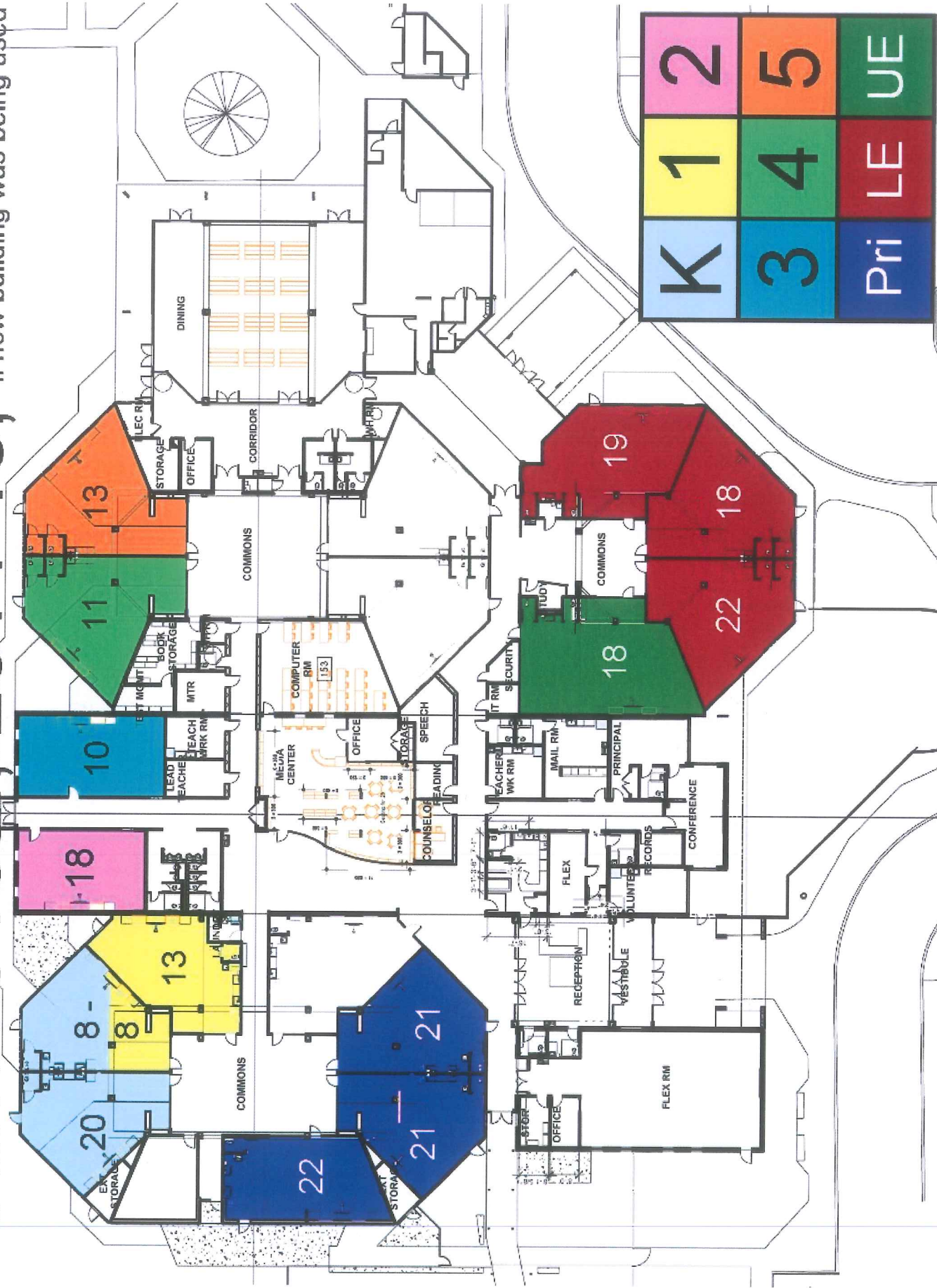
Mr. Fraser said the district was not depriving students of a traditional program. If the Montessori program is not approved, it would deprive some students that desire a choice program. If the program doesn't work, he is sure the district would bring a recommendation to do something else.

