

**CCSD BOARD OF TRUSTEES**  
**AGENDA**  
April 27, 2015  
75 Calhoun St., Charleston, SC 29401  
**Academics**

<b>I. EXECUTIVE SESSION</b>			
<b>4:30 p.m.</b>			
	<b>1.1:</b>	<b>Legal Update – Mr. John Emerson</b> <i>-Pending Litigation</i> <i>The Board will receive a legal update.</i>	Information/ Action
	<b>1.2:</b>	<b>East Cooper Montessori Charter Renewal – Mr. John Emerson</b> <i>The Board will discuss a recommendation to approve the charter agreement renewal and facilities.</i>	Action
<b>OPEN SESSION</b>			
<b>5:15 p.m.</b>			
<b>II.</b>	<b>CALL TO ORDER, INVOCATION/MOMENT OF SILENCE, &amp; PLEDGE of ALLEGIANCE</b>		
<b>III.</b>	<b>ADOPTION OF AGENDA</b>		
<b>IV.</b>	<b>SPECIAL RECOGNITIONS (15 minutes) – Mrs. Erica Taylor, Executive Director of Strategy &amp; Communications</b>		
		<b>A. Stall HS Volunteer Recognition</b>	
		<b>B. PBIS Recognition</b>	
<b>V.</b>	<b>SUPERINTENDENT'S REPORT – Mr. Michael Bobby, Acting Superintendent of Schools</b>		
<b>VI.</b>	<b>VISITORS, PUBLIC COMMUNICATIONS</b>		
<b>VII.</b>	<b>APPROVAL OF MINUTES/EXECUTIVE SESSION AGENDA ITEMS</b>		
	<b>7.1:</b>	<b>A. Open Session Minutes of April 13, 2015</b> <i>The Board will vote on the open session minutes of April 13, 2015.</i>	Action
		<b>B. Open Session Minutes of April 6, 2015 - Special Called Meeting</b> <i>The Board will vote on the open session minutes of the special called meeting held April 6, 2015.</i>	Action
		<b>C. Open Session Minutes of April 8, 2015 - Special Called Meeting</b> <i>The Board will vote on the open session minutes of the special called meeting held April 8, 2015</i>	Action
	<b>7.2:</b>	<b>Executive Session Action Items of April 27, 2015</b> <i>The Board will consider a recommendation to approve executive session action items of April 27, 2015.</i>	Action
	<b>7.3:</b>	<b>A. Financial Minutes of the April 6, 2015 – Special Called Meeting</b> <i>The Board will consider a recommendation to approve the financial minutes of April 6, 2015.</i>	Action
		<b>B. Financial Minutes of the April 8, 2015 – Special Called Meeting</b> <i>The Board will consider a recommendation to approve the financial minutes of April 8, 2015.</i>	Action
		<b>C. Financial Minutes of the April 13, 2015</b> <i>The Board will consider a recommendation to approve the financial minutes of April 13, 2015.</i>	Action
<b>VIII.</b>	<b>CAE UPDATE</b>		
	<b>8.1:</b>	<b>Academic Updates – Dr. Chuck D'Alfonso</b>	Information
	<b>8.2:</b>	<b>Expanded Learning Update (Kaleidoscope &amp; Community Education) – Mr. Jason Sakran</b>	Information
<b>IX.</b>	<b>MANAGEMENT REPORT(S)</b>		
<b>X.</b>	<b>COMMITTEE REPORT(S)</b>		

	<b>10.1:</b>	<b>Audit &amp; Finance Committee – Mr. Todd Garrett</b> - 2014-15 Accountability Update	
		<b>A. Audit &amp; Finance Committee Update</b> <i>The Committee will provide information and receive input from Board members on the following:</i> -Items that are currently before the committee that have not been brought forward to the Board; -Future topics the committee plans to bring forward; and -What is needed to move the item forward?	Information
	<b>10.2:</b>	<b>Policy &amp; Personnel Committee – Mr. Tripp Wiles</b>	
		<b>A. Policy Committee Update</b> <i>The Committee will provide information and receive input from Board members on the following:</i> -Items that are currently before the committee that have not been brought forward to the Board; -Future topics the committee plans to bring forward; and -What is needed to move the item forward?	Information
		<b>B. Policy JIH – Student Interrogations, Searches and Arrests – 2<sup>nd</sup> Reading</b> <i>The Board will consider a recommendation to approve the second reading of policy JIH.</i>	Action
		<b>C. Policy GCQC – Resignation of Teachers – 1<sup>st</sup> Reading</b> <i>The Board will consider a recommendation to approve the first reading of policy GCQC.</i>	Action
		<b>D. Policy DFAC – Fund Balance – 1<sup>st</sup> Reading</b> <i>The Board will consider a recommendation to approve the first reading of policy DFAC.</i>	Action
	<b>10.3:</b>	<b>Strategic Education Committee – Rev. Chris Collins</b>	
		<b>A. Strategic Education Committee Update</b> <i>The Committee will provide information and receive input from Board members on the following:</i> -Items that are currently before the committee that have not been brought forward to the Board; -Future topics the committee plans to bring forward; and -What is needed to move the item forward?	Information
		<b>B. Textbook Adoption Ms. Solange Brewer</b> <i>The Board will consider a recommendation to approve the Textbook Adoption.</i>	Action
<b>XI.</b>	<b>POTENTIAL CONSENT AGENDA ITEMS</b>		
<b>XII.</b>	<b>NEW BUSINESS</b>		

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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:** April 27, 2015

**SUBJECT:** Policy JIH – Student Searches, Interrogations and Arrests.

**RECOMMENDATION:** Approve second reading of revisions to Policy JIH –  
Student Searches, Interrogations and Arrests.

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 by Board  
Policy and Personnel Committee on 2/11/15





OFFICE OF GENERAL COUNSEL  
April 27, 2015

**SUBJECT:** Policy JIH – Student Searches, Interrogations and Arrests.

**BACKGROUND:** In the fall of 2014, the Office of General Counsel was asked to review CCSD policy on the subject of student questioning, interrogation and searches and to report to the Board whether any changes were in order.

**DISCUSSION:** In the fall of 2014 this office was asked to undertake a review of policy JIH (Student Searches, Interrogations and Arrests) and to research whether it was consistent with the law, policy elsewhere, and best practices. As a first step, we assembled a cross-disciplinary committee of representatives from relevant departments of CCSD, including the senior academic administration, the Office for Student Placement, the Office for Campus Security and Emergency Management. In addition, the research entailed a review of relevant federal and state law. It involved a review of approximately 60 policies from school districts elsewhere in South Carolina. We consulted with both staff and other school lawyers across the state. Using a resource available through the Council Of School Attorneys, a national network, we sought input from school lawyers across the country. In addition, we reviewed various law reviews and other literature on the subject. Finally, we met with the School Improvement Council (SIC) of the Academic Magnet High School to gather input from that school community.

