

I. EXECUTIVE SESSION 3:30 p.m.			
	1.1:	Legal Updates – Mr. John Emerson -Pending Cases <i>The Board will receive legal updates.</i>	Information/ Action
	1.2:	Voluntary Transfer Appeals <i>The Board will discuss Voluntary Transfer Appeals received May 15th-May 29th.</i>	Action
	1.3:	Personnel Matters A. Principal Specialist B. Principal Contracts C. Staff Reduction/Reorganization <i>The Board will discuss a principal specialist, principal contracts, a potential staff reduction, reorganization and hiring freeze.</i>	Action/ Information
	1.4:	Employee Matters <i>The Board will discuss potential staff reduction and re-organization.</i>	Information
OPEN SESSION 5:15 p.m.			
II.	CALL TO ORDER, INVOCATION/MOMENT OF SILENCE, & PLEDGE of ALLEGIANCE		
III.	ADOPTION OF AGENDA		
IV.	APPROVAL OF MINUTES/EXECUTIVE SESSION AGENDA ITEMS		
	4.1:	Open Session Minutes of May 26, 2015 <i>The Board will vote on the open session minutes of May 26, 2015.</i>	Action
	4.2:	Executive Session Action Items of June 8, 2015 <i>The Board will consider a recommendation to approve executive session action items of June 8, 2015.</i>	Action
	4.3:	Financial Minutes of the May 26, 2015 <i>The Board will consider a recommendation to approve the financial minutes May 26, 2015.</i>	Action
V.	SPECIAL RECOGNITIONS (15 minutes) – Mrs. Erica Taylor, Executive Director of Strategy & Communications		
VI	VISITORS, PUBLIC COMMUNICATIONS		
VII.	SUPERINTENDENT'S REPORT – Mr. Michael Bobby, Acting Superintendent of Schools		
VIII.	COMMITTEE REPORT(S)		
	8.1:	Audit & Finance Committee – Mr. Todd Garrett	
		A. Audit & Finance Committee Update <i>The Committee Chair will provide information and receive input from Board members.</i>	Information
		B. FY 2016 Budget Update – Mr. Michael Bobby <i>The Board will receive a budget update.</i>	Information
		C. Head Start/Early Head Start Financial Report – April 2015 – Mrs. Ruth Taylor <i>The Board will consider a recommendation to approve the Head Start/Early Head Start financial report for April 1 – April 30, 2015.</i>	Action
		D. Reallocation – Pepperhill Fire Alarm Replacement – Mr. Ron Kramps <i>The Board will consider a recommendation to approve a request from staff to add Pepperhill ES fire alarm replacement to the FCO project list and reallocate funds from the FY16 FCO Contingency A-D funds to the FY16 FCO FM&AM for this requirement.</i>	Action
		E. 24 Month Extension of Custodial Contract – Mr. Ron Kramps <i>The Board will consider a recommendation to approve the extension of P9002 custodial</i>	Action

		<i>contract for a period of 24 months to end December 31, 2017.</i>	
		F. Cenergistic Inc. Proposal for Energy Savings Contract – Mr. Ron Kramps <i>The Board will consider a recommendation to approve a request to expend utility funding in an energy savings contract.</i>	Action
		G. Laurel Hill Utility Easement – Mr. Sean Hughes <i>The Board will consider a recommendation to grant a utility easement as indicated on parcels 598-00-00-403 and 598-00-00-036 to Mount Pleasant Waterworks for an underground force main installation on the Laurel Hill Primary site.</i>	Action
		H. Student Meal Charge Policy – Mr. Walter Campbell <i>The Board will consider a recommendation to approve the CCSD Nutrition Services Student Charge Policy to begin at the start of the 2015-2016 school year.</i>	Action
		I. Reallocation of Audit Hours – Ms. Cathy Milne <i>The Board will consider a recommendation to approve a revision of the 2015 Annual Audit Plan to include an audit of time and attendance in lieu of fixed assets.</i>	Action
		J. District 4 Bus Lot – Mr. Jeff Borowy <i>The Board will consider a recommendation to approve staff negotiation and award of a contract for civil engineering services for a District 4 Bus Lot.</i>	Action
		K. Fraser Campus – Mr. Jeff Borowy <i>The Board will consider a recommendation to direct staff to complete research partnership options to fund construction of an Early Childhood Center of Excellence (ECCE) on the Fraser campus.</i>	Action
		L. Citizens Oversight Steering Committee for Phase IV 2016-2022 Capital Program – Mr. Michael Bobby <i>The Board will consider the following recommendations:</i> <ul style="list-style-type: none"> • <i>Approve the establishment of the Second Version of the Citizens Oversight Steering Committee to monitor and provide oversight with respect to projects in the 2016-2022 Building Program funded by the One Penny Sales Tax</i> • <i>Approve five representatives selected from nominations made by the Mayors and Chamber of Commerce, to represent specific projects, bring building and construction expertise.</i> • <i>The Board Chair's appointment of a chairperson to chair the committee and appoint a CCSD Board member to participate on the committee.</i> 	Action
		M. Proposed Delayed Opening of CC Blaney Elementary – Mr. Michael Bobby <i>The Board will consider a recommendation to delay the opening of CC Blaney Elementary.</i>	Action
	8.2:	Policy & Personnel Committee – Mr. Tripp Wiles	
		A. Policy Committee Update - Mr. Tripp Wiles <i>The Committee Chair will provide information and receive input from Board members.</i>	Information
		B. Policy GCQC Resignation of Teachers – 2nd Reading – Mr. John Emerson <i>The Board will consider a recommendation to approve the second reading of policy GCQC.</i>	Action
		C. Policy DFAC – Fund Balance – 2nd Reading – Mr. John Emerson <i>The Board will consider a recommendation to approve the second reading of policy DFAC.</i>	Action
		D. Naming of District 20 Middle School – Mrs. Erica Taylor <i>The Board will consider a recommendation to name the stand-alone middle school for District 20.</i>	Action
		E. Social Media and Electronic Communications Policy and Regulation – 1st Reading – Mr. John McCarron <i>The Board will consider a recommendation to approve the first reading of the Social Media and Electronic Communications Policy and Regulation.</i>	Action
		F. Policy GBEBD Acceptable Use of Technology – Mr. John McCarron <i>The Board will consider a recommendation to approve the first reading of the Acceptable Use of Technology policy.</i>	Action
	8.3:	Strategic Education Committee – Rev. Chris Collins	
		A. Strategic Education Committee Update – Rev. Chris Collins <i>The Committee Chair will provide information and receive input from Board members.</i>	Information

		B. 2015-2018 Master Technology Plan – Mr. John McCarron <i>The Board will consider a recommendation to approve the 2015-2018 Master Technology Plan.</i>	Action
		C. Head Start Disability Waiver – Mrs. Ruth Taylor <i>The Board will consider a recommendation to approve a Head Start Disability Waiver.</i>	Action
		D. Pilot Course Applications – Mrs. Amy Neloms <i>The Board will consider a recommendation to approve requested courses for the 2015-2016 school year.</i>	Action
		E. District 20 Constituent Board Resolution – Rev. Chris Collins and Mrs. Kate Darby <i>The Board will receive a resolution submitted by the District 20 Constituent Board.</i>	Action
	8.4:	Other Committee Reports	
IX.	AD HOC COMMITTEE REPORTS		
X.	POTENTIAL CONSENT AGENDA ITEMS		
XI.	CAE UPDATE		
XII.	WRAP UP COMMENTS		

75 Calhoun Street, Charleston, SC 29401

**Finance, Operations & Capital Programs
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Michael L. Bobby
DATE: June 8, 2015
SUBJECT: Audit & Finance Committee Update (10.1B) - Fiscal Year 2016 Budget
Development Update
RECOMMENDATION: N/A

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	N/A

Committee Recommendation(s):

Mr. Todd Garrett, Chair Audit & Finance Committee	
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Finance, Operations & Capital Programs
June 8, 2015

SUBJECT:

Development of Fiscal Year 2016 Budget

BACKGROUND:

Charleston County School District is continuing to develop the budget for Fiscal Year 2016. At the present time, we have been following up the directive of the Board in First Reading, thereby reviewing vacancies, organization structure, opportunities for cost controls, efficiencies, and reductions. Ultimately, the goal will be to be able to adopt a balanced budget that will appropriately support the needs and strategic functions of the District.

DISCUSSION:

There will be informational documentation that illustrates cost controls and reductions that are under serious consideration for 2015-2016. As the budget continues to evolve, our focus will be inclusive of both the short-term (2015-2016) as well as the longer term perspective regarding sustainability and support for the Charleston County School District and the functions for which it is strategically and legal responsible to meet and achieve.

Note: The public hearing is scheduled for June 3, 2015, 3:00 p.m. to 8:00 p.m. in the Board Room.

RECOMMENDATION:

Information will be received by the Charleston County School District Board of Trustees. No action will be taken at this time. However, further directions will be received from the Board regarding next steps following the meeting of May 26, 2015.

FUNDING SOURCE/COST:

General operating funds, debt service funds, food service funds, all special revenue funds (local, state and federal).

FUTURE FISCAL IMPACT:

The ongoing discussion about budget development has clear future fiscal impact with respect to District revenue and expenditures. The District will continue to be focused on providing the maximum amount of support to key strategic academic initiatives with an interest first and foremost on the academic, physical and emotional development of our soon to be over 50,000 students.

DATA SOURCES:

Finance Office

State Department of Education

County Auditor

PREPARED BY:

Michael Bobby, Acting Superintendent & Chief of Finance, Operations and Capital Programs

REVIEWED BY LEGAL SERVICES

N/A

REVIEWED BY PROCUREMENT SERVICES

N/A

ATTACHMENTS

See attachments

Charleston > excellence is our standard
County SCHOOL DISTRICT

75 Calhoun Street, Charleston, SC 29401

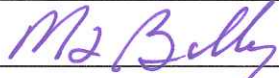
**HEAD START/EARLY HEAD START
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Michael L. Bobby
DATE: June 8, 2015
SUBJECT: Head Start/Early Head Start Financials

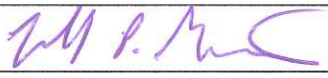
RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees approve the Head Start/Early Head Start financial report for the period ending, April 1, 2015 to April 30, 2015.