Mrs. Coats said the motion for the two year trial program would impact the construction program. She asked on impact Rev. Collins' motion would have on remodeling the school. Mr. Padron, the Director of Choice Schools, said Montessori program allowed an inquiry based approach which is a great opportunity for kids. Mr. Lewis added that a Montessori class is at least 1,000 square foot and doesn't work in the 800 sq ft classroom. Murray LaSaine now has pods and two classrooms would have to be combined for a Montessori classroom. If the school is converted back to a traditional classroom, it could be costly. Having a clear plan for renovations is important for technology and air conditioning.

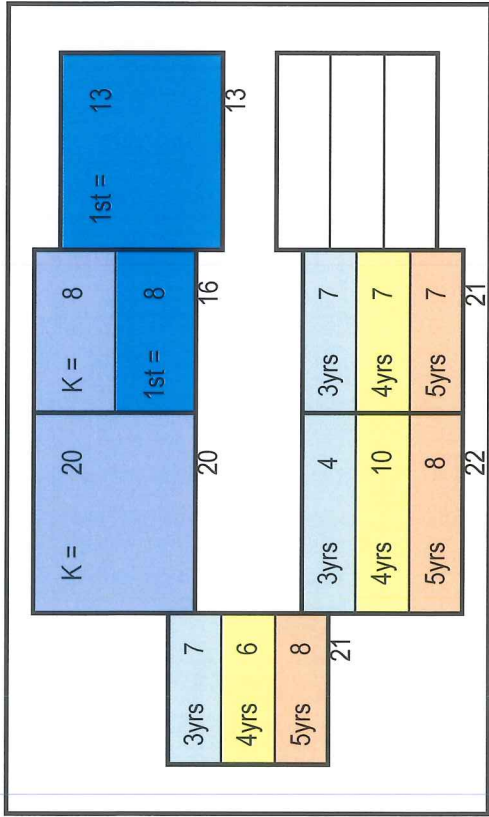
Mr. Barter said no one was challenging the efficacy of the Montessori program and the demand exceeds the supply. He asked if a Montessori program could be effective in a Title I neighborhood. Mrs. Conroy said research shows that testing rates were high in all areas.

Current Year, 2014-15,

if new building was being used



Current Year Enrollment If in new Bldg

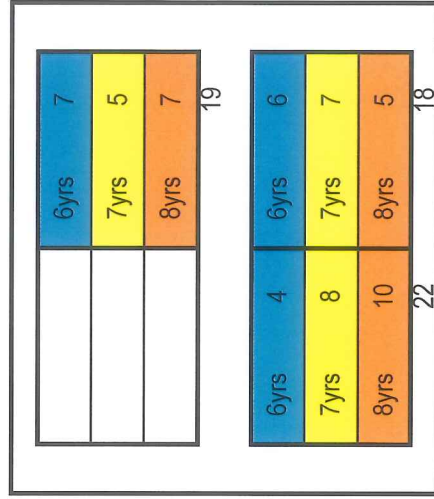
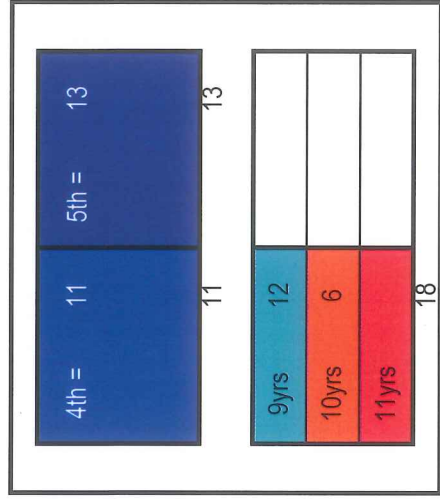


$$\begin{array}{r} K = 28 \\ 1 = 21 \\ 2 = 8 \\ 3 = 10 \\ 4 = 11 \\ 5 = 13 \\ \hline 91 \end{array}$$

Pri	3	=	18		64
Pri	4	=	23		
Pri	5	=	23		
LE	6	=	17		59
LE	7	=	20		
LE	8	=	22		
UE	9	=	12		18
UE	10	=	6		
UE	11	=	0		
				141	