In all respects, we determined that our policy JIH is consistent with the standards applied elsewhere.

One question had been raised as to whether parents had to be notified before a student could be questioned. That is not a practice elsewhere and we found consistent agreement that such a practice would severely hamper the ability of school administration to investigate incidents on a timely basis and to take the necessary steps to insure a safe environment conducive to learning.

Another question was whether a student being questioned possessed the right to have a witness present and to have a witness familiar to the student. The Policy and Personnel Committee is recommending that policy be amended to require school staff, while questioning a student, to make a good faith effort to have a witness present and, ideally, one with whom the student is familiar.

**RECOMMENDATION:** Approve second reading of revisions to Policy JIH – Student Searches, Interrogations and Arrests.



**FUNDING SOURCE/COST:**

NA.

**FUTURE FISCAL IMPACT:**

NA.

**DATA SOURCES:**

Office of General Counsel

**PREPARED BY:**

John F. Emerson

**REVIEWED BY LEGAL SERVICES:**

Yes.

**REVIEWED BY PROCUREMENT SERVICES:**

No.



# STUDENT SEARCHES, INTERROGATIONS AND ARRESTS

Code **J1H** Revised \_\_\_\_\_

Purpose: To establish the basic structure for the following:

- searches of students and/or their property;
- interviews of students; and
- other aspects of investigations

Preface: In order to ensure a safe school environment and one conducive to teaching and learning, school district employees may have to conduct inquiries into matters of varying significance. Ultimately, district and school administrators are responsible for directing investigations.

## **SEARCHES**

This policy recognizes that both state law and the Fourth Amendment to the United States Constitution protect citizens, including students, from unreasonable searches and seizures. The board's express intention for this policy is to enhance security in the schools, prevent students and other persons on school grounds from violating board policies, school rules and state and federal laws, and to ensure that legitimate privacy interests and expectations are respected consistent with the need of the district to maintain a safe environment conducive to education.

### **Individuals**

In accordance with S.C. Code § 59-63-1150, all school administrators shall be trained in the "reasonableness" standard for searches.

In compliance with S.C. Code § 59-63-1160, principals shall post a notice at each entrance to the school and all other access points advising that any person entering the premises of any school will be deemed to have consented to a reasonable search of his/her person and effects.

Only trained school officials may conduct such searches unless exigent circumstances exist that require another staff member to take immediate action for safety reasons. For the purposes of this policy, a school official is any school or district-based administrator or the designee of the school principal or superintendent. A school official must determine that the search is justified at its inception and that the scope and conduct of the search are reasonably related to the circumstances justifying the search. All searches of students and their possessions must be based on reasonable suspicion and take into consideration the age and gender of the student and the nature of the circumstances giving rise to the suspicion.

No school employee shall conduct a strip search.

Searches may involve metal detectors, but no search involving dogs will be conducted upon the person of any student.

### **School lockers and desks**

All lockers and desks are the property of the school district, and are subject to search.

### **Motor vehicles**



## **PAGE 2 - JIH - STUDENT INTERROGATIONS, SEARCHES AND ARRESTS**

The privilege of bringing a student-operated motor vehicle onto school premises is conditioned on consent by the driver to allow a search of that motor vehicle when there is reasonable suspicion for a search of that motor vehicle.

Any contraband items or evidence of a violation of law or of the Student Code of Conduct may be retained by school officials and/or turned over to an appropriate law enforcement agency.

### **QUESTIONING STUDENTS**

#### **Questioning by School Personnel**

District and school administrators and teachers may question students about any matter pertaining to the operation of a school and/or enforcement of its rules. The staff member shall conduct the questioning discreetly and under circumstances which shall avoid unnecessary embarrassment to the person being questioned. The school official shall make a good faith effort to have **present** another employee **with whom the student is familiar** as a witness to the questioning. Any student who answers falsely or evasively or who refuses to answer a proper question may be disciplined.

#### **Questioning by law enforcement**

When law enforcement officers find it necessary to question students during the school day regarding matters not connected to school, the school principal or his/her designee will cooperate with law enforcement and shall request to be present, so long as his/her presence does not impede the investigation. Normal visitor protocol must be followed by law enforcement officials at all times. The principal or his/her designee shall make a reasonable attempt to contact the student's parent/legal guardian and request his/her presence. Should contact not be made, reasonable efforts shall continue to notify the student's parent/legal guardian that law enforcement questioning took place on school grounds. The police shall conduct any questioning in a private area.

### **CONTACTING LAW ENFORCEMENT**

As required by South Carolina Code Section 59-24-60, school administrators shall contact law enforcement authorities immediately upon notice that a person is engaging in, or has engaged in, any activity on school property or at a school sanctioned or sponsored activity which may result, or does in fact result, in injury or serious threat of injury to the person or to another person or his/her property.

### **CUSTODY OR ARREST**

Law enforcement authorities have the right to enter the school to take a student into custody or to make a lawful arrest of a student, provided that they act pursuant to lawful procedure. If a student is arrested or taken into custody at school, school officials shall immediately make a reasonable effort to notify the parent/legal guardian.

Cf. KLG

Adopted 3/13/78; Revised 4/13/87, 11/28/94, 1/23/06

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Legal references:

A. U. S. Supreme Court Cases:

1. New Jersey v. T.L.O., 469 U.S. 325, 105 S. Ct. 733 (1985).

**Charleston County School District**





## **PAGE 3 - JIH - STUDENT INTERROGATIONS, SEARCHES AND ARRESTS**

- B. United States Constitution, Fourth Amendment.
- C. South Carolina Constitution:
  - 1. Article I, Section 10.
- D. S.C. Code Ann., 1976, as amended:
  - 1. Section 59-5-65 - State board to set regulations for minimum standards for student conduct, attendance and scholastic achievement; enforcement.
  - 2. Section 59-24-60 - Requires administrators to contact law enforcement.
  - 3. Section 59-63-1110, et seq. - Search of persons and effects on school property.
  - 4. Section 63-19-810 - Taking a child into custody.
- E. S. C. Acts and Joint Resolutions:
  - 1. 1994 Act #393, p. 4097 - Allows searches.