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	
Ruth Taylor Assistant Associate Superintendent	

Committee Recommendation(s):

Audit and Finance Committee recommendation:	
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Mr. Todd Garrett, Chair Audit & Finance Committee	

Head Start

June 8, 2015

SUBJECT:

Head Start/Early Head Start Financials

BACKGROUND:

In accordance to the Head Start Performance Standards 642(d)(2)(A), each Head Start agency shall ensure the sharing of accurate and regular information for use by the governing body and the policy council, about program planning, policies, and Head Start agency operations, including – A) monthly financial statements, including credit card expenditures.

DISCUSSION:

The following Head Start and Early Head Start Financials are presented to the board for review (April 2015). The Head Start/Early Head Start financials are presented to the Board for approval on a monthly basis.

RECOMMENDATION:

It is hereby recommended that the Charleston County School District Board of Trustees approve the Head Start/Early Head Start financial report for the period ending, April 1, 2015 to April 30, 2015.

FUNDING SOURCE/COST:

N/A

FUTURE FISCAL IMPACT:

N/A

DATA SOURCES:

Financial data from MUNIS and credit card expenditure report from Procurement.

PREPARED BY:

Ruth Taylor, Assistant Associate Superintendent

REVIEWED BY LEGAL SERVICES

N/A

REVIEWED BY PROCUREMENT SERVICES

N/A

ATTACHMENTS

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

ACCOUNT DESCRIPTION	FY15 BUDGET	YEAR TO DATE EXPENDITURES	APRIL EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED
TOTAL SALARIES	\$ 4,100,819.03	\$ 2,874,654.65	\$ 292,615.13	\$ -	\$ 1,226,164.38	70%
TOTAL BENEFITS	\$ 1,589,413.66	\$ 1,105,388.46	\$ 118,758.04	\$ -	\$ 484,025.20	70%
TOTAL PURCHASED SERVICES	\$ 283,662.87	\$ 253,115.33	\$ 48,226.53	\$ 13,665.09	\$ 16,882.45	94%
TOTAL SUPPLIES	\$ 273,226.73	\$ 180,294.05	\$ 28,938.10	\$ 53,523.28	\$ 39,409.40	86%
TOTAL OTHER	\$ 281,403.71	\$ 3,028.80	\$ -	\$ -	\$ 278,374.91	1%
FY15 FEDERAL SHARE TOTALS	\$ 6,528,526.00	\$ 4,416,481.29	\$ 488,537.80	\$ 67,188.37	\$ 2,044,856.34	69%
FY15 NON FEDERAL SHARE	\$ 1,632,132.00	\$ 1,104,120.32	\$ 122,134.45		\$ 528,011.68	68%
TOTAL FOR FY15	\$ 8,160,658.00	\$ 5,520,601.61	\$ 610,672.25	\$ 67,188.37	\$ 2,572,868.02	68%
2014 CARRYOVER PO'S	\$ 57,742.27	\$ 57,742.27	\$ -	\$ -	\$ -	100%

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

ACCOUNT DESCRIPTION	FY15 BUDGET	YEAR TO DATE EXPENDITURES	APRIL EXPENDITURES	ENCUMBRANCE	REMAINING BUDGET	PERCENTAGE USED
0151 HEADSTART/EHS/PRESCHOOL	\$ 1,821,274.41	\$ 1,361,334.52	\$ 139,634.15	\$ 32,918.45	\$ 427,021.44	77%
0309 MURRAY-LASAIN ELEMNTARY	\$ 317,643.68	\$ 223,724.48	\$ 24,539.01	\$ 5,560.87	\$ 88,358.33	72%
0411 CHILD & FAMILY DEVELOPMEN	\$ 155,943.19	\$ 109,959.70	\$ 10,917.44	\$ 221.31	\$ 45,762.18	71%
0412 CHICORA ELEMNTARY	\$ 150,196.03	\$ 102,024.13	\$ 11,073.44	\$ 0.04	\$ 48,171.86	68%
0413 E A BURNS ELEMNTARY	\$ 252,623.55	\$ 186,349.14	\$ 18,807.05	\$ -	\$ 66,274.41	74%
0415 LADSON ELEMNTARY	\$ 246,139.14	\$ 176,363.96	\$ 18,853.36	\$ 544.60	\$ 69,230.58	72%
0421 W B GOODWIN ELEMNTARY	\$ 308,703.51	\$ 214,595.03	\$ 23,181.38	\$ 316.90	\$ 93,791.58	70%
0422 MATILDA F DUNSTON ELEMENT	\$ 228,647.06	\$ 153,094.82	\$ 11,724.93	\$ 1,268.14	\$ 74,284.10	68%
0425 A C CORCORAN ELEMNTARY	\$ 154,701.95	\$ 110,060.49	\$ 11,985.13	\$ 385.94	\$ 44,255.52	71%
0426 MIDLAND PARK PRIMARY SCHO	\$ 750,858.78	\$ 465,386.84	\$ 61,496.40	\$ 5,708.86	\$ 279,763.08	63%
0504 ST JAMES-SANTEE ELEMNTAR	\$ 219,321.75	\$ 142,107.74	\$ 13,900.09	\$ 1,850.86	\$ 75,363.15	66%
0655 WA HEAD START	\$ 496,601.25	\$ 337,983.92	\$ 55,566.91	\$ 8,986.55	\$ 149,630.78	70%
0752 THOMAS MYERS II	\$ 611,804.33	\$ 436,642.65	\$ 45,794.78	\$ 4,858.18	\$ 170,303.50	72%
0777 CHS COUNTY HUMAN SERVICES	\$ 5,731.07	\$ 5,180.46	\$ 454.73	\$ -	\$ 550.61	90%
0810 E B ELLINGTON ELEMNTARY	\$ 231,567.09	\$ 189,455.41	\$ 17,776.94	\$ 3,979.93	\$ 38,131.75	84%
0811 MINNIE HUGHES ELEMNTARY	\$ 87,669.98	\$ 58,797.28	\$ 5,930.49	\$ 587.74	\$ 28,284.96	68%
0906 MT ZION ELEMNTARY	\$ 140,704.75	\$ 93,122.95	\$ 11,758.95	\$ -	\$ 47,581.80	66%
0907 EDITH FRIERSON ELEMNTARY	\$ 70,779.57	\$ 50,297.77	\$ 5,142.62	\$ -	\$ 20,481.80	71%
0999 SCHOOL-WIDE ACCOUNTS	\$ 277,614.91	\$ -	\$ -	\$ -	\$ 277,614.91	0%
FY15 FEDERAL SHARE TOTALS	\$ 6,528,526.00	\$ 4,416,481.29	\$ 488,537.80	\$ -	\$ 2,044,856.34	68%
NON FEDERAL SHARE	\$ 1,632,132.00	\$ 1,104,120.32	\$ 122,134.45	\$ -	\$ 528,011.68	68%
TOTAL FOR FY15	\$ 8,160,658.00	\$ 5,520,601.61	\$ 610,672.25	\$ 67,188.37	\$ 2,572,868.02	68%
2014 CARRYOVER PO'S	\$ 57,742.27	\$ 57,742.27	\$ -	\$ -	\$ -	100%

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

ACCOUNT DESCRIPTION	FY15 BUDGET	YEAR TO DATE EXPENDITURES	APRIL EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED
110 ADMINISTRATIVE SALARY	\$ 528,208.77	\$ 413,462.08	\$ 39,512.30	\$ -	\$ 114,746.69	78%
112 TEACHER/PROFESSIONAL ED SA	\$ 628,148.11	\$ 439,168.91	\$ 42,244.86	\$ -	\$ 188,979.20	70%
113 PROFESSIONAL OTHER SALARY	\$ 158,993.15	\$ 133,377.63	\$ 11,607.64	\$ -	\$ 25,615.52	84%
114 TECHNICAL SALARY	\$ 26,387.20	\$ 18,568.70	\$ 1,954.60	\$ -	\$ 7,818.50	70%
115 TEACHER AST/CLERICAL SALAR	\$ 2,756,897.55	\$ 1,869,164.48	\$ 197,295.73	\$ -	\$ 887,733.07	68%
135 OVERTIME SALARY - T AST/CL	\$ 1,884.25	\$ 612.85	\$ -	\$ -	\$ 1,271.40	33%
142 SUPPLEMENTAL SALARY	\$ 300.00	\$ 300.00	\$ -	\$ -	\$ -	100%
210 GROUP HEALTH AND LIFE INS	\$ 587,438.77	\$ 415,270.52	\$ 48,791.56	\$ -	\$ 172,168.25	71%
220 EMPLOYEE RETIREMENT	\$ 651,598.70	\$ 456,322.57	\$ 46,438.17	\$ -	\$ 195,276.13	70%
230 SOCIAL SECURITY	\$ 313,495.28	\$ 208,329.92	\$ 21,037.74	\$ -	\$ 105,165.36	66%
260 UNEMPLOYMENT COMPENSATION	\$ 4,097.90	\$ 2,845.78	\$ 292.52	\$ -	\$ 1,252.12	69%
270 WKRS' COMP - REIMB OTHR F	\$ 32,783.01	\$ 22,619.67	\$ 2,198.05	\$ -	\$ 10,163.34	69%
321 PUBLIC UTIL SVS WATER/SEWA	\$ 12,788.80	\$ 8,837.94	\$ 1,129.79	\$ -	\$ 3,950.86	69%
322 OUTSOURCED SUBSTITUTES	\$ 57,570.13	\$ 66,291.87	\$ 9,130.37	\$ -	\$ (8,721.74)	115%
323 REPAIRS AND MAINTENANCE SRVS	\$ 26,700.00	\$ 21,422.73	\$ 21,422.73	\$ 3,191.00	\$ 2,086.27	92%
324 PROPERTY INSURANCE	\$ 18,051.40	\$ 16,400.00	\$ -	\$ -	\$ 1,651.40	91%
325 RENTALS/LEASE	\$ 5,865.98	\$ 4,748.78	\$ 280.00	\$ -	\$ 1,117.20	81%
332 IN STATE TRAVEL	\$ 14,192.12	\$ 11,535.68	\$ 1,780.64	\$ -	\$ 2,656.44	81%
333 CURRICULUM FIELD TRIP TRAN	\$ 4,330.00	\$ 1,382.95	\$ 505.69	\$ 1,561.05	\$ 1,386.00	68%
338 OUT OF STATE TRAVEL	\$ 18,874.49	\$ 17,008.82	\$ 4,483.07	\$ -	\$ 1,865.67	90%
339 OTHER TRANSPORTATION SERVI	\$ 2,597.70	\$ 2,287.17	\$ 36.74	\$ -	\$ 310.53	88%
340 COMMUNICATION (TELEPHONE)	\$ 16,270.58	\$ 15,854.87	\$ 1,383.06	\$ -	\$ 415.71	97%
342 PAGER/CELL PHONE RENT/MESG	\$ 28,200.00	\$ 23,307.05	\$ 2,488.18	\$ -	\$ 4,892.95	83%
345 TECHNOLOGY PURCHASED SERVI	\$ 108.50	\$ 108.50	\$ -	\$ -	\$ -	100%
350 ADVERTISING	\$ 9,000.00	\$ 6,278.55	\$ -	\$ -	\$ 2,721.45	70%
360 PRINTING AND BINDING	\$ 6,939.78	\$ 6,507.82	\$ -	\$ -	\$ 431.96	94%
399 OTHER PURCHASED SERVICES	\$ 62,173.39	\$ 51,142.60	\$ 5,586.26	\$ 8,913.04	\$ 2,117.75	97%
410 SUPPLIES	\$ 188,191.66	\$ 126,008.13	\$ 25,701.43	\$ 36,921.38	\$ 25,262.15	87%
412 POSTAGE	\$ 674.44	\$ 639.23	\$ -	\$ -	\$ 35.21	95%
417 FOOD AND CATERING	\$ 9,230.64	\$ 4,160.43	\$ 522.84	\$ -	\$ 5,070.21	45%