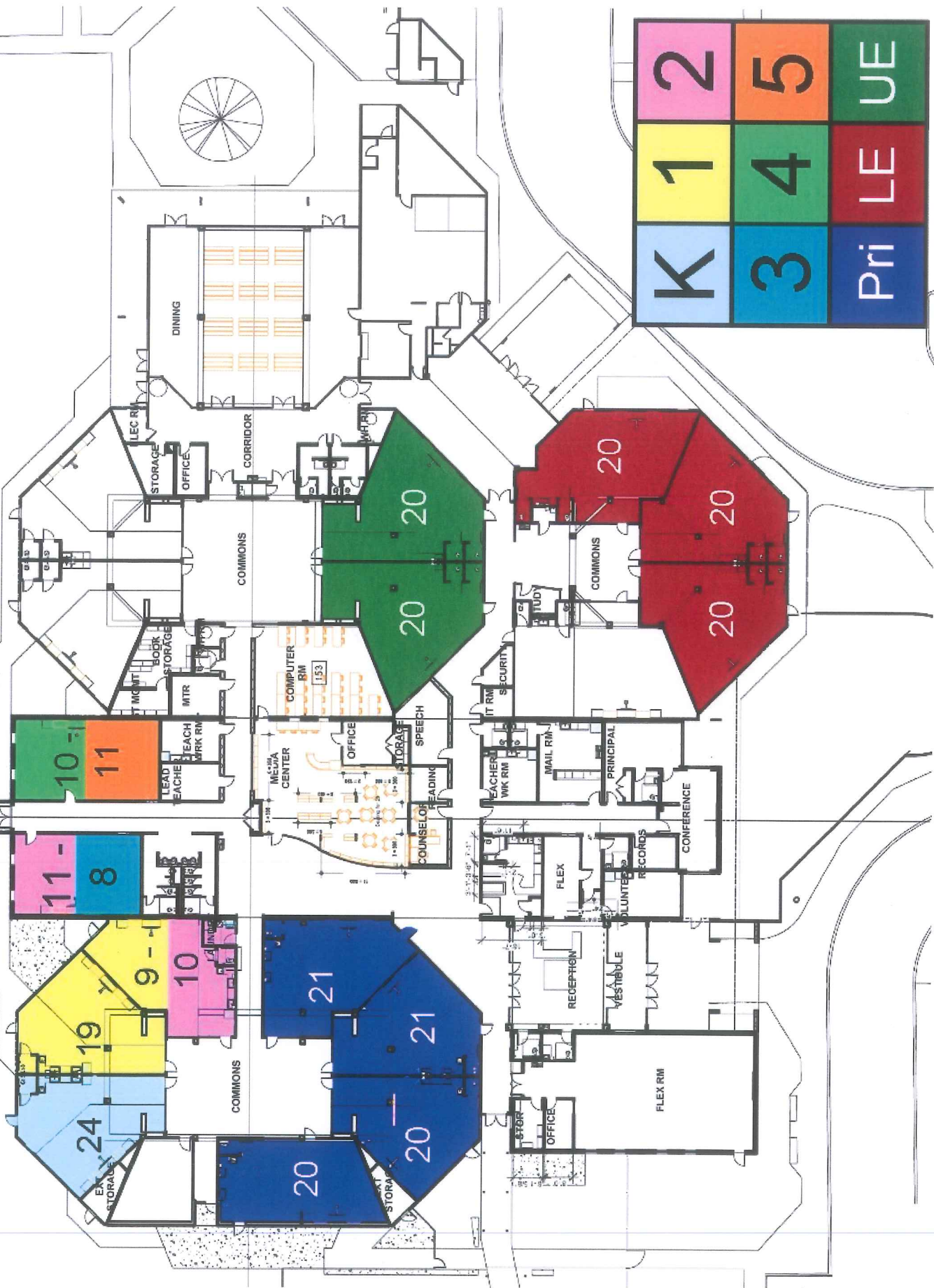
232

Upper Elem Pod



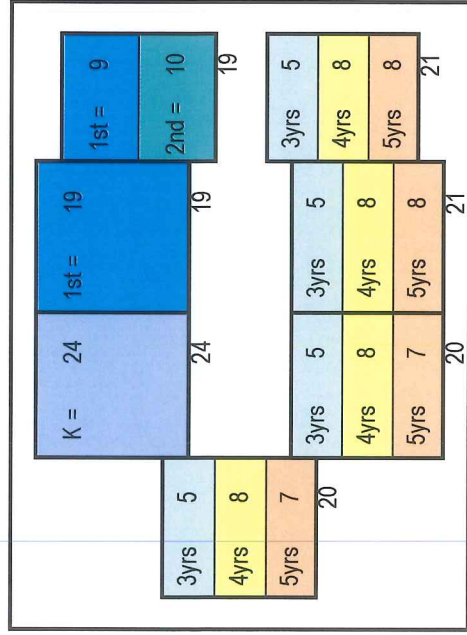
Lower Elem Pod

Primary Pod 2014-15

[illegible]