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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:** April 27, 2015

**SUBJECT:** Policy GCQC – Resignation of Teachers.

**RECOMMENDATION:** Approve first reading of revisions to Policy GCQC –  
Resignation of Teachers.

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 by Board  
Policy and Personnel Committee on 4/08/15



OFFICE OF GENERAL COUNSEL  
April 27, 2015

**SUBJECT:** Policy GCQC – Resignation of Teachers.

**BACKGROUND:** Policy GCQC was revised in March 2013. The revised policy allowed Associate Superintendents to accept and approve resignations from teachers. In addition, in situations where a teacher did not continue to perform his/her duties, the policy required the Superintendent to report the breach of contract to the board and the board would then need to send a formal complaint to the State Board of Education requesting that appropriate action be taken against the employee for failure to comply with contractual obligations.

**DISCUSSION:** The revisions to Policy GCQC were initiated to ensure that resignations from teachers and other certified personnel were reviewed and approved by both the associate superintendent and human resources to provide consistency in releasing teachers from their contractual obligations. In addition, the revised policy allows for the superintendent or his/her designee to report breach of contract to the state board of education directly rather than requiring that this administrative procedure be approved by the CCSD board of education.

**RECOMMENDATION:** Approve first reading of revisions to Policy GCQC – Resignation of Teachers.

**FUNDING SOURCE/COST:**

NA.

**FUTURE FISCAL IMPACT:**

NA.

**DATA SOURCES:**

Office of General Counsel

**PREPARED BY:**

John F. Emerson

**REVIEWED BY LEGAL SERVICES:**

Yes.

**REVIEWED BY PROCUREMENT SERVICES:**

No.



## RESIGNATION OF TEACHERS

Code **GCQC** *Draft/Issued* **3/153/13**

Purpose: To establish the basic structure for the resignation of teachers and other certified instructional staff.

Teachers and other certified instructional staff must submit their notice of resignation in writing to their supervisor ~~associate superintendent for school-based employees or department/division head for central staff employees~~ at least 30 days prior to the effective date of such resignation. The supervisor will forward the resignation to the appropriate associate superintendent and the executive director of HR. Acceptance of the resignation ~~and is subject to the~~ approval of release from the contract is solely the responsibility of the associate superintendent ~~or appropriate department head in conjunction with Human Resources~~ for school-based ~~employees or the superintendent or his/her designee~~ for central staff non-administrative employees.

The district ~~reserves~~ is under no obligation to release a teacher from a contract except as set out below. In cases where such separation shall cause an undue hardship on Charleston County School District if a suitable replacement is not employed prior to the separation date, approval shall be contingent upon finding and employing a suitable replacement.

~~The board will be formally advised of all resignations. When the associate superintendent or department/division head does not accept a resignation and the employee fails to continue to perform his/her contractual duties, the superintendent will report the breach of contract to the board. The board may send a formal complaint to the state board of education requesting that appropriate action be taken against the employee for failure to comply with contractual obligations. If there is conclusive evidence, the state board will take action on a complaint signed by the appropriate administrator; however, there must be documentation that the board voted to send the complaint. Both state law and state board of education regulation provide for suspension or revocation of the professional certificate under such circumstances.~~

### **Contract releases (teachers)**

~~The associate superintendents may not release a teacher from his/her contract after June 1 unless there are circumstances beyond the teacher's control (ex., military/business transfer of spouse, serious illness of family member, etc.) or it is determined there are other conditions.~~

~~The district and the constituent districts reserve the right not to release the teacher in the absence of 0 days written notice if written notice is not given before the date specified above or a suitable replacement has not been found.~~

Until a teacher has been formally released from his/her contract, CCSD ~~Charleston County School District~~ expects the teacher to report for duty on the first day of the school year or to continue to report for duty if the request for release is made mid-year.

The district is under no obligation to release a teacher from a contract with less than 30 days notice except as identified:

- military orders;
- business transfer of spouse;
- serious illness of employee or immediate family member; or
- other extraordinary circumstances beyond the employee's control on a case by case basis.





## PAGE 2 - GCQC - RESIGNATION OF TEACHERS

In cases where the employee requests release from a contract with less than 30 days notice, the release will be granted upon identifying a suitable replacement or 30 days. In the event that the employee fails to continue to report to work until the release is issued, the employee's failure to report to work will be considered a breach of contract.

When the superintendent or designee does not accept a resignation and the employee fails to continue to perform his/her contractual duties, the superintendent or designee will report such breach to the state board of education and request that appropriate action be taken against the employee for failure to comply with contractual obligation. Both state law and state board of education regulation provide for suspension or revocation of the professional certificate under such circumstances.

If a teacher signs a new contract without having been properly released from a previous contract, the new contract is considered to be void.

Employment separation terminates benefits. The separated employee has no right to future employment.

Adopted 5/10/73; Revised 2/17/75, 6/11/84, 5/25/92, 11/22/99, 3/13/00, 2/13/06, 3/25/13

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### Legal references:

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

1. Section 59-25-150 - State Board of Education may revoke/suspend certificate for just cause.
2. Section 59-25-160 - "Just cause" for revocation/suspension of certificate by State Board.
3. Section 59-25-530 - Unprofessional conduct; breach of contract.

#### B. State Board of Education Regulation:

1. R-43-206 - Professional personnel resignation.
2. R-43-58.1 - Reporting of terminations of certain school district employees.



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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:** April 27, 2015  
**SUBJECT:** Policy DFAC – Fund Balance.

**RECOMMENDATION:** Approve first reading of revisions to Policy DFAC – Fund Balance.

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 by Board  
Policy and Personnel Committee on 4/08/15



OFFICE OF GENERAL COUNSEL  
April 27, 2015

**SUBJECT:** Policy DFAC – Fund Balance.

**BACKGROUND:** In September 2005, the CCSD Board created a policy that was designed to reestablish a minimum level of undesignated fund balance of no less than 5% of the total operating budget. Since that time, the undesignated fund balance has grown well past 5% and now rests at approximately 10%, as of the financial audit of fiscal year 2014.

As a result of this successful establishment and growth of the District's fund balance, its financial position has been strengthened overall. In addition, both rating agencies, Standard & Poor's and Moody's, have given the District an increase in our credit rating. These increases place us one step away from the highest credit rating possible.

**DISCUSSION:** The District should seek to maintain our current credit rating and work to obtain the highest potential credit rating available. This statute positions CCSD to be able to save Charleston county tax payers significant funds with respect to interest rates and interest on any general obligation bond-type issuance. It also continues to justify the financial position of the District. To do so will require at least maintenance, if not growth, in our fund balance.

Our external auditing firm, Greene, Finney & Horton, the SC School Board Association and the Government Finance Officers Association have provided bench marks with respect to the size of fund balance for school districts.

Based upon these bench marks and the current position of the District, this recommendation going forward is to increase the minimum undesignated fund balance to no less than 8.3% of the total operating budget. That represents one month of operating cost. (Please note that the bench mark from GFOA is nearly double that amount.)