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

ACCOUNT DESCRIPTION	FY15 BUDGET	YEAR TO DATE EXPENDITURES	APRIL EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED
445 TECHNOLOGY SUPPLIES	\$ 3,924.17	\$ 2,605.34	\$ -	\$ -	\$ 1,318.83	66%
446 TECHNOLOGY SOFTWARE	\$ 20,229.78	\$ 3,627.88	\$ -	\$ 16,601.90	\$ -	100%
447 TECHNOLOGY COMPUTER	\$ -	\$ -	\$ -	\$ -	\$ -	
448 TECHNOLOGY PERIPHERALS	\$ 1,348.56	\$ 1,335.25	\$ -	\$ -	\$ 13.31	99%
470 ENERGY	\$ 43,590.83	\$ 39,379.80	\$ 2,642.68	\$ -	\$ 4,211.03	90%
472 GASOLINE	\$ 6,036.65	\$ 2,537.99	\$ 71.15	\$ -	\$ 3,498.66	42%
640 ORGANIZATION MEMSHIP DUES/F	\$ 2,000.00	\$ 1,240.00	\$ -	\$ -	\$ 760.00	62%
690 OTHER OBJECTS	\$ 42,250.66	\$ -	\$ -	\$ -	\$ 42,250.66	0%
692 SOLID WASTE FEE	\$ 1,788.80	\$ 1,788.80	\$ -	\$ -	\$ -	100%
791 INDIRECT COST	\$ 235,364.25	\$ -	\$ -	\$ -	\$ 235,364.25	0%
FY15 FEDERAL SHARE TOTALS	\$ 6,528,526.00	\$ 4,416,481.29	\$ 488,537.80	\$ 67,188.37	\$ 2,044,856.34	69%
FY15 NON FEDERAL SHARE	\$ 1,632,132.00	\$ 1,104,120.32	\$ 122,134.45	\$ -	\$ 528,011.68	68%
TOTAL FOR FY15	\$ 8,160,658.00	\$ 5,520,601.61	\$ 610,672.25	\$ 67,188.37	\$ 2,572,868.02	68%
2014 CARRYOVER PO'S	\$ 57,742.27	\$ 57,742.27	\$ -	\$ -	\$ -	100%

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

ACCOUNT DESCRIPTION	FY15 BUDGET	YEAR TO DATE EXPENDITURES	APRIL EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED
TOTAL SALARIES	\$ 1,125,716.83	\$ 770,276.41	\$ 70,063.53	\$ -	\$ 355,440.42	68%
TOTAL BENEFITS	\$ 432,219.55	\$ 282,213.54	\$ 27,337.96	\$ -	\$ 150,006.01	65%
OTHER PURCHASED SERVICES	\$ 66,820.78	\$ 53,869.77	\$ 6,991.48	\$ 4,874.61	\$ 8,076.40	88%
TOTAL SUPPLIES	\$ 59,436.13	\$ 35,909.76	\$ 6,495.51	\$ 22,362.50	\$ 1,163.87	98%
TOTAL OTHER	\$ 64,624.91	\$ 757.20	\$ 757.20	\$ 63,110.51	\$ 63,112.29	99%
FY15 FEDERAL SHARE TOTALS	\$ 1,748,061.00	\$ 1,143,026.68	\$ 110,888.48	\$ 27,237.11	\$ 577,797.21	67%
FY15 NON FEDERAL SHARE	\$ 437,015.25	\$ 285,756.67	\$ 27,722.12	\$ 6,809.28	\$ 144,449.30	67%
TOTAL FOR FY15	\$ 2,185,076.25	\$ 1,428,783.35	\$ 138,610.60	\$ 27,237.11	\$ 722,246.51	67%
2014 CARRYOVER PO'S	\$ 31,802.41	\$ 31,802.41			\$ -	100%

CCSD EARLY HEAD START (FUND 842)
EXPENDITURES BREAKDOWN BY LOCATION
FOR THE PERIOD APRIL 2015

ACCOUNT DESCRIPTION	FY15 BUDGET	YEAR TO DATE EXPENDITURES	APRIL EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED
0151 HEADSTART/EHS/PRESCHOOL	\$ 387,785.78	\$ 225,454.85	\$ 22,395.95	\$ 3,557.20	\$ 158,773.73	59%
0411 CHILD & FAMILY DEVELOPMEN	\$ 285,062.59	\$ 209,828.25	\$ 19,532.55	\$ 7,997.49	\$ 67,236.85	76%
0426 MIDLAND PARK PRIMARY SCHO	\$ 159,197.23	\$ 121,499.75	\$ 10,015.60	\$ 78.14	\$ 37,619.34	76%
0454 R B STALL HIGH	\$ 181,693.43	\$ 129,882.83	\$ 10,566.31	\$ 4,194.70	\$ 47,615.90	74%
0504 ST JAMES-SANTEE ELEMENTAR	\$ 162,724.36	\$ 93,243.29	\$ 10,757.29	\$ 3,117.09	\$ 66,363.98	59%
0655 WA HEAD START	\$ 165,686.93	\$ 124,887.16	\$ 10,972.98	\$ 3,372.93	\$ 37,426.84	77%
0752 THOMAS MYERS II	\$ 125,254.45	\$ 82,861.73	\$ 11,093.14	\$ 569.22	\$ 41,823.50	67%
0777 CHS COUNTY HUMAN SERVICES	\$ 216,515.05	\$ 154,248.15	\$ 15,554.66	\$ 4,350.34	\$ 57,916.56	73%
0999 SCHOOL-WIDE ACCOUNTS	\$ 64,141.18	\$ 1,120.67	\$ -		\$ 63,020.51	2%
FY15 FEDERAL SHARE TOTALS	\$ 1,748,061.00	\$ 1,143,026.68	\$ 110,888.48	\$ 27,237.11	\$ 577,797.21	67%
NON FEDERAL SHARE	\$ 437,015.25	\$ 285,756.67	\$ 27,722.12		\$ 144,449.30	65%
TOTAL FOR FY15	\$ 2,185,076.25	\$ 1,428,783.35	\$ 138,610.60	\$ 27,237.11	\$ 722,246.51	67%
2014 CARRYOVER PO'S	\$ 31,802.41	\$ 31,802.41				100%