K	3	Pri
1	4	LE
2	5	UE

1st year in new Bldg



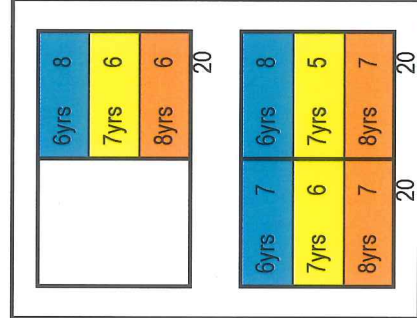
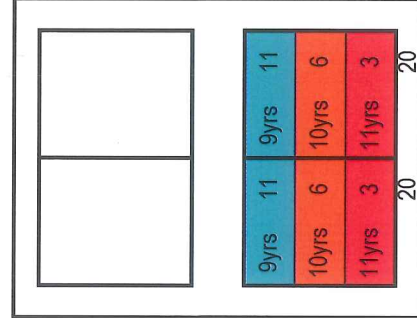
K = 24
 1 = 28
 2 = 21
 3 = 8
 4 = 10
 5 = 11
 102

Pri 3 = 20
 Pri 4 = 32
 Pri 5 = 30
 LE 6 = 23
 LE 7 = 17
 LE 8 = 20
 UE 9 = 22
 UE 10 = 12
 UE 11 = 6
 182

284

Primary Pod 2015-16

Upper Elem Pod



1 Option

Lower Elem Pod

Year 1 2016-17

Building Holds 284 of Capacity 396
 Montessori 182 Non-Montessori 102

Maximum non-Montessori number for cohort is 24 per grade (except for 1st which received 28 from prior year), using 5 rooms

Maximum Montessori number for cohort remain is 28 per level using 9 rooms; 4 Primary and 3 for Lower and 2 for Upper Elementary

Non-Montessori class sizes create combination classes at 1-2 and 4-5.

Montessori levels are 82 students in Primary, Lower Elem is at 60 - Upper Elem at 40