**RECOMMENDATION:** Approve first reading of revisions to Policy DFAC - Fund Balance.

**FUNDING SOURCE/COST:**  
General operating fund (GOF)

**FUTURE FISCAL IMPACT:**  
Retains and improves financial health of the District. Reduces cost of borrowing. Improves ability of District to react to unknown/unforeseeable conditions.



**DATA SOURCES:**

Michael L. Bobby, Acting Superintendent, CCSD  
Larry Finney, Greene, Finney & Horton  
Government Finance Officers Association

**PREPARED BY:**

Michael L. Bobby

**REVIEWED BY LEGAL SERVICES:**

Yes.

**REVIEWED BY PROCUREMENT SERVICES:**

NA.





## FUND BALANCE

Code **DFAC** Issued **9/05**

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Purpose: To establish the board's vision for the maintenance of an adequate fund balance to improve the financial strength of Charleston County School District and lower the debt service tax burden on the taxpayers of Charleston County. **The undesignated fund balance to be retained shall not be less than 8.3% of the total operating budget.**

### **Business and non-instructional operations**

The operating budget for the district shall be increased by not less than one percent each year to be applied exclusively to the undesignated fund balance until such time as the total undesignated fund balance equals not less than five percent of the total operating budget.

Thereafter, not less than 50 percent of any general fund monies remaining unspent at the end of each fiscal year shall be placed in the undesignated fund balance and shall not be available for expenditure except as provided in this policy.

Any year in which unspent funds total one percent or less of the following year's revenue, all unspent funds shall revert to the undesignated fund balance until such time as the undesignated fund balance equals not less than five percent of budgeted revenue.

No part of the undesignated fund balance may be spent for any purpose without an affirmative vote of a majority of the board at a meeting held in accordance with board policy.

Adopted 7/24/95; Revised 5/12/03, 9/12/08





# Greene Finney & Horton

December 15, 2014

Charleston County School District  
75 Calhoun Street  
Charleston, South Carolina 29401

The Government Finance Officers' Association recommends a minimum unassigned fund balance equal to two months of General Fund operating expenditures (16.7%). Greene, Finney & Horton believes this is a reasonable policy, and we recommend Charleston County School District ("District") work toward reaching that goal as the District is able. As a result, we fully support the move being considered by the District to increase its minimum fund balance policy to one month or 8.3%. We believe there are several benefits to and reasons for the District increasing its minimum fund balance policy, which we shared with the District in our presentation at the December Board meeting; these include:

- Improved cash flow and potential for less reliance on tax anticipation notes
- Potential for better bond ratings and improved interest rates on debt issuances
- Better financial condition for handling emergencies and unanticipated events

In addition, we recommend the District consider including in its fund balance policy a plan for replenishing the unassigned fund balance in the instance that it falls below the established minimum.

Sincerely,

---

Greene, Finney & Horton, LLP  
Certified Public Accountants





## Determining the Appropriate Level of Unrestricted Fund Balance in the General Fund

Type: Best Practice

Approved by GFOA's Executive Board: October 2009

**Background:** Accountants employ the term *fund balance* to describe the net assets of governmental funds calculated in accordance with generally accepted accounting principles (GAAP). Budget professionals commonly use this same term to describe the net assets of governmental funds calculated on a government's budgetary basis.<sup>1</sup> In both cases, fund balance is intended to serve as a measure of the financial resources available in a governmental fund.

Accountants distinguish up to five separate categories of fund balance, based on the extent to which the government is bound to honor constraints on the specific purposes for which amounts can be spent: *nonspendable fund balance*, *restricted fund balance*, *committed fund balance*, *assigned fund balance*, and *unassigned fund balance*.<sup>2</sup> The total of the last three categories, which include only resources without a constraint on spending or for which the constraint on spending is imposed by the government itself, is termed *unrestricted fund balance*.

It is essential that governments maintain adequate levels of fund balance to mitigate current and future risks (e.g., revenue shortfalls and unanticipated expenditures) and to ensure stable tax rates. Fund balance levels are a crucial consideration, too, in long-term financial planning.

In most cases, discussions of fund balance will properly focus on a government's general fund. Nonetheless, financial resources available in other funds should also be considered in assessing the adequacy of unrestricted fund balance (i.e., the total of the amounts reported as committed, assigned, and unassigned fund balance) in the general fund.

Credit rating agencies monitor levels of fund balance and unrestricted fund balance in a government's general fund to evaluate a government's continued creditworthiness. Likewise, laws and regulations often govern appropriate levels of fund balance and unrestricted fund balance for state and local governments.

Those interested primarily in a government's creditworthiness or economic condition (e.g., rating agencies) are likely to favor increased levels of fund balance. Opposing pressures often come from unions, taxpayers and citizens groups, which may view high levels of fund balance as "excessive."

### Recommendation:

GFOA recommends that governments establish a formal policy on the level of unrestricted fund balance that should be maintained in the general fund.<sup>3</sup> Such a guideline should be set by the appropriate policy body and should provide both a temporal framework and specific plans for increasing or decreasing the level of unrestricted fund balance, if it is inconsistent with that policy.<sup>4</sup>

The adequacy of unrestricted fund balance in the general fund should be assessed based upon a government's own specific circumstances. Nevertheless, GFOA recommends, at a minimum, that general-purpose governments, regardless of size, maintain unrestricted fund balance in their general fund of no less than two months of regular general fund operating revenues or regular general fund operating expenditures.<sup>5</sup> The choice of revenues or expenditures as a basis of comparison may be dictated by what is more predictable in a government's particular circumstances.<sup>6</sup> Furthermore, a government's particular situation often may require a level of unrestricted fund balance in the general fund significantly in excess of this recommended minimum level. In any case, such measures should be applied within the context of long-term forecasting, thereby avoiding the risk of placing too much emphasis upon the level of unrestricted fund balance in the general fund at any one time.

In establishing a policy governing the level of unrestricted fund balance in the general fund, a government should consider a variety of factors, including:

- The predictability of its revenues and the volatility of its expenditures (i.e., higher levels of unrestricted fund balance may be needed if significant revenue sources are subject to unpredictable fluctuations or if operating expenditures are highly volatile);
- Its perceived exposure to significant one-time outlays (e.g., disasters, immediate capital needs, state budget cuts);
- The potential drain upon general fund resources from other funds as well as the availability of resources in other funds (i.e., deficits in other funds may require that a higher level of unrestricted fund balance be maintained in the general fund, just as, the availability of resources in other funds may reduce the amount of unrestricted fund balance needed in the general fund);<sup>7</sup>
- Liquidity (i.e., a disparity between when financial resources actually become available to make payments and the average maturity of related liabilities may require that a higher level of resources be maintained); and
- Commitments and assignments (i.e., governments may wish to maintain higher levels of unrestricted fund balance to compensate for any portion of unrestricted fund balance already committed or assigned by the government for a specific purpose).