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

ACCOUNT DESCRIPTION	FY15 BUDGET	YEAR TO DATE EXPENDITURES	APRIL EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED
110 ADMINISTRATIVE SALARY	\$ 204,417.96	\$ 111,969.48	\$ 10,970.53	\$ -	\$ 92,448.48	55%
113 PROFESSIONAL OTHER SALARY	\$ 38,012.55	\$ 31,789.76	\$ 2,901.90	\$ -	\$ 6,222.79	84%
114 TECHNICAL SALARY	\$ 20,031.25	\$ 14,772.79	\$ 1,314.62	\$ -	\$ 5,258.46	74%
115 TEACHER AST/CLERICAL SALAR	\$ 862,317.13	\$ 610,806.44	\$ 54,876.48	\$ -	\$ 251,510.69	71%
135 OVERTIME SALARY - T AST/CL	\$ 937.94	\$ 937.94	\$ -	\$ -	\$ -	100%
210 GROUP HEALTH AND LIFE INS	\$ 157,211.11	\$ 96,525.11	\$ 10,483.39	\$ -	\$ 60,686.00	61%
220 EMPLOYEE RETIREMENT	\$ 178,839.86	\$ 122,231.18	\$ 11,140.14	\$ -	\$ 56,608.68	68%
230 SOCIAL SECURITY	\$ 86,045.57	\$ 56,603.24	\$ 5,108.47	\$ -	\$ 29,442.33	66%
260 UNEMPLOYMENT COMPENSATION	\$ 1,124.77	\$ 764.00	\$ 70.03	\$ -	\$ 360.77	68%
270 WKRS' COMP - REIMB OTHR F	\$ 8,998.24	\$ 6,090.01	\$ 535.93	\$ -	\$ 2,908.23	68%
321 PUBLIC UTIL SVS WATER/SEWA	\$ 500.00	\$ 447.20	\$ -	\$ -	\$ 52.80	89%
322 OUTSOURCED SUBSTITUTES	\$ 25,984.87	\$ 26,026.35	\$ 4,449.29	\$ -	\$ (41.48)	100%
323 REPAIRS AND MAINTENANCE SR	\$ (1,168.75)	\$ (1,168.75)	\$ -	\$ -	\$ -	100%
324 PROPERTY INSURANCE	\$ 4,100.00	\$ 4,100.00	\$ -	\$ -	\$ -	100%
325 RENTALS/LEASE	\$ 1,187.20	\$ 1,187.20	\$ 70.00	\$ -	\$ -	100%
332 IN STATE TRAVEL	\$ 6,212.91	\$ 3,820.85	\$ 353.62	\$ -	\$ 2,392.06	61%
338 OUT OF STATE TRAVEL	\$ 7,416.27	\$ 4,442.62	\$ 918.74	\$ -	\$ 2,973.65	60%
339 OTHER TRANSPORTATION SERVI	\$ 574.41	\$ 557.41	\$ 9.19	\$ -	\$ 17.00	97%
350 ADVERTISING	\$ 139.63	\$ 139.63	\$ -	\$ -	\$ -	100%
360 PRINTING AND BINDING	\$ 2,555.08	\$ 2,522.98	\$ -	\$ -	\$ 32.10	99%
399 OTHER PURCHASED SERVICES	\$ 19,319.16	\$ 11,794.28	\$ 1,190.64	\$ 4,874.61	\$ 2,650.27	86%
410 SUPPLIES	\$ 54,928.85	\$ 33,319.28	\$ 6,363.98	\$ 21,692.86	\$ (83.29)	100%
412 POSTAGE	\$ 201.12	\$ 143.62	\$ -	\$ -	\$ 57.50	71%
417 FOOD AND CATERING	\$ 1,245.38	\$ 697.09	\$ 131.53	\$ 669.64	\$ (121.35)	110%
445 TECHNOLOGY SUPPLIES	\$ 2,842.56	\$ 1,613.58	\$ -	\$ -	\$ 1,228.98	57%
446 TECHNOLOGY SOFTWARE	\$ 118.22	\$ 118.22	\$ -	\$ -	\$ -	100%
447 TECHNOLOGY COMPUTERS	\$ 7.45	\$ 7.45	\$ -	\$ -	\$ -	100%
448 TECHNOLOGY PERIPHERALS	\$ 92.55	\$ 10.52	\$ -	\$ -	\$ 82.03	11%
640 ORGANIZATION MEMSHIP DUES/F	\$ 400.00	\$ 310.00	\$ -	\$ -	\$ 90.00	78%
690 OTHER OBJECTS	\$ -	\$ -	\$ -	\$ -	\$ -	
692 SOLID WASTE FEE	\$ 447.20	\$ 447.20	\$ -	\$ -	\$ -	100%

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

ACCOUNT DESCRIPTION	FY15 BUDGET	YEAR TO DATE EXPENDITURES	APRIL EXPENDITURES	ENCUMBRANCE	AVAILABLE BUDGET	PERCENTAGE USED
791 INDIRECT COST	\$ 63,020.51	\$ -	\$ -	\$ -	\$ 63,020.51	0%
FY15 FEDERAL SHARE TOTALS	\$ 1,748,061.00	\$ 1,143,026.68	\$ 110,888.48	\$ 27,237.11	\$ 577,797.21	67%
FY15 NON FEDERAL SHARE	\$ 437,015.25	\$ 285,756.67	\$ 27,722.12		\$ 144,449.30	65%
TOTAL FOR FY15	\$ 2,185,076.25	\$ 1,428,783.35	\$ 138,610.60	\$ 27,237.11	\$ 722,246.51	67%
2014 CARRYOVER PO'S	\$ 31,802.41	\$ 31,802.41			\$ -	100%

P Card Spend for Ruth Taylor's

Company Name CHARLESTON COUNTY SCHOOL DIST
 Grp One of: 0104 ACADEMIC & INSTRUCTIONAL SUPPORT (RUTH TAYLOR) Toshiba Champagne or 0151 EARLY CHILDHOOD EDUCATION (RUTH TAYLOR) TOSHIBA CHAMPAIGNE or 0151 EARLY CHILDHOOD EDUCATION 3 (RUTH TAYLOR) Christine Buck, (1 more)
 Post Date Between 2015-04-01 00:00:00 and 2015-04-30 23:59:59
 Report Owner VINSON, COURTNEY
 Report Time 2015-05-02 00:05:53
 Transaction Type One of: Cash advance or Misc Credit or Misc Debit or Purchase or Payment

CH Full Name	Post Date	Purchase Date	Item Description	Item Price	Item Tax	Total Card Spend	GL: Allocation Account	GL: Object Code
CHAMPAIGNE, TOSHIBA	04/02/2015	04/01/2015	VOICE NATION - Purchase	9.95	0.00	9.95	10412321	342
	04/09/2015	04/08/2015	PAYPAL FAISONDESIG - Purchase	750.00	0.00	750.00	60012319	410
	04/22/2015	04/21/2015	HARRIS TEETER #0277 - Purchase	33.62	0.00	33.62	60012319	410
	04/22/2015	04/21/2015	tax	0.00	1.45	1.45	60012319	410
	04/23/2015	04/22/2015	HARRIS TEETER #0277 - Purchase	133.95	0.00	133.95	60012319	410
	04/23/2015	04/22/2015	tax	0.00	4.31	4.31	60012319	410
	04/27/2015	04/23/2015	CANDLEWOOD SUITES GREENVI - Purchase	174.90	0.00	174.90	60012319	410
	04/30/2015	04/28/2015	CHICK-FIL-A #01954 - Purchase	38.24	0.00	38.24	60012319	410
	04/30/2015	04/28/2015	tax	0.00	3.25	3.25	60012319	410
count: 9				1,140.66	9.01	1,149.67		
DAVIS, DENA	04/01/2015	03/30/2015	WASHINGTON DC CC REST 004 - Purchase	9.73	0.00	9.73	15184140	338
	04/01/2015	03/30/2015	Washington DC CC	2.43	0.00	2.43	15184240	338
	04/01/2015	03/31/2015	MARRIOTT 33721 FIRE & SAG - Purchase	28.75	0.00	28.75	15184140	338

CH Full Name

Post Date	Purchase Date	Item Description	Item Price	Item Tax	Total Card Spend	GL: Allocation Account GL: Object Code
04/01/2015	03/31/2015	marriott	7.19	0.00	7.19	15184240 338
04/02/2015	04/01/2015	DC VIP CAB - Purchase	5.68	0.00	5.68	151841040 338
04/02/2015	04/01/2015	DC VIP CAB	1.42	0.00	1.42	15184240 338
04/02/2015	03/31/2015	WASHINGTON DC CC REST 004 - Purchase	7.13	0.00	7.13	15184140 338
04/02/2015	03/31/2015	Washington DC CC	1.78	0.00	1.78	15184240 338
04/03/2015	04/01/2015	WASHINGTON DC CC REST 004 - Purchase	6.21	0.00	6.21	15184140 338
04/03/2015	04/01/2015	Washington DC	1.55	0.00	1.55	15184240 338
04/03/2015	04/02/2015	DELTA AIR 0068264135005 - Purchase	20.00	0.00	20.00	15184140 338
04/03/2015	04/02/2015	delta air	5.00	0.00	5.00	15184240 338
04/06/2015	04/03/2015	EINSTEIN BAGELS - Purchase	5.10	0.00	5.10	15184140 338
04/06/2015	04/03/2015	Einstein bagels	1.28	0.00	1.28	15184240 338
04/06/2015	04/04/2015	MARRIOTT 33721 METRO CTR - Purchase	294.09	0.00	294.09	15184140 338
04/06/2015	04/04/2015	marriott	73.52	0.00	73.52	15184240 338
04/06/2015	04/03/2015	CURB - Purchase	22.26	0.00	22.26	15135810 410
04/06/2015	04/03/2015	MARRIOTT 33721 METRO CTR - Purchase	979.93	0.00	979.93	15184140 338
04/06/2015	04/03/2015	Marriott	244.98	0.00	244.98	15184240 338
04/07/2015	04/04/2015	AMERIPARK CHARLESTON - Purchase	86.40	0.00	86.40	15184140 338
04/07/2015	04/04/2015	ameripark chrleston	21.60	0.00	21.60	15184240 338

CH Full Name

Post Date	Purchase Date	Item Description	Item Price	Item Tax	Total Card Spend	GL: Allocation Account GL: Object Code
04/07/2015	04/05/2015	KINGSTON PLANTATION FB - Purchase	47.42	0.00	47.42	15184140 332
04/07/2015	04/05/2015	kingston	11.86	0.00	11.86	15184240 332
04/08/2015	04/06/2015	KINGSTON PLANTATION FB - Purchase	9.25	0.00	9.25	15135810 410
04/09/2015	04/07/2015	KINGSTON PLANTATION FB - Purchase	10.56	0.00	10.56	15135810 410
04/13/2015	04/10/2015	HERTZ RENT-A-CAR - Purchase	233.02	0.00	233.02	15184140 332
04/13/2015	04/10/2015	Hertz rent a car	58.25	0.00	58.25	15184240 332
04/13/2015	04/09/2015	EMBASSY KINGSTON PLANT - Purchase	523.94	0.00	523.94	15184140 332
04/13/2015	04/09/2015	embassy	130.98	0.00	130.98	15184240 332
04/20/2015	04/17/2015	OFFICE DEPOT #3357 - Purchase	79.13	0.00	79.13	15184110 410
04/20/2015	04/17/2015	tax	0.00	6.73	6.73	15184110 410
04/20/2015	04/17/2015	STAPLES 00117127 - Purchase	188.66	0.00	188.66	15184110 410
04/20/2015	04/17/2015	tax	0.00	16.04	16.04	15184110 410
count: 33			3,119.10	22.77	3,141.87	