New Montessori 3 year olds limited to 28 per year

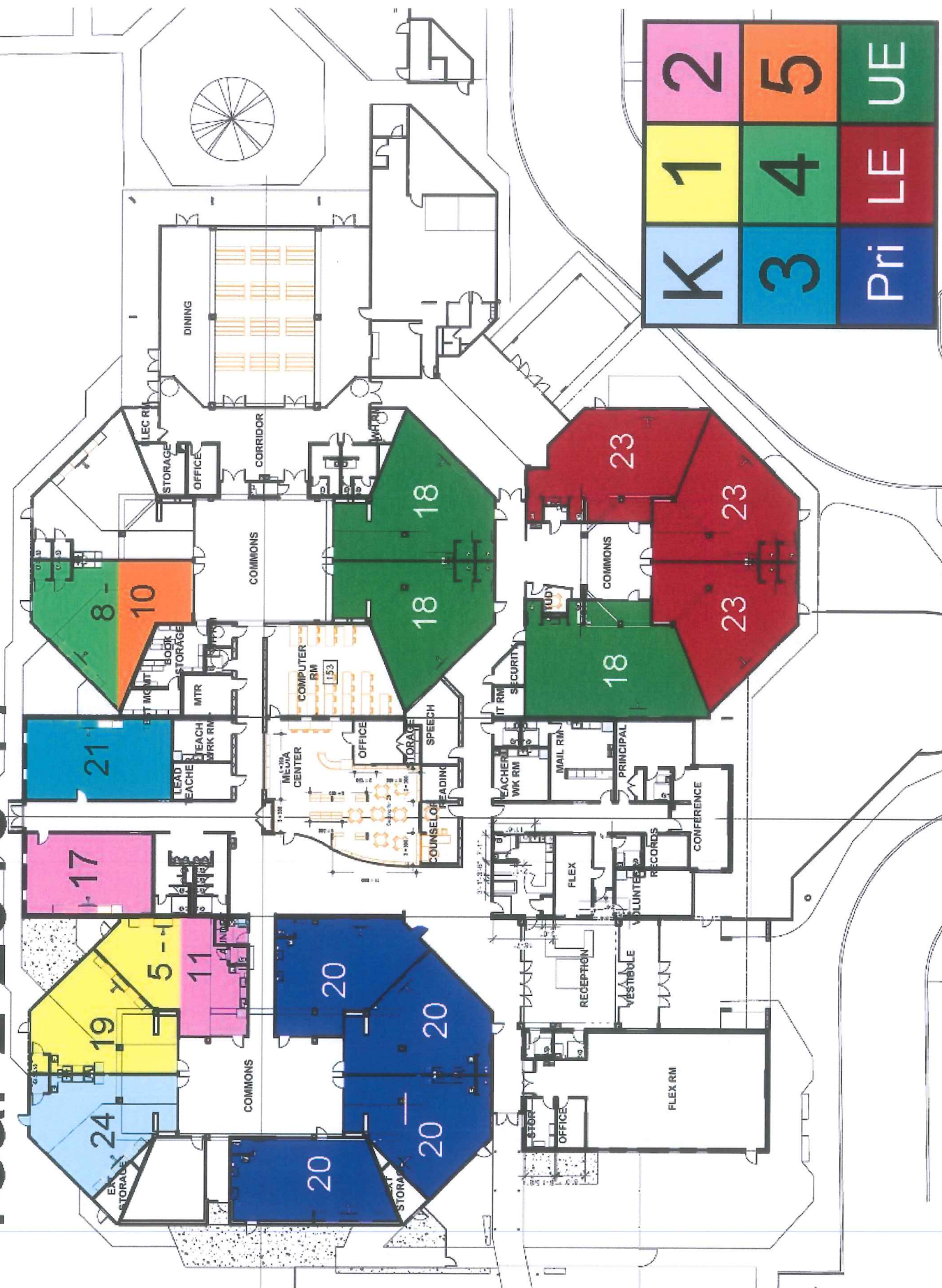
Montessori Primary classes are capped at 21 using 4 classrooms allowing for no more than 28 at any age

Montessori Lower and Upper Elementary classes are capped at 28 allowing for no more than 28 at any age using 3 classrooms at each level