Furthermore, governments may deem it appropriate to exclude from consideration resources that have been committed or assigned to some other purpose and focus on unassigned fund balance rather than on unrestricted fund balance.

Naturally, any policy addressing desirable levels of unrestricted fund balance in the general fund should be in conformity with all applicable legal and regulatory constraints. In this case in particular, it is essential that differences between GAAP fund balance and budgetary fund balance be fully appreciated by all interested parties.

### Committee:

Accounting, Auditing, and Financial Reporting

Governmental Budgeting and Fiscal Policy

### Notes:

<sup>1</sup> For the sake of clarity, this recommended practice uses the terms GAAP fund balance and budgetary fund balance to distinguish these two different uses of the same term.

<sup>2</sup> These categories are set forth in Governmental Accounting Standards Board (GASB) Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, which must be implemented for financial statements for periods ended June 30, 2011 and later.

<sup>3</sup> Sometimes restricted fund balance includes resources available to finance items that typically would require the use of unrestricted fund balance (e.g., a contingency reserve). In that case, such amounts should be included as part of unrestricted fund balance for purposes of analysis.

<sup>4</sup> See Recommended Practice 4.1 of the National Advisory Council on State and Local Budgeting governments on the need to "maintain a prudent level of financial resources to protect against reducing service levels or raising taxes and fees because of temporary revenue shortfalls or unpredicted one-time expenditures" (Recommended Practice 4.1).

<sup>5</sup> In practice, a level of unrestricted fund balance significantly lower than the recommended minimum may be appropriate for states and America's largest governments (e.g., cities, counties, and school districts) because they often are in a better position to predict contingencies (for the same reason that an insurance company can more readily predict the number of accidents for a pool of 500,000 drivers than for a pool of fifty), and because their revenues and expenditures often are more diversified and thus potentially less subject to volatility.

<sup>6</sup> In either case, unusual items that would distort trends (e.g., one-time revenues and expenditures) should be excluded, whereas recurring transfers should be included. Once the decision has been made to compare unrestricted fund balance to either revenues or expenditures, that decision should be followed consistently from period to period.

<sup>7</sup> However, except as discussed in footnote 4, not to a level below the recommended minimum.





Charleston > excellence is our standard  
County SCHOOL DISTRICT

75 Calhoun Street, Charleston, SC 29401

**THE DEPARTMENT OF ACADEMIC AND INSTRUCTIONAL SUPPORT  
BOARD AGENDA ITEM**

**TO:** Board of Trustees  
**FROM:** SOLANGE BREWER, DISTRICT TEXTBOOK COORDINATOR  
**DATE:** APRIL 27, 2015  
**SUBJECT:** SPRING 2015 TEXTBOOK ADOPTION

**RECOMMENDATION:** The Academics and Instructional Support Office recommends that the Board adopt the textbooks specified in the Instructional Material Recommendations attachment.

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

Committee Recommendation(s):

**Audit and Finance Committee recommendation:**

Mr. Todd Garrett, Chair Audit & Finance Committee	Signature
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**Personnel and Policy Committee recommendation:**

Mr. Tripp Wiles, Chair Policy and Personnel Committee	Signature
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**Strategic Education Committee recommendation:**

Rev. Chris Collins, Chair Strategic Education Committee	Signature
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ACADEMIC AND INSTRUCTIONAL SUPPORT  
APRIL 27, 2015

**SUBJECT:**

Board adoption of instructional materials: Textbooks for High School Economics, 6<sup>th</sup> and 7<sup>th</sup> grade Social Studies, Agriculture, and 2<sup>nd</sup> – 5<sup>th</sup> grade Handwriting.

**BACKGROUND:**

In the fall of 2014, the South Carolina Board of Education adopted a recommended list of instructional materials (including textbooks) for the 2015 – 2016 school year. In accordance with policy IJJ-R, CCSD initiated a process to review and recommend materials for use in local schools. Teachers and administrators implemented the review process which is designed to select the most instructionally effective materials for students. Alignment of the curriculum standards is a major element of the review process.

Teacher Review Committees composed of content specific representatives conducted in-depth reviews of the materials and attended the State Caravan and vendor displays, where they had an opportunity to ask questions of the publishers' representatives. The teachers, public, and the community were provided opportunity at each school to further review the materials. Evaluation forms were submitted to the selection committees where they reviewed all forms, tallied the teacher, public, and community votes, and used that data along with committee discussion to select the instructional materials they recommend as best meeting the needs of students and teachers.

Citizens and parents had opportunities to review the instructional materials and to provide comments via the Parent/Citizen evaluation form. The Public Review of proposed instructional materials did not yield any negative feedback and their evaluations were tallied in the final vote.

**DISCUSSION:**

Reaffirmation of the recommended instructional materials will permit the following activities to begin:

- The CCSD Textbook Coordinator will notify all schools of the approved instructional materials.
- The CCSD Textbook Coordinator will notify the S.C. Department of Education of the Charleston County selections to ensure adequate inventory at the State Textbook Depository.
- Principals will pre-order instructional materials from the state textbook depository in May to ensure timely arrival for fall.
- Staff in the Department of Academic and Instructional Support will develop in-service workshops on the appropriate implementation of the new instructional materials.



**RECOMMENDATION:**

Reaffirm the instructional materials recommended for use in Charleston County School District for the Economics, Agriculture, 6<sup>th</sup> and 7<sup>th</sup> grade Social Studies, and Elementary (2-5) Handwriting.

**FUNDING SOURCE/COST:**

South Carolina Department of Education

**FUTURE FISCAL IMPACT:**

None

**DATA SOURCES:**

Textbook Selection Committee, Teacher Review Committees, Curriculum Specialists, SC Department of Education, and evaluation forms from the public, community members, and teachers.

**PREPARED BY:**

Solange Brewer, District Textbook Coordinator

**REVIEWED BY LEGAL SERVICES**

N/A

**REVIEWED BY PROCUREMENT SERVICES**

N/A

**ATTACHMENTS**

1. Instructional Materials Adoption Recommendations

## ACADEMIC AND INSTRUCTIONAL SUPPORT

### INSTRUCTIONAL MATERIALS ADOPTION RECOMMENDATIONS

#### 2<sup>nd</sup> – 5<sup>th</sup> grade Handwriting

##### RECOMMENDATION:

***Handwriting***, Zaner-Bloser

The CCSD Handwriting Textbook Review committee tallied all of the ratings and feedback forms submitted by teachers and (in some cases) a whole-school staff recommendation.