HILL, ALI

04/09/2015	04/08/2015	WM SUPERCENTER #632 - Purchase	8.94	0.00	8.94	42284190 410
04/09/2015	04/08/2015	tax	0.00	0.13	0.13	42284190 410
04/16/2015	04/14/2015	HERALD OFFICE SUPPLY INC - Purchase	19.61	0.00	19.61	15184134 410
04/16/2015	04/14/2015	tax	0.00	1.67	1.67	15184134 410
04/23/2015	04/21/2015	HERALD OFFICE SUPPLY INC - Credit	(9.78)	0.00	(9.78)	15184134 410

VINSON, COURTNEY

3 of 8

2015-05-02 00:05:53

CH Full Name	Post Date	Purchase Date	Item Description	Item Price	Item Tax	Total Card Spend	GL: Allocation Account GL: Object Code
JOWERS, GLENNETT	04/23/2015	04/21/2015	tax	0.00	(0.83)	(0.83)	15184134 410
	04/29/2015	04/28/2015	EAST BAY DELI - Purchase	125.17	0.00	125.17	15184110 417
	04/30/2015	04/29/2015	WALMART.COM 8009666546 - Purchase	17.15	0.00	17.15	15184134 410
	04/30/2015	04/28/2015	HERALD OFFICE SUPPLY INC - Purchase	32.76	0.00	32.76	15184134 410
	04/30/2015	04/28/2015	tax	0.00	2.78	2.78	15184134 410
	count: 10			193.85	3.75	197.60	
	04/13/2015	04/10/2015	BLK CHILDREN'S MUSEUM - Purchase	224.00	0.00	224.00	75284111 333
	04/13/2015	04/10/2015	BLK CHILDREN'S MUSEUM - Purchase	75.00	0.00	75.00	75284111 333
	04/16/2015	04/15/2015	BLK CHILDREN'S MUSEUM - Purchase	135.00	0.00	135.00	75284111 399
	04/16/2015	04/14/2015	STAPLES 00115832 - Purchase	71.98	0.00	71.98	75284130 410
MAGWOOD, DENA	04/16/2015	04/14/2015	tax	0.00	6.12	6.12	75284130 410
	count: 5			505.98	6.12	512.10	
	04/24/2015	04/23/2015	PUBLIX #472 - Purchase	50.54	0.00	50.54	15184110 417
	04/24/2015	04/23/2015	tax	0.00	1.64	1.64	15184110 417
	count: 2			50.54	1.64	52.18	
ROCK, AVIS	04/08/2015	04/07/2015	SHERATON ATLANTA HOTEL - Purchase	131.78	0.00	131.78	15184140 338
	04/08/2015	04/07/2015	sheraton	32.94	0.00	32.94	15184240 338
	04/08/2015	04/07/2015	SHERATON ATLANTA HOTEL - Purchase	131.78	0.00	131.78	15184140 338
	count: 2			131.78	0.00	131.78	

CH Full Name

Post Date	Purchase Date	Item Description	Item Price	Item Tax	Total Card Spend	GL: Allocation Account GL: Object Code
04/08/2015	04/07/2015	sheraton	32.94	0.00	32.94	15184240 338
04/08/2015	04/07/2015	PAYPAL MIZBOB1 - Purchase	200.00	0.00	200.00	15184140 338
04/08/2015	04/07/2015	PAYPAL	50.00	0.00	50.00	15184240 338
04/08/2015	04/07/2015	STAPLS7133749937000001 - Purchase	8.64	0.00	8.64	75284130 410
04/08/2015	04/07/2015	tax	0.00	0.73	0.73	75284130 410
04/08/2015	04/07/2015	SHERATON ATLANTA HOTEL - Purchase	131.78	0.00	131.78	15184140 338
04/08/2015	04/07/2015	sheraton	32.94	0.00	32.94	15184240 338
04/08/2015	04/07/2015	SHERATON ATLANTA HOTEL - Purchase	131.78	0.00	131.78	15184140 338
04/08/2015	04/07/2015	sheraton	32.94	0.00	32.94	15184240 338
04/08/2015	04/07/2015	STAPLS7133749937000002 - Purchase	8.64	0.00	8.64	75284130 410
04/08/2015	04/07/2015	tax	0.00	0.73	0.73	75284130 410
04/10/2015	04/09/2015	SHERATON ATLANTA HOTEL - Purchase	131.78	0.00	131.78	15184140 338
04/10/2015	04/09/2015	sheraton	32.94	0.00	32.94	15184240 338
04/13/2015	04/10/2015	STAPLS7134808506000001 - Purchase	104.70	0.00	104.70	50484190 410
04/13/2015	04/10/2015	tax	0.00	25.49	25.49	50484190 410
04/13/2015	04/10/2015	Staples	195.22	0.00	195.22	15184110 410
04/13/2015	04/10/2015	CHICK-FIL-A #01936 - Purchase	134.60	0.00	134.60	15184110 417
04/13/2015	04/10/2015	tax	0.00	14.13	14.13	15184110 417

CH Full Name

Post Date	Purchase Date	Item Description	Item Price	Item Tax	Total Card Spend	GL: Allocation Account GL: Object Code
04/14/2015	04/12/2015	STAPLES 00117127 - Purchase	80.99	0.00	80.99	15184110 410
04/14/2015	04/12/2015	tax	0.00	6.88	6.88	15184110 410
04/17/2015	04/15/2015	CHICK-FIL-A #01936 - Purchase	41.03	0.00	41.03	15184110 417
04/17/2015	04/15/2015	tax	0.00	4.31	4.31	15184110 417
04/17/2015	04/15/2015	CHICK-FIL-A #01936 - Purchase	6.53	0.00	6.53	15184110 417
04/17/2015	04/15/2015	tax	0.00	0.69	0.69	15184110 417
04/20/2015	04/17/2015	SAFFRON CAFE AND BAKER - Purchase	212.38	0.00	212.38	15184110 417
04/20/2015	04/17/2015	safron	53.10	0.00	53.10	15184210 417
04/21/2015	04/20/2015	TST STICKY MT PLEASANT - Purchase	126.42	0.00	126.42	15184110 417
04/21/2015	04/20/2015	sticky fingers	31.60	0.00	31.60	15184210 417
04/23/2015	04/21/2015	THE KICKIN CHICKEN JL - Purchase	128.63	0.00	128.63	15184110 417
04/27/2015	04/24/2015	BAGSINBULK.COM - Purchase	288.00	0.00	288.00	30984190 410
04/27/2015	04/25/2015	SHERATON ATLANTA HOTEL - Purchase	164.72	0.00	164.72	15184140 410
04/27/2015	04/25/2015	SHERATON ATLANTA HOTEL - Purchase	164.72	0.00	164.72	15184140 410
04/29/2015	04/28/2015	BABIES R US #8888 - Purchase	59.98	0.00	59.98	15184140 410
04/29/2015	04/28/2015	tax	0.00	5.10	5.10	15184140 410
04/29/2015	04/27/2015	SC.GOV - Purchase	123.04	0.00	123.04	15184110 399
04/30/2015	04/28/2015	SAFFRON CAFE AND BAKER - Purchase	265.20	0.00	265.20	15184140 410

CH Full Name

Post Date Purchase Date Item Description

Item Price Item Tax Total Card Spend GL: Allocation Account
GL: Object Code

count: 39

count: 39		3,271.74		58.06		3,329.80	
SCROGGY, GILBERT							
04/07/2015	04/06/2015	LOWES #00497 - Purchase	17.64	0.00	17.64	15184142	410
04/07/2015	04/06/2015	tax	0.00	1.50	1.50	15184142	410
04/07/2015	04/06/2015	LOWES #00655 - Purchase	31.96	0.00	31.96	15184142	410
04/07/2015	04/06/2015	tax	0.00	2.72	2.72	15184142	410
04/07/2015	04/06/2015	LOWES #00655 - Purchase	22.98	0.00	22.98	15184142	410
04/07/2015	04/06/2015	tax	0.00	1.95	1.95	15184142	410
04/08/2015	04/07/2015	LOWES #00661 - Purchase	17.98	0.00	17.98	15184142	410
04/08/2015	04/07/2015	tax	0.00	1.53	1.53	15184142	410
04/10/2015	04/09/2015	LOWES #00497 - Purchase	4.16	0.00	4.16	15184142	410
04/10/2015	04/09/2015	tax	0.00	0.35	0.35	15184142	410
04/22/2015	04/21/2015	LOWES #00655 - Purchase	68.32	0.00	68.32	15184142	410
04/22/2015	04/21/2015	tax	0.00	5.81	5.81	15184142	410
04/23/2015	04/21/2015	L FISHMAN & SON NCHARLEST - Purchase	12.41	0.00	12.41	15184142	410
04/23/2015	04/21/2015	tax	0.00	1.05	1.05	15184142	410
04/27/2015	04/24/2015	LOWES #00655 - Purchase	17.51	0.00	17.51	15184142	410
04/27/2015	04/24/2015	tax	0.00	1.49	1.49	15184142	410
04/27/2015	04/24/2015	LOWES #00655 - Purchase	51.40	0.00	51.40	15184142	410

CH Full Name

Post Date	Purchase Date	Item Description	Item Price	Item Tax	Total Card Spend	GL: Allocation Account GL: Object Code
04/27/2015	04/24/2015	tax	0.00	4.37	4.37	15184142 410
04/29/2015	04/28/2015	LOWES #00539 - Purchase	244.39	0.00	244.39	15184142 410
04/29/2015	04/28/2015	tax	0.00	20.77	20.77	15184142 410
04/29/2015	04/28/2015	LOWES #00539 - Purchase	79.44	0.00	79.44	15184142 410
04/29/2015	04/28/2015	tax	0.00	6.75	6.75	15184142 410
count: 22			568.19	48.29	616.48	
TAYLOR, RUTH B						
04/08/2015	04/07/2015	PALMETTO AWARDS - Purchase	63.95	0.00	63.95	30012319 410
04/08/2015	04/07/2015	tax	0.00	5.44	5.44	30012319 410
04/13/2015	04/10/2015	SAFFRON CAFE AND BAKER - Purchase	56.12	0.00	56.12	30012319 410
04/20/2015	04/17/2015	SAFFRON CAFE AND BAKER - Purchase	55.02	0.00	55.02	30012319 410
count: 4			175.09	5.44	180.53	
WATERS, PAMELA						
04/16/2015	04/15/2015	WM SUPERCENTER #2348 - Purchase	28.94	0.00	28.94	15184110 417
04/16/2015	04/15/2015	tax	0.00	0.43	0.43	15184110 417
04/22/2015	04/21/2015	USPS 45148802429802188 - Purchase	2.66	0.00	2.66	15012230 412
count: 3			31.60	0.43	32.03	
report count: 127			9,056.75	155.51	9,212.26	