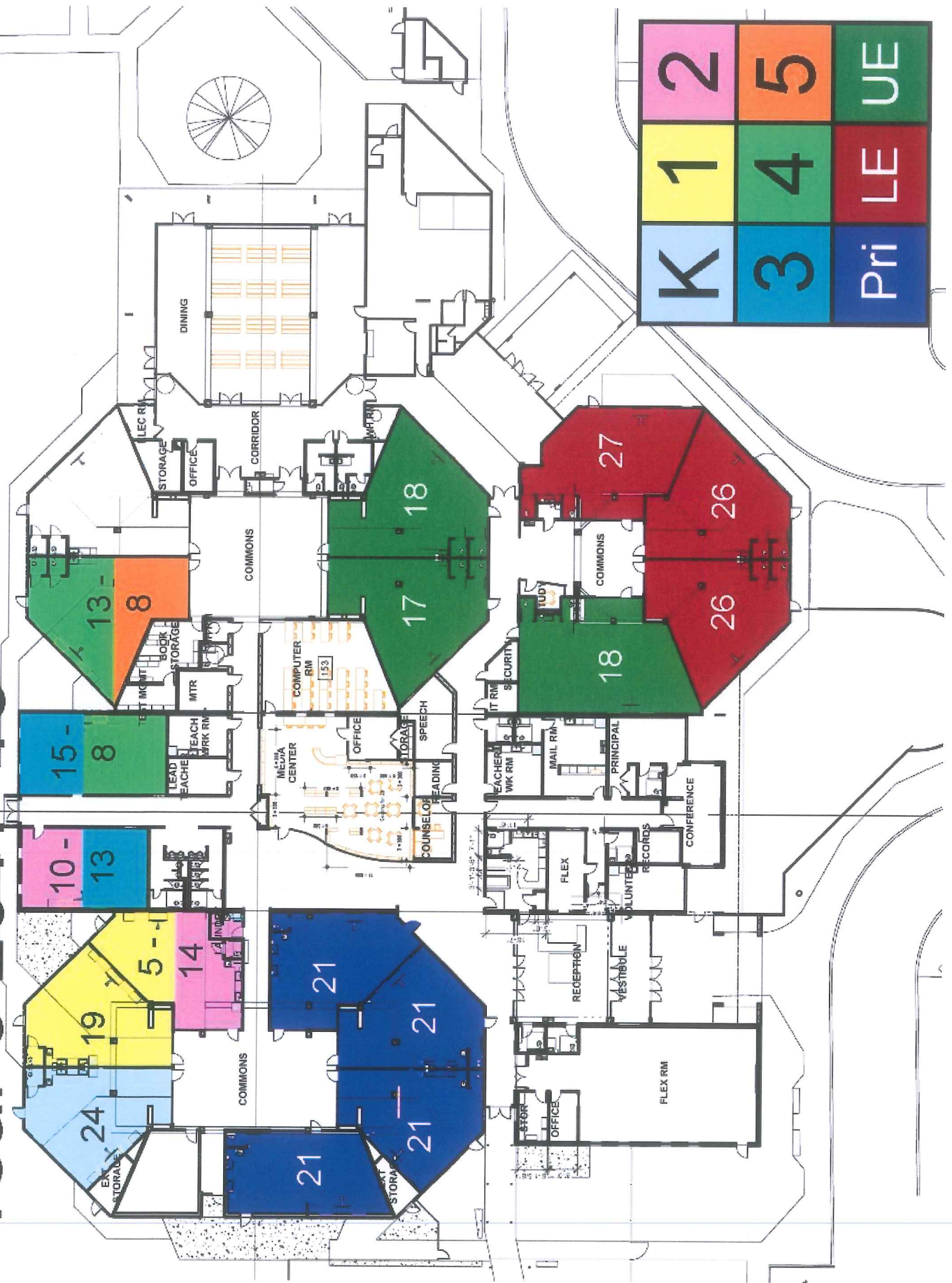
Non-Montessori Model assumes no more than 24 Kindergarten students enroll each year

Non-Montessori Model assumes no more than maximum 19 1st Graders per class making a combination of 1st and 2nd Grades necessary, if 24 prior year Kindergarten students move up to 1st Grade. No additional students are enrolled beyond maximum of 24 at any grade level

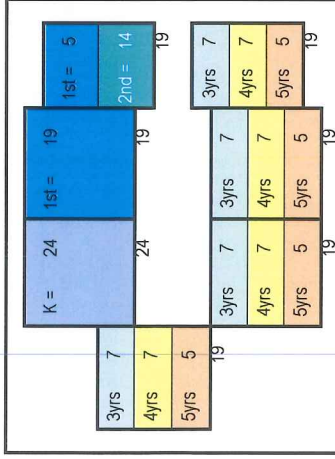
Year 2 2016-17



Year 3 2017-18



3rd year in new Bldg

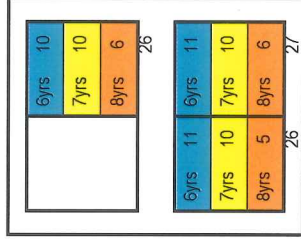
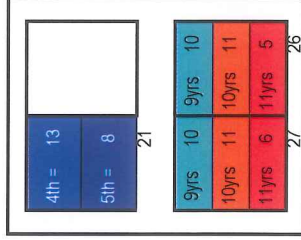


K = 24	Pri 3 = 28	76
1 = 24	Pri 4 = 28	
2 = 24	Pri 5 = 20	
3 = 28	LE 6 = 32	
4 = 21	LE 7 = 30	85
5 = 8	LE 8 = 23	
	UE 9 = 17	
	UE 10 = 20	59
	UE 11 = 22	
		220

349

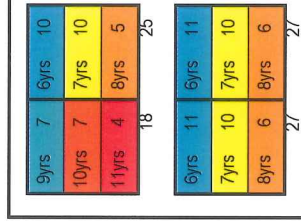
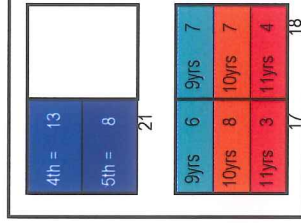
Primary Pod 2017-18