The clear choice for adoption is the ***Zaner-Bloser Handwriting*** textbook and ancillary materials. Reasons given include the following:

- Zaner-Bloser is a reliable, well-known program - and some schools have actually continued using some of the materials from the old text series.
- The Zaner-Bloser textbook includes a device compatible "app" that would allow students to engage in some of the handwriting exercises digitally. Teachers felt as if their students would like using this resource.
- Zaner-Bloser materials are user friendly.

#### Economics

##### CP Level

##### RECOMMENDATION:

***Understanding Economics***, McGraw-Hill

The teacher selection committee agreed by consensus that McGraw-Hill's text, ***Understanding Economics***, would be the best choice to support the high school Economics course for students in the CP track. Although arranged differently, all texts reviewed addressed the Economics standards adequately, but the committee endorsed the McGraw-Hill text because of the extras, such as, additional online resources, distinct economic information, biographies, higher level activities and 21<sup>st</sup> Century Skills. This text proved to be more engaging, interesting, interactive and teacher friendly while providing warm up journals and writing prompts while using the most updated technology available. Additional resources included are games, case studies, puzzles, vocabulary and videos. This text is excellent for students with access to computers or i-Pads. In addition are political cartoons and links to real-world applications.

## Honors Level

### **RECOMMENDATION:**

**Contemporary Economics**, McGraw-Hill

The McGraw-Hill book, *Contemporary Economics*, is well suited for an Honors level classroom. McGraw-Hill has worked to directly match our Economics standards, which are well covered in an interesting format (except for standard 1.3). Textbook resources include "Math in Economics", many charts and graphs, as well as, provides power points for teacher use in each chapter. The online resources are relatively good and the digital textbook also allows the reading level to be adjusted for each student. This textbook has a partnership with Gale Library that CCSD has as part of our digital resources for the district.

## **Social Studies**

### Grade 6 – Early Cultures to 1600

### **RECOMMENDATION:**

***Discovering Our Past: A History of the World***, McGraw-Hill

The teachers on the textbook review and selection committee determined that the McGraw-Hill textbook, *Discovering Our Past: A History of the World*, was the best selection for instruction of the 6<sup>th</sup> grade Social Studies course. In addition to the resources, such as, Document Based Questions, Think Like a Historian activities, argument writing prompts, BBC videos, great interactive maps, a remediation bar, and timelines that show world events and current places of study, there were also several aspects of this book that appealed to the teachers in supporting struggling students, such as,

1. **Reading Essentials** – The entire student book contents are re-written 2 grade levels lower. All the vocabulary remains the same but there are more parenthetical definitions and simpler sentence structure to make reading more accessible. Teachers could actually teach the entire course from the *Reading Essentials* supplement. These support pages are available for every chapter and can be used in instruction or electronically assigned so that students can work independently and submit them to the teacher for comments/grading. A determined quantity of these in print (1:4) are provided with purchase of the print + digital suite bundle.
2. **Guided Reading Activities** – In addition, Guided Reading Activity pages are available and can also be assigned electronically or printed for additional reinforcement.
3. **Approaching Level** – This modified version is the entire student edition, written 2 levels lower for accessibility, which can be assigned to 1 or multiple students. Although this student text looks the same, only the teacher will know that some students are using the *on grade level* version and others, to be determined by



the teacher, can be given the *approaching grade level* student text to increase understanding.

#### Grade 7 – Contemporary Cultures: 1600s to the Present

##### **RECOMMENDATION:**

***Contemporary Cultures: 1600 to Present, South Carolina Edition***, McGraw-Hill

It was apparent to the selection committee that the writers of *Contemporary Cultures: 1600 to Present, South Carolina Edition* followed the S.C. Academic Standards for Social Studies closely as they designed the text. The text was well organized, provided activities for differentiation, addressed all content indicators more than adequately, added interesting biographies, and included great assessments, including Document Based Questions, and remediation activities embedded within the text. The additional teacher resources provide direction for instruction, higher level activities for students that were found to be user friendly and stimulating. This textbook choice also provides a variety of primary and secondary sources, as well as, integrates arts and literature – even though it includes graphic organizers, it is somewhat lacking in graphics and connections to real world. There are a few gaps in content, but this text provides more than the other offerings.

#### **CTE - Agriculture**

##### Introduction to Horticulture

***Introductory Horticulture***, National Geographic Learning, Inc., Cengage Learning

The evaluation team noted this text provided clearly defined terms for student use and reference. The text was designed to meet the differentiated needs of students and scored high on the ease of implementation.

##### Agricultural Science and Technology

***AgriScience***, Pearson Education, Inc., Prentice Hall

Highly correlated to SC standards, strong visuals, and technology support were a few of the positives noted on this textbook.

### Equipment Operation and Maintenance

***Agriculture Mechanics: Fundamentals and Applications***, National Geographic Learning, Inc., Cengage Learning

Comments from the instructor included how this would be a book he would actually enjoy reading. He noted that the text covers many areas and extends beyond the standards.

### Nursery, Greenhouse, and Garden Center Technology

***The Commercial Greenhouse***, National Geographic Learning, Inc., Cengage Learning

The text evaluators noted that this text included strong visuals and provided real world connections.

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***Landscaping Principles and Practices***, National Geographic Learning, Inc., Cengage Learning

The state department only approved one text for adoption in this area.

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Reviewer noted that this text correlated to the standards, has a solid vocabulary program, and provides higher order thinking questions throughout.

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**PREPARED BY:**

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**REVIEWED BY LEGAL SERVICES**

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# 2014-15 Accountability Update

**CCSD Board of Trustees**

**April 27, 2015**

**Charles J. D'Alfonso, Ed. D.**

**Executive Director**

**Leadership, Achievement & Accountability**

**Laura F. Donnelly, Ph. D.**

**Director of Assessment & Evaluation**

# Accountability Systems

- Accountability Systems in place through 2014
  - State: School Report Cards
    - Excellent, Good, Average, Below Average, At Risk
  - Federal: ESEA ratings
    - A, B, C, D, F
- **2014-15**
  - Report card ratings will **NOT** be issued
  - Report cards will show assessment results and school profile information
  - ESEA grades will be the **ONLY** accountability ratings for schools/districts
  - ESEA grades will **NOT** be new
    - ESEA 2013-14 grades will “carry over” to Oct.2015 ESEA (14-15) ratings
    - New A+ rating (totals=98, 99, or 100 points with no substantial achievement gap)

# Accountability Systems

- 2015-16...
  - SDE will have established new guidelines for ESEA calculations, so 2016 ESEA ratings should be new (i.e., based on 2015-16 assessment results)
  - Report card ratings will not be issued, but report cards will be produced
- By fall 2017, SCDE expects there will be a single, integrated accountability system that meets both state and federal requirements.