Charleston > excellence is our standard
County SCHOOL DISTRICT

75 Calhoun Street, Charleston, SC 29401

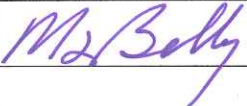
**FACILITIES MAINTENANCE & ASSET MANAGEMENT
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Michael L. Bobby
DATE: June 8, 2015
SUBJECT: Reallocation of \$160,000 from FY16 Fixed Cost of Ownership (FCO) Contingency A-D funds to FY16 FCO Facilities Maintenance & Asset Management (FM&AM) Project, Pepperhill Fire Alarm Replacement

RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees approve a request from staff to add Pepperhill ES Fire Alarm Replacement to the FCO project list and reallocate \$160,000 from FY16 FCO Contingency A-D funds (Project #5069) to FY16 FCO FM&AM (Project #5045) for this requirement.

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. Ronald F. Kramps Executive Director Facilities Maintenance & Asset Management	

Committee Recommendation(s):

Audit and Finance Committee recommendation:

Mr. Todd Garrett, Chair Audit & Finance Committee	
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FACILITIES MAINTENANCE & ASSET MANAGEMENT

June 8, 2015

SUBJECT:

Reallocation of \$160,000 from FY16 Fixed Cost of Ownership (FCO) Contingency A-D funds to FY16 FCO Facilities Maintenance & Asset Management Project Pepperhill Fire Alarm Replacement

BACKGROUND:

On April 13, 2015, by Item 10.1.G, the Board of Trustees approved the prioritized list of projects under the Capital Budget for Fixed Cost of Ownership (FCO) for fiscal year 2016. A project to replace the fire alarm system at Pepperhill ES was accidentally left off that list. FM&AM has known about this requirement, has completed a design, and delivered design drawings to OSF for approval. The work needs to be complete prior to the start of the 15/16 school year per OSF mandate.

DISCUSSION:

OSF is requiring a complete fire alarm system upgrade at Pepperhill. They are taking advantage of our need to expand the existing fire alarm system, due to the addition of mobile facilities, and requiring a complete fire alarm system replacement/upgrade to current code. They are requiring the same at Brentwood (changed floorplan) and Pinckney (added mobiles) and those projects are on the FCO list and have approved designs, but Pepperhill was left off the list.

RECOMMENDATION:

It is hereby recommended that the Charleston County School District Board of Trustees approve a request from staff to add Pepperhill ES Fire Alarm Replacement to the FCO project list and reallocate \$160,000 from FY16 FCO Contingency A-D funds (Project #5069) to FY16 FCO FM&AM (Project #5045) for this requirement.

FUNDING SOURCE/COST:

FY2016 Fixed Cost of Ownership (FCO) funded by the Spring BAN 2015

FUTURE FISCAL IMPACT:

None

DATA SOURCES:

Ronald F. Kramps, Executive Director FM&AM
Joyce Costello, Capital Projects Accounting Officer

PREPARED BY:

Ronald F. Kramps, Executive Director FM&AM

REVIEWED BY LEGAL SERVICES: N/A

REVIEWED BY PROCUREMENT SERVICES: N/A

**RESOLUTION REQUESTING REALLOCATION OF FUNDING
FY 2016 - FIXED COST OF OWNERSHIP (FCO)**

FY 2016 - FIXED COST OF OWNERSHIP (FCO) - TOTAL BUDGETS AND ADJUSTMENTS				
PROJECT #	PROJECT	APPROVED BUDGET	PROPOSED BUDGET	VARIANCE
#5069	Contingency A - D	\$600,000.00	\$440,000.00	(\$160,000.00)
#5045	Facilities Maintenance & Asset Management	\$4,850,000.00	\$5,010,000.00	\$160,000.00
	TOTAL	\$5,450,000.00	\$5,450,000.00	\$0.00

Resolved this 8th day of June 2015.

By: _____ Date _____
Michael L. Bobby
Acting Superintendent of Schools and Chief of Finance,
Operations and Capital Programs

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

Signature

Facilities Maintenance and Asset Management

June 8, 2015

SUBJECT: 24-month Extension of Custodial Contract P9002

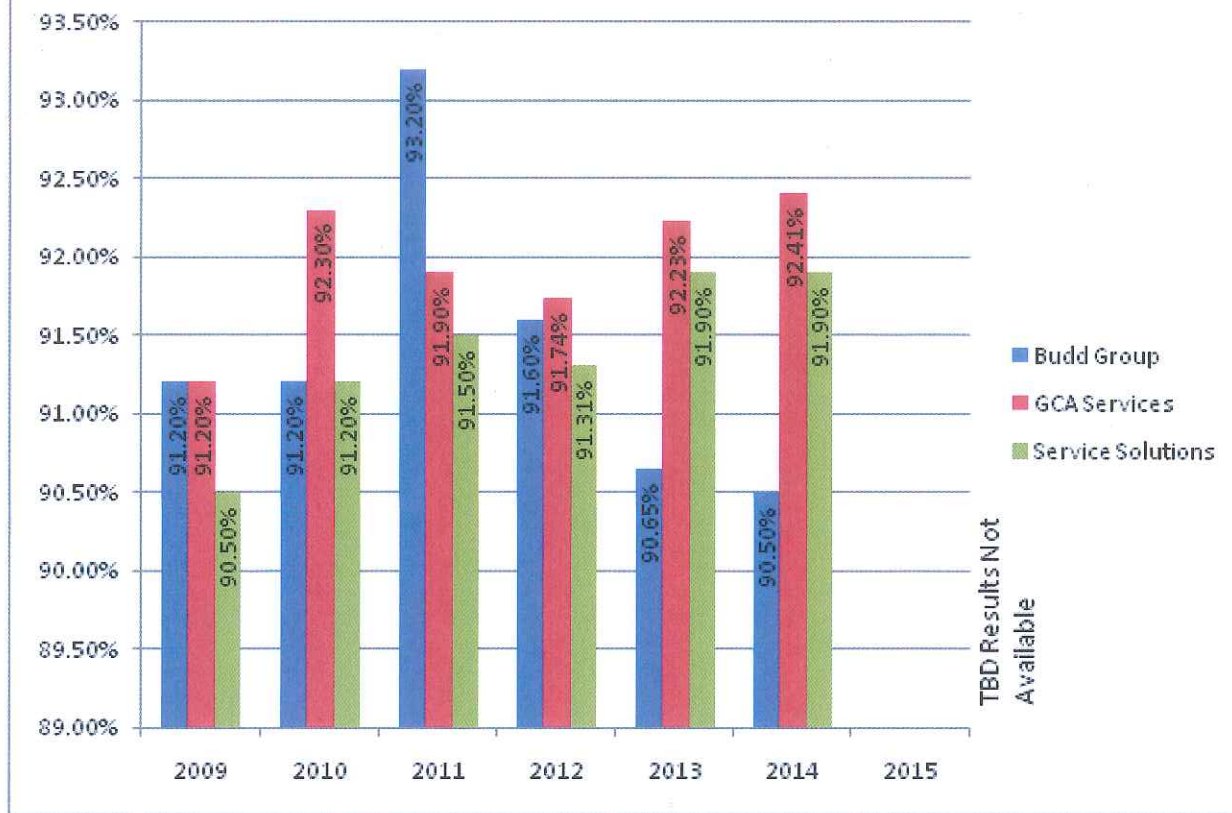
BACKGROUND:

Contract #P9002 is a \$10.6m/year custodial contract, with three vendors, that commenced January 2009. The contract has existed through a base-year, four 12-month extensions, and is now in the second of two additional 12-month extensions previously approved by the Superintendent. The contract will expire December 31, 2015. Procurement code section 2030.4 (Maximum Time of Use) lists a requirement for board approval for contracts exceeding seven years. CCSD FM&AM recommends and requests board approval for two additional 12-month extensions to this contract based on good performance by the contractors and established, low prices, especially in light of the uncertainty of pricing associated with a new solicitation in a budget year that is extremely lean.

DISCUSSION:

This chart illustrates the results of monthly satisfaction surveys for the three contractors completed by principals for 2009-2014. All three vendors have provided "good," or better, service, which the contract defines as an average principal satisfaction score greater than 88%.

Custodial Service Principal Survey Results 2009 to 2014



The per-square-foot cost for custodial service under our contract for FY2015 is \$1.13/square foot. The Council of the Great City Schools reported typical custodial costs per-square-foot in an October 2009 report. Forty-six (46) districts reported costs from \$0.01/SF to \$4.46/SF with a median of \$1.57/SF. The Council also reported that 26 districts had custodial costs between \$1.00 and \$2.00 with the median at \$1.78. Therefore, at \$1.13/SF, and even in light of our non-union environment, our contract custodial price appears to be reasonable and rather low.

Although our principal satisfaction scores for contractor performance are good or better, we know from frequent interviews and interaction with the Principal's Round Table that the principals are very dissatisfied with the LEVEL of cleaning the contract requires. Our research has shown that the current level of contract manhours expended roughly corresponds with a "level of cleanliness" established by the Association of Physical Plant Administrators (APPA) that is below what most users of our facilities would expect. We feel sure that, in an environment of high demands for service and in view of improved market conditions from the time of solicitation of the current contract, any new solicitation will result in higher pricing per square foot than what we currently enjoy. In light of current budget challenges it seems prudent to extend the current contract, whose pricing we know, rather than proceed with a solicitation that will probably yield higher pricing we cannot afford.