Upper Elem Pod

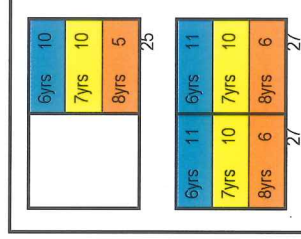
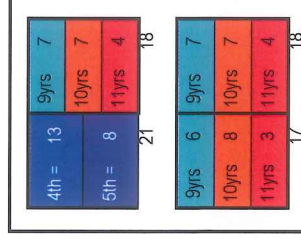


Option 1

Lower Elem Pod



Option 2



Option 3

Year 3 2018-19

Building Holds 349 of Capacity 396
Montessori 220 Non-Montessori 129

Maximum non-Montessori number for cohort is 24 per grade (except for 3rd which received 28 from prior year), using 6 rooms

Maximum Montessori number for cohort remain is 28 per level using 10 rooms, 4 Primary and 3 for Lower and Upper Elementary

Non-Montessori class sizes create a combination class at 1-2, 2-3, 3-4 and 4-5. 6 rooms are now needed.

Montessori levels are 76 students in Primary, Lower Elem is at 85 - Upper Elem at 59 may be too many for 2 rooms, if third class is created, one Upper Elem could be split between two pods or remain with other 2 until Non-Montessori reaches need for the room

New Montessori 3 year olds limited to 28 per year

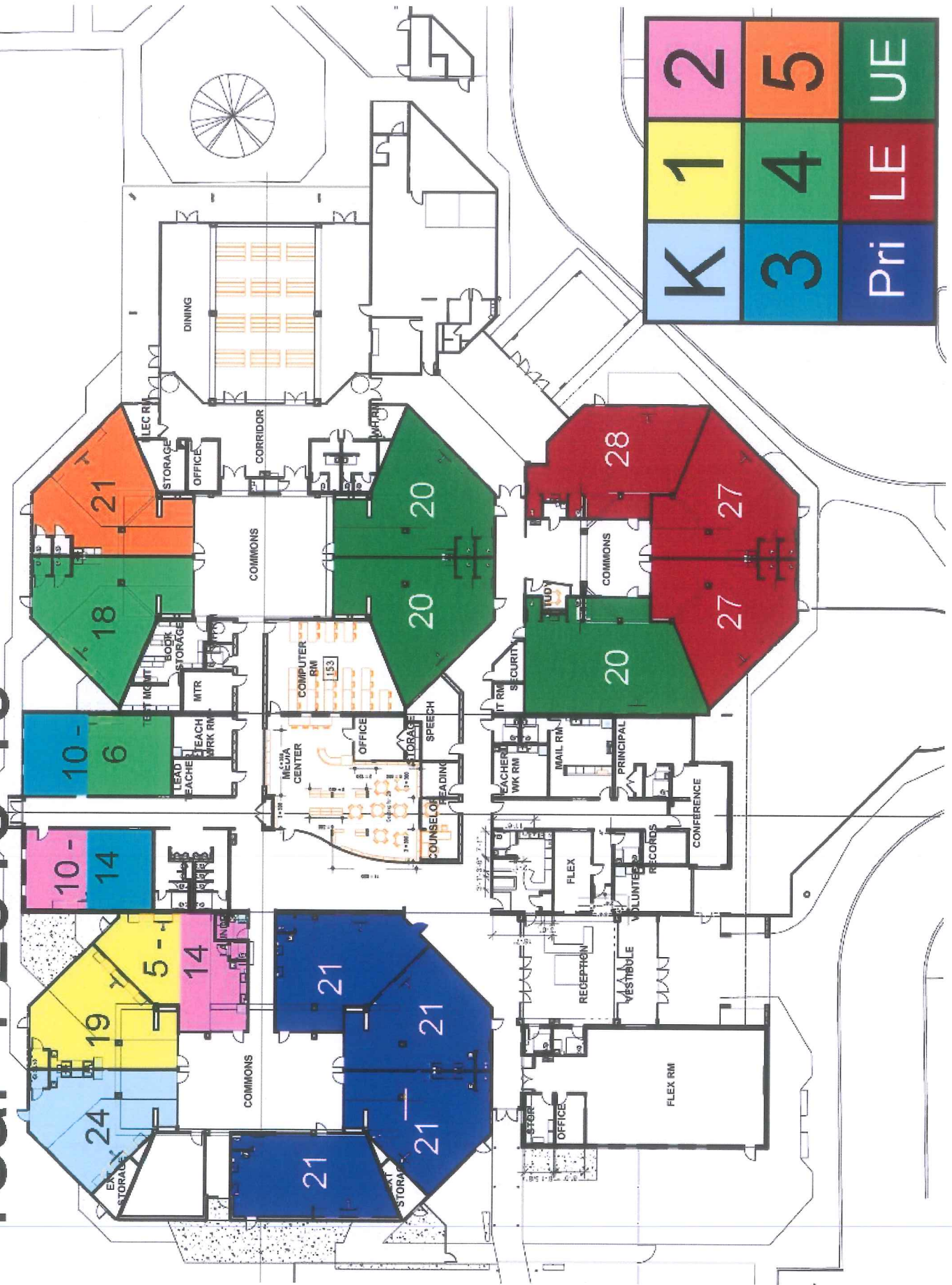
Montessori Primary classes are capped at 21 using 4 classrooms allowing for no more than 28 at any age