# Template for 2015 State School and District Report Card

- Education Oversight Committee adopted template for 2015 state report cards in February 2015
- EOC used the Profile of the Graduate to help identify types of information to be reported on the November 2015 report card



# PROFILE OF THE SC GRADUATE: Focus on Building Successful Graduates Through Innovation

## Profile of the South Carolina Graduate



### World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

### World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

### Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills



Approved by SCASA Superintendent's Roundtable  
and SC Chamber of Commerce



NEW CAROLINA



2015 ANNUAL REPORT

## 2014-15 Assessments Update March 2015

Grade(s)/Enrollment	Assessment	Alignment	Notes
3 <sup>rd</sup> - 8 <sup>th</sup>	ACT Aspire English, Rdg, Writing (these 3 comprise ELA score), Math – these 4 are required by SDE	Common Core State Standards in 2014-15 for ELA and Math	Required by ACT 155 for College and Career Readiness Unsure if ACT Aspire will be the 2015-16 assessment—their contract was for one year only
11 <sup>th</sup>	ACT for Grade 11	Newly-adopted state standards in 2015-16 for ELA and Math	Addition of ACT Aspire Science will allow STEM composite scores (Math +Science) as well as study of correlation between PASS Science and ACT Aspire Science
9 <sup>th</sup> , 10 <sup>th</sup> – CCSD has elected to administer ACT Aspire in these two additional grades	<b>PLUS</b> CCSD has elected to administer ACT Aspire/ACT Science at all tested grades (3-8, 9, 10, 11)—so, 5 tests		Addition of grades 9 and 10 are in part because the SDE may add those grades within the next two years
4 <sup>th</sup> - 8 <sup>th</sup>	SCPASS Science	Aligned to 2005 Standards	All students in grades 4-8 will take science and social studies.  Note: Grade 3 students DO NOT take SC PASS Science <u>or</u> Social Studies.
	SCPASS Social Studies	Aligned to 2011 Standards	
11 <sup>th</sup>	WorkKeys	<ul style="list-style-type: none"> <li>• Applied Mathematics</li> <li>• Reading for Information</li> <li>• Locating Information</li> </ul>	Required by ACT 155
English 1	End-of Course Examination Program (EOCEP)	Common Core State Standards	Multiple Choice Items
Algebra 1/Mathematics for the Technologies 2		Aligned to 2005 Standards	Updated in Spring 2015 to include scenario-based item types for Biology and technology-enhanced (TE) item types for Algebra, English, and Biology.
Biology 1/Applied Biology 2		Aligned to the 2011 Standards	
US History and the Constitution			
Students with significant cognitive disabilities ages 8-13 and 16	National Center and State Collaborative (NCSC)	ELA and Mathematics	Spring 2015 test used for federal accountability
	SC-Alt Science	Aligned to the 2005 Standards	Ages 8-13: Science and Social Studies
	SC-Alt Social Studies	Aligned to the 2011 Standards	

## Spring 2015 State Assessments Calendar

Testing Window	Assessment	Students Tested	
Monday, March 2 – Friday, April 24	<b>SC-ALT</b> Science and Social Studies	➤ Meet participation guidelines ➤ Ages 9-13 as of September 1, 2014 ➤ Typically in grades 4-8	
Monday, April 6 – Friday, May 15	<b>NCSC</b> ELA and Math Operational Test	➤ Meet participation guidelines ➤ Ages 8-13 and 16 as of September 1, 2014 ➤ Typically in grades 3-8 and 11	
Tuesday, April 28	<b>ACT Aspire™</b> Make-Up Testing: Through May 13	Writing	30 min (3 <sup>rd</sup> – 8 <sup>th</sup> )
		English	30 min (3 <sup>rd</sup> – 5 <sup>th</sup> ) 35 min (6 <sup>th</sup> – 8 <sup>th</sup> )
Wednesday, April 29		Reading	60 min (3 <sup>rd</sup> – 8 <sup>th</sup> )
Thursday, April 30		Math	55 min (3 <sup>rd</sup> – 5 <sup>th</sup> ) 60 min (6 <sup>th</sup> – 7 <sup>th</sup> ) 65 min (8 <sup>th</sup> )
Friday, May 1		Science	55 min (3 <sup>rd</sup> – 8 <sup>th</sup> )
Tuesday, April 28	<b>The ACT®*</b> Accommodations Window: 4/28 – 5/12 Make-Up: May 12 (AP US Government and Politics, AP French, and AP German)	English	45 min
		Math	60 min
		Reading	35 min
		Science	35 min
		Writing	30 min
Wednesday, April 29	<b>ACT WorkKeys®*</b> Accommodations Window: 4/29 – 5/13 Make-Up: May 13 (AP English Language Composition and AP Statistics)	* <b>Grade 11:</b> Eleventh grade students should be determined using the 9GR PowerSchool definition – students in their third year after their initial enrollment in the ninth grade.	
Thursday, May 7	<b>SCPASS Science</b>	➤ Grades 4-8 ➤ Make-Up Testing: Through May 15 ➤ Mostly paper/pencil; limited online administration (school option/district approval): May 7/8 – May 22	
Friday, May 8	<b>SCPASS Social Studies</b>		
Thursday, May 14 – Thursday, June 4	<b>EOCEP</b>	➤ 20% of final grade ➤ Students enrolled in: Algebra 1/Mathematics for the Technologies 2, English 1, U.S. History and the Constitution, and Biology 1/Applied Biology 2	

# Web Sites Related to Testing Spring 2015

- SC-Alt & NCSC: <http://ed.sc.gov/agency/programs-services/48/>
- ACT Aspire (3<sup>rd</sup>-8<sup>th</sup>): <http://www.act.org/aap/southcarolina/aspire.html>
  - Checklist of Dates: <http://ed.sc.gov/agency/programs-services/214/documents/SC-2014-15-ChecklistOfDatesForACT-Aspire-1-21-15.pdf>
  - Accessibility & Accommodations Guide: <http://actaspire.avocet.pearson.com/actaspire/home#6482>
- ACT Aspire (9<sup>th</sup> & 10<sup>th</sup> – non-charter)
  - Testing Window: 4/6-5/29; Test Dates – Determined by Individual Schools
- The ACT (11<sup>th</sup>) & WorkKeys (11<sup>th</sup>): <http://www.act.org/aap/southcarolina/act.html>
  - Checklist of Dates: <http://www.act.org/aap/southcarolina/files/ChecklistofDates.pdf>
  - Accommodations Overview: [http://www.act.org/aap/pdf/AccomsontheACT\\_TAA2015.pdf](http://www.act.org/aap/pdf/AccomsontheACT_TAA2015.pdf)
- SCPASS: <http://ed.sc.gov/agency/programs-services/45/>
  - TAM: <http://ed.sc.gov/agency/programs-services/45/documents/2014-SCPASS-TAM.pdf>
- EOCEP: <http://ed.sc.gov/agency/programs-services/41/>
  - TAM: <http://ed.sc.gov/agency/programs-services/41/documents/EOCEP-FW2014-15-TAM.pdf>