A two-year extension is preferred over a one-year extension for the above reasons, and so that the solicitation of the next custodial contract, which would occur Summer 2017, will not coincide with the solicitation of the next grounds contract, which will occur Summer 2016.

RECOMMENDATION:

It is hereby recommended that the Charleston County School District Board of Trustees approve the extension of P9002 custodial contract for a period of 24 months to end December 31, 2017.

FUNDING SOURCE/COST:

General Operating Funds: All cost centers ***-2547-320

FUTURE FISCAL IMPACT:

January 1, 2016 to December 31, 2016 \$10,687,808 (Estimate)

January 1, 2017 to December 31, 2017 \$10,996,760 (Estimate)

DATA SOURCES:

MUNIS

Dennis Burgess, Plant Operations Officer

PREPARED BY:

Dennis Burgess, Plant Operations Officer

REVIEWED BY LEGAL SERVICES

NA

REVIEWED BY PROCUREMENT SERVICES

Wayne Wilcher

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County SCHOOL DISTRICT

75 Calhoun Street, Charleston, SC 29401

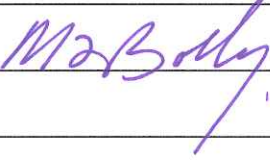
**FACILITIES MAINTENANCE and ASSET MANAGEMENT
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Michael L. Bobby
DATE: June 8, 2015
SUBJECT: Cenergistic, Inc. Proposal for Energy Savings Contract

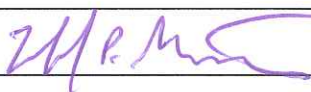
RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees approve a request to expend utility funding in an energy savings contract with Cenergistic, Inc.

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. Ronald F. Kramps Executive Director Facilities Maintenance & Asset Management	

Committee Recommendation(s):

Mr. Todd Garrett, Chair Audit & Finance Committee	
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FACILITIES MAINTENANCE and ASSET MANAGEMENT

June 8, 2015

SUBJECT: Cenergistic, Inc. Proposal for Energy Savings Contract

BACKGROUND:

Cenergistic, Inc., "The Energy Conservation Company," has delivered an unsolicited proposal to Facilities Maintenance and Asset Management (FM&AM) to establish a five-year energy savings contract between the District and Cenergistic, Inc. Payment to Cenergistic would be 50% of saved utility costs.

DISCUSSION:

Cenergistic, Inc., formerly known as Energy Education, is a vendor that delivers customized, people-driven energy conservation programs that focus on changing human behavior to help school districts reduce their consumption of energy and water, without equipment upgrades or changes in operating hours. Cenergistic has proposed a contract with the following joint goals:

- Save District funds
- Preserve a quality learning environment
- Conserve energy
- Increase awareness of energy decisions

Cenergistic has proposed to meet these goals via the provision of four (4) full-time energy specialists who would work in CCSD schools leading and managing implementation of their energy conservation program. Measurement and verification would be accomplished through third party energy software, known as EnergyCAP, of which Cenergistic has exclusive distribution right, but no shared ownership.

Payment to Cenergistic for these services is in the form of a "performance fee," which is 50% of realized energy savings annually for five years, however, the District would retain 100% of savings achieved during a proposed "Quick Start" period, e.g. the first six months of performance. Under this proposed contract, the performance fee is contingent on the successful implementation of Cenergistic's conservation program and assumes cooperation of the District and District employees. All performance fees would be paid via realized savings from the District's utilities budget.

Forecast gross savings to the District during the first full year is \$2M, of which \$1M would be payment to Cenergistic and \$1M would be net savings. We intend to "bank" our \$1M net savings and have reduced the draft FY16 utilities budget by \$1M. Savings in the subsequent years of the contract would seek to improve upon the first year savings. The District would enjoy the entire gross annual savings after conclusion of the five-year contract, assuming learned behavior and practices remained in place.

RECOMMENDATION:

It is hereby recommended that the Charleston County School District Board of Trustees approve a request to expend utility funding in an energy savings contract with Cenergistic, Inc.

FUNDING SOURCE/COST:

CCSD Utility Operating Funds, year zero through six months – no cost; year one through year five – 50% of realized utilities savings from baseline year budget.

FUTURE FISCAL IMPACT:

Increases in energy efficiency and decreased funds spent on energy/utility expenditures each year.

DATA SOURCES:

Sean Hughes, Director of Operational Planning

PREPARED BY:

Ronald F. Kramps, Executive Director FM&AM
Sean Hughes, Director of Operational Planning

REVIEWED BY LEGAL SERVICES

Yes

REVIEWED BY PROCUREMENT SERVICES

Yes

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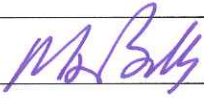
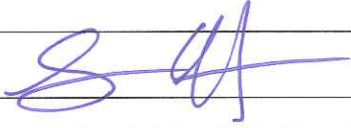
**Finance, Operations & Capital Programs
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Michael L. Bobby
DATE: June 8, 2015
SUBJECT: Laurel Hill Utility Easement

RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees grant a utility easement as indicated on parcels 598-00-00-403 and 598-00-00-036 to Mount Pleasant Waterworks for an underground force main installation on the Laurel Hill Primary site.

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. Sean Hughes Director of Operational Planning	

Committee Recommendation(s):

Mr. Todd Garrett, Chair Audit & Finance Committee	
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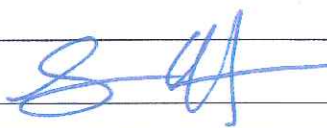
Finance, Operations & Capital Programs
BOARD AGENDA ITEM

TO: Board of Trustees
FROM: Michael L. Bobby
DATE: June 8, 2015
SUBJECT: Laurel Hill Utility Easement

RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees grant a utility easement as indicated on parcels 598-00-00-403 and 598-00-00-036 to Mount Pleasant Waterworks for an underground force main installation on the Laurel Hill Primary site.

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. Sean Hughes Director of Operational Planning	

Committee Recommendation(s):

Mr. Todd Garrett, Chair Audit & Finance Committee	
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Finance, Operations & Capital Programs
June 8, 2015

SUBJECT:

Underground Force Water Main Utility Easement for Mount Pleasant Waterworks at Laurel Hill Primary

BACKGROUND:

Mount Pleasant Waterworks is seeking an easement to install an underground force main on the edge of the Laurel Hill Primary site. It involves property TMS #:598-00-00-403 and 598-00-00-035.

DISCUSSION:

This easement does affect any day to day operations or maintenance of the Laurel Hill Primary property. The small portion of the property that will contain the easement does not present future development concerns or usability concerns.

The value of the easement is appraised by Gary L. Pruitt of Atlantic Appraisals using the following calculation for 598-00-00-403:

2,918.81 sq ft of easement @ \$3.79/SF x 15% value loss = \$1,657

The value of the easement is appraised by Gary L. Pruitt of Atlantic Appraisals using the following calculation for 598-00-00-036:

2,918.81 sq ft of easement @ \$3.79/SF x 2% value loss = \$198

An additional value loss for a temporary construction easement is valued by Atlantic Appraisals for parcel 598-00-00-036:

\$1.28/day x 90 days of construction activity = \$115

The total value of the easement across these two parcels is \$1,970.00.

RECOMMENDATION:

It is hereby recommended that the Charleston County School District Board of Trustees grant a utility easement as indicated on parcels 598-00-00-403 and 598-00-00-036 to Mount Pleasant Waterworks for an underground force main installation on the Laurel Hill Primary site.

FUNDING SOURCE/COST:

N/A

FUTURE FISCAL IMPACT:

One time value of easements, \$1,970 total

DATA SOURCES:

Lynn Crooks
Ronald Kramps
Gary Pruitt

PREPARED BY:

Sean Hughes, Director of Operational Planning

REVIEWED BY LEGAL SERVICES

Outside counsel Lynn Crooks has been consulted. Due to the small, straight-forward nature of the easement Ms. Crooks agreed it was not cost effective to have her prepare a formal legal opinion on this specific easement.

REVIEWED BY PROCUREMENT SERVICES

N/A

ATTACHMENTS

1. Atlantic Appraisals, LLC appraisal of parcel #598-00-00-403
2. Atlantic Appraisals, LLC appraisal of parcel #598-00-00-035
3. Map of Laurel Hill parcels with easement indicated on it.



**PROJECT #: SFM1508
AN APPRAISAL
OF A GENERAL UTILITY EASEMENT
(FORCED MAIN EASEMENT)
& TEMPORARY CONSTRUCTION EASEMENT
PARK WEST BLVD - (CARIO SCHOOL)
MOUNT PLEASANT, SOUTH CAROLINA
TMS: 598-00-00-035**

AS OF

APRIL 2, 2015

PREPARED FOR

**MOUNT PLEASANT WATERWORKS
1619 RIFLE RANGE ROAD
MT PLEASANT, S.C.
ATTN: MS. ROBIN L. BURNER**

BY

GARY L. PRUITT, MAI

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Atlantic Appraisals, LLC
P.O. Box 834
Mt. Pleasant, S.C. 29465**

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Ms. Robin L. Burner

April 6, 2015

Page two (2)

This appraisal report is intended to conform to the Uniform Standards of Professional Appraisal Practice (USPAP) as adopted by the Appraisal Institute.

I have prepared appraisals on other properties of this type, and consider myself competent to prepare the following report on the subject property.

I hereby certify that I have no interest in the subject property and that neither the employment to make this appraisal nor the compensation therefor, is contingent on the reported value.

I further certify that this appraisal was made in conformity with the guidelines of the Appraisal Institute.

Respectfully submitted,

Gary L. Pruitt

Gary L. Pruitt, MAI
State Certified General Real Estate Appraiser
Certification No. CG170

GLP/glp
Enclosures
File No. 15-0104

EXHIBITS

Photographs of Subject



Location of Easement

SUMMARY OF IMPORTANT CONCLUSIONS

Project Number: SFM1508

Location: Park West Blvd
Mount Pleasant, S.C.