Montessori Lower and Upper Elementary classes are capped at 28 allowing for no more than 28 at any age using 3 classrooms at each level

Non-Montessori Model assumes no more than 24 Kindergarten Students enroll each year

Non-Montessori Model assumes no more than maximum 19 1st Graders per class making a combination of 1st and 2nd Grades necessary, if 24 prior year Kindergarten students move up to 1st Grade. No additional students are enrolled at any grade level

Year 4 2018-19



4th Year in new Bldg

<table><tr><td>3yrs</td><td>7</td></tr><tr><td>4yrs</td><td>7</td></tr><tr><td>5yrs</td><td>7</td></tr></table>		3yrs	7	4yrs	7	5yrs	7	<table><tr><td>K =</td><td>24</td><td>1st =</td><td>19</td><td>1st =</td><td>5</td></tr><tr><td></td><td></td><td></td><td></td><td>2nd =</td><td>14</td></tr></table>	K =	24	1st =	19	1st =	5					2nd =	14			
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21		24		19																			
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3yrs	7	3yrs	7	3yrs	7																		
4yrs	7	4yrs	7	4yrs	7																		
5yrs	7	5yrs	7	5yrs	7																		

K	=	24
1	=	24
2	=	24
3	=	24
4	=	28
5	=	21
		145

Pri	3	=	28	84
Pri	4	=	28	
Pri	5	=	28	
LE	6	=	20	82
LE	7	=	32	
LE	8	=	30	
UE	9	=	23	
UE	10	=	17	60
UE	11	=	20	
		226		

371

Upper Elem Pod

4th = 18		5th = 21		21	
18					
9yrs		7		9yrs 8	
10yrs		6		10yrs 6	
11yrs		7		11yrs 6	
20		20		20	
9yrs		8		6yrs 7	
10yrs		5		7yrs 10	
11yrs		7		8yrs 10	
20		27		27	
6yrs		6		6yrs 7	
7yrs		11		7yrs 11	
8yrs		10		8yrs 10	
27		28		28	

1 Option

Lower Elem Pod

Year 4 2018-19

Building Holds 371 of Capacity 396
 Montessori 226 Non-Montessori 145

Maximum non-Montessori number for cohort is 24 per grade (except for 4th which received 28 from prior year), using all 7 rooms

Maximum Montessori number for cohort remain is 28 per level using all 10 rooms; 4 Primary and 3 for Lower and Upper Elementary

Non-Montessori class sizes create a combination class at 1-2, 2, 3 and 3-4.

Montessori levels at maximum 84 students in Primary-Lower Elem is at 82 - Upper Elem at 60 is too many for 2 rooms, third class is created, Upper Elem must be split between two pods

New Montessori 3 year olds limited to 28 per year

Montessori Primary classes are capped at 21 using 4 classrooms allowing for no more than 28 at any age

Montessori Lower and Upper Elementary classes are capped at 28 allowing for no more than 28 at any age using 3 classrooms at each level

Non-Montessori Model assumes no more than 24 Kindergarten Students enroll each year

Non-Montessori Model assumes no more than maximum 19 1st Graders per class making a combination of 1st and 2nd Grades necessary, if 24 prior year Kindergarten students move up to 1st Grade. No additional students are enrolled at any grade level

Primary Pod 2018-19

Building as an All Non-Montessori