# Template for 2014-15 Report Card Approved by Education Oversight Committee – Feb. 9, 2015

District and School Report Cards  
As Approved by EOC On February 9, 2015

## Basic Information: School or District Name

- Grades
- Enrollment in 2014-15
- Superintendent Name and phone number
- Principal Name and phone number
- Board Chair name and phone number
- *District/School website*

## *Include Profile of the Graduate*

### School Profile

*Would remain as currently reported on school and district report card)which reports on basic information about Students, Teachers and School with information concerning Gifted and Talented programs, Opportunities for the Arts, and Character Development program moved to "Opportunities"*

Knowledge	World Class Skills and Life and Career Characteristics	Opportunities	Outcomes
<p>Student Achievement</p> <p><u>A. Elementary and Middle Schools</u></p> <p>1. <b>ACT Aspire (ELA and Math)</b> Grades 3 -8 School, District, State and National Results by all students and by subgroups</p> <p>2. PASS Science and Social Studies Grades 4-8,</p> <ul style="list-style-type: none"> <li>• % Met, % Not Met, % Exemplary for School</li> <li>• Compared to Schools like ours and statewide results</li> </ul>	<p>The report from the principal and SIC would be to complete the following statement:</p> <p>"Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by."</p>	<p><b>School Climate</b> Results of Teacher, Parent &amp; Student Surveys</p> <p><b>For Students to Meet the Profile of the Graduate</b></p> <ul style="list-style-type: none"> <li>• Opportunities in the Arts</li> <li>• <i>Opportunities for foreign language</i></li> <li>• Character Development Program</li> <li>• % of students enrolled in dual-enrollment courses</li> <li>• % of students taking virtual or online courses</li> <li>• % of students enrolled in dual-enrollment courses earning college credit</li> </ul>	<p><b>Graduation:</b> Four-Year and Five-Year Cohort Graduation Rates</p> <ul style="list-style-type: none"> <li>• Total number of students in each cohort;</li> <li>• Number of Graduates in cohort</li> <li>• Rate</li> <li>• Report on subgroups in same manner</li> </ul> <p>% Students eligible for LIFE Scholarship</p>


# Template for 2014-15 Report Card Approved by EOC – Feb. 9, 2015 (continued)

Knowledge	World Class Skills and Life and Career Characteristics	Opportunities	Outcomes
<ul style="list-style-type: none"> <li>•</li> </ul> <p><b>B. High Schools</b></p> <p><b>WorkKeys</b></p> <ul style="list-style-type: none"> <li>• Number of Exams Administered in School</li> <li>• % of Students in School Receiving Bronze, Silver, Gold and Platinum Certificates</li> <li>• % of Students Scoring at each level on the tests</li> </ul> <p><b>ACT Plus Writing</b></p> <p>Mean scores by tests and mean composite scores compared to similar schools and to state average</p> <p>% of students meeting college benchmarks by subject area and for all</p> <p><b>End-of-Course Assessment Results</b></p> <p>As currently published</p>		<ul style="list-style-type: none"> <li>• % of students in AP/IB courses</li> <li>• % of students scoring 3 or above on AP Courses and 4 or above on IB Courses</li> <li>• % seniors completing a college application</li> <li>• % seniors completing FASFA form</li> <li>• % seniors completing an individualized graduation plan</li> <li>• % of students in work-based experiences</li> <li>• % of students mastering core competencies or certification requirements in center courses</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• % of students with 1:1 computing</li> <li>• Bandwidth capacity</li> <li>• Internal connection capacity</li> <li>• % classrooms that have Wi-Fi access</li> <li>• % school campus with Wi-Fi</li> <li>• Number of online courses offered by district</li> <li>• Number of students who earned credit online (excludes credit recovery)</li> <li>• Number of courses offered as blended with at least 50% online</li> <li>• Number of computers or electronic tablets per student</li> </ul> <p><b>Access to Reading Material</b></p> <ul style="list-style-type: none"> <li>• Number of library/media center books or ebooks per student in school</li> <li>• Average age of the books/electronic</li> </ul>	<p><b>College &amp; Career Ready</b></p> <p><i>% Students from prior year's graduation class (2014) who are enrolled in state 2 or 4-year colleges in Fall of 2014</i></p> <p><i>% of Students from prior year's graduation class (2014) who are employed in private industry in SC or who are entered military</i></p> <p><i>% of Students from prior year's graduation class (2014) who are enrolled in state 2 year colleges and who are enrolled in 2014 in in remedial English course, remedial math course or both</i></p>

# Template for 2014-15 Report Card

## Approved by EOC – Feb. 9, 2015 (cont'd)

Knowledge	World Class Skills and Life and Career Characteristics	Opportunities	Outcomes
		<i>media in the school library center/media collection</i>  Other data from previous report cards on teacher credentials and finances also to be included.	



Not sure yet which items will be asked for



PORTIA STONEY &lt;portia\_stoney@charleston.k12.sc.us&gt;

**Re: CAE Update**

1 message

**JASON SAKRAN** <jason\_sakran@charleston.k12.sc.us>  
 To: JESSICA BLALOCK <jessica\_blalock@charleston.k12.sc.us>  
 Cc: PORTIA STONEY <portia\_stoney@charleston.k12.sc.us>

Mon, Mar 16, 2015 at 8:49 AM

Thanks Jessica and Portia.

Portia, I would like to be placed on the April 27 BOT meeting.

Thanks,  
 Jason

On Fri, Mar 13, 2015 at 2:39 PM, JESSICA BLALOCK <jessica\_blalock@charleston.k12.sc.us> wrote:

Jason,

Per Dr. Herring, please schedule with Portia when you will provide the CAE Update and send your presentation to Dr. Herring the week prior for her review.

Thank you!

Mhvvlfd#E d r fn

Surmhfw#Vshfldclw

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Fkdudhvwrq/#VF#5<734

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Excellence is our Standard