TMS: 598-00-00-035

Owner of Record: Charleston County School District

Land Area:
Parent Tract: 54.08 Acres (High Land)

Acquisition:
Permanent Easement: 2,611.04 sf
Temporary Easement: 1,230.39 sf

Zoning: Institutional

Highest & Best Use: Multi-family

Estimated Market Value
Of Taking:
Permanent: \$198
Temporary: \$115
Total: \$313

Date of Appraisal: April 2, 2015

Date of Report: April 6, 2015

Appraiser: Gary L. Pruitt, MAI

Flood Zone: X

File No: 15-104

DEFINITION OF MARKET VALUE

The most probable price which a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller each acting prudently and knowledgeably, and assuming the price is not affected by undue stimulus.

Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby:

1. Buyer and Seller are typically motivated.
2. Both parties are well informed or well advised, and acting in what they consider their own best interests.
3. A reasonable time is allowed for exposure in the open market.
4. Payment is made in terms of cash in U.S. dollars or in terms of financial arrangements comparable thereto.
5. The price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions granted by anyone associated with the sale.

Source Data:

- A. Department of the Treasury, Office of Thrift Supervision.
12 CFR Part 564.2, dated Thursday, August 23, 1990
- B. Department of the Treasury, Office of the Comptroller of the
Currency. 12 CFR Part 34.42, dated Friday, August 24, 1990
- C. Federal Deposit Insurance Corporation, 12 CFR Part 323.2,
dated Monday, August 20, 1990

Report Preparation - The final phase of the appraisal process is the preparation of the appraisal report in accordance with the Uniform Standards of Professional Appraisal Practice (USPAP). The report is also intended to conform to the code of ethics as adopted by the Appraisal Institute.

SITE DESCRIPTION – PARENT TRACT

Identity- The easement area is identified via a plat provided by Mt Pleasant Waterworks. The property's Tax Map Number is 598-00-00-035. The Assessor indicates that the subject has a total area of 54.08 acres of high usable land on Park West Blvd. The site is irregular, but designed to adequately accommodate the elementary school and ancillary parking. The site is completely developed with the school and parking with no room for expansion due to surrounding wetlands.

Access- The subject property fronts Park West Blvd, the primary spine road that serves the entire Park West Development. The intersection of Hwy 17 North and Park West Blvd is traffic light controlled.

Size/Shape- The parent tract totals about 54.08 acres of high usable land.

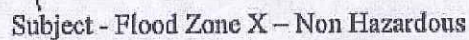
General Utility Easement –The permanent utility easement will total 2,611.04 sf. It will be about 20 feet in width and cross the eastern corner of the tract.

Temporary Construction Easement Acquisition – The temporary construction easement will total 1,230.39 sf. The temporary easement will be 10 feet in width and will be terminated once the construction is complete.

Damages –The taking will not damage the remainder.

Utilities- All utilities to include water and sewer are available at the property line.

Soil Conditions- I was not provided a soil or engineering analysis, but have assumed for purposes of this appraisal, that no unusual soil or subsoil conditions exist that might inhibit or prohibit future use of the property.



Flood Map

HIGHEST AND BEST USE – SUMMARY

Highest and Best Use – As Vacant

1. Physically Possible:

Size, shape, and terrain affect the uses to which land may be employed. The subject property is an irregular 54.08 acre institutional tract. It is easily accessible from Park West Blvd and from Hwy 17 North. Soils on the property are assumed to be adequate for construction. The ground, both above and below, is assumed to be free from contamination. The quantity of wetlands is assumed to be average for this size tract and they are assumed to be unobtrusive to development planning.

All utilities are available. The subject's most significant asset is its location at the entrance to a large upscale residential development and in the path of future growth for Mt Pleasant. It is too far removed from Hwy 17 North to have commercial significance.

In summary, the subject property has physical attributes for all types of residential or multi-family uses.

2. Legally Permissible:

The subject property is located on Park West Blvd and is presently zoned for recreational use. The property is surrounded with residential and multi-family development. Multi-family or residential use would be a reasonable use and it is reasonable to expect that a zoning change would be allowed.

SALES COMPARISON APPROACH – LAND VALUATION

I have researched the Mt Pleasant area for recent sales of commercial tracts that might indicate value for the subject. These transactions are discussed in detail on the following pages.

Multi-Family Land, Apartment	Grand Oaks	Tract D1-B2 Bees Ferry Road	08-09-2012		\$1,859,128	\$149,024.00	\$3.42
Multi-Family Land, Apartment	Caroline Bay	1895 Bermuda Stone Road	08-30-2012		\$4,100,000	\$180,513.00	\$4.14
Multi-Family Land, Apartment		Bees Ferry Road	09-13-2012		\$2,820,000	\$132,353.00	\$3.04
Multi-Family Land, Apartment	Shade Tree	Maybank Highway & Cane Splash Road	07-05-2013		\$2,400,000	\$187,500.00	\$4.30
Multi-Family Land, Apartment		WS Rivers Avenue	12-04-2013	12-04-2013	\$1,117,500	\$149,393.00	\$3.43
Multi-Family Land, Apartment	Essex Farms	Glenn McConnell Parkway	12-13-2013	12-16-2013	\$4,220,500	\$188,320.00	\$3.82
Residential (Single-Family) Land	Part of Pepper Plantation	Off Tupelo Forest Drive	07-29-2014	07-29-2014	\$1,215,000	\$131,304.00	\$3.03
Multi-Family Land, Apartment	A part of Bolton's Landing	Off Bees Ferry Road	09-30-2014		\$3,680,000	\$106,522.00	\$2.45

Corner/Interior	Interior
In a Flood Hazard	No
Zoning Code	City of Charleston PUD
Indicators	
Price/ Acre	\$68,328
Price/ SF Land	\$1.57
Adj. Price/ Acre	\$149,024
Adj. Price/ SF Land	\$3.42
Price/ Usable Acre	\$79,511
Price/ Usable SF Land	\$1.83
Adj. Price/Usable Acre	\$173,415
Adj. Price/Usable SF	\$3.98
Land	
Price/Lot or Unit	\$13,982

Remarks

06, 12

This is the sale of a multi-family tract of land located off Bees Ferry Road in the Grand Oaks Planned Development and across Bees Ferry Road from Walmart. This is an assemblage of two adjacent parcels owned by different entities. The seller and deed recording information is for one parcel. The other property was sold by Grand Oaks Development LLC and the deed for that transaction was recorded in book 0270 on page 572. The new parcel is approved for 290 multi-family units.

Zoning Code	Residential
Indicators	
Price/ Acre	\$180,513
Price/ SF Land	\$4.14
Adj. Price/ Acre	\$180,513
Adj. Price/ SF Land	\$4.14
Price/ Usable Acre	\$180,513
Price/ Usable SF Land	\$4.14
Adj. Price/Usable Acre	\$180,513
Adj. Price/Usable SF	\$4.14
Land	
Price/Lot or Unit	\$14,855

Remarks

006

This is a tract located in Carolina Bay near the new school site. This tract was purchased for construction of a 276 unit apartment complex. The site is fully entitled with engineering, approvals, utilities and off site drainage in place.

The site was acquired in March of 2008 for \$4,140,000 plus a real estate commission of about \$217,000 paid outside of closing so the adjusted price was \$4,357,000.

\$4,357,194 (\$4,140,000 plus RE Commission) in March 2008

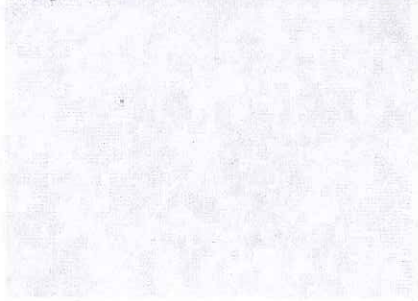
Adj. Price/ SF Land	\$3.04
Price/Lot or Unit	\$10,000

Remarks

006

This is a tract of land with an entrance off Bees Ferry Road just south of Grand Oaks Plantation. The seller had the property under contract for an extended period of time while he worked out the development entitlements and the availability of public water and sewer. The purchase price does not reflect increasing value during that period of time.

The purchaser intends to construct a 288 unit multi-family development.



Development	
Indicators	
Price/ Acre	\$187,500
Price/ SF Land	\$4.30
Adj. Price/ Acre	\$187,500
Adj. Price/ SF Land	\$4.30
Price/ Usable Acre	\$187,500
Price/ Usable SF Land	\$4.30
Adj. Price/Usable Acre	\$187,500
Adj. Price/Usable SF	\$4.30
Land	
Price/Lot or Unit	\$10,000

Remarks
011, 11-0489C, 11/1/11
This is a sale of an 12.8 acre land tract that is located off Maybank Highway and Cane Splash road, within the proposed PUD known as Shade Tree. This has all entitlements in place and has preliminary approval by the City of Charleston for a mixed use development, or PUD. The 12.8 acre portion is entitled for 240 multi-family units and sold for \$2,400,000 or \$10,000 per unit.

Zoning Code	B-2 General Business
Indicators	
Price/ Acre	\$149,398
Price/ SF Land	\$3.43
Adj. Price/ Acre	\$149,398
Adj. Price/ SF Land	\$3.43
Price/ Usable Acre	\$149,398
Price/ Usable SF Land	\$3.43
Adj. Price/Usable Acre	\$149,398
Adj. Price/Usable SF	\$3.43
Land	
Price/Lot or Unit	\$1,117,500\$19,955

Remarks

This 7.48 acres was formerly a part of a larger 11.03 acres that had frontage on Rivers Avenue. Douglas Rivers Avenue, LLC purchased the rear portion of the tract with an access easement from Rivers Avenue. The buyer will be responsible for all costs associated with the access road. The remaining 3.54 acres of the parent tract is still available for sale with an asking price of \$897,500 (\$253,531/acre). The buyer plans to develop 56 low income housing units on this 7.48 acres (7.5 units/acre).

Price/ Acre	\$166,326
Price/ SF Land	\$3.82
Adj. Price/ Acre	\$166,326
Adj. Price/ SF Land	\$3.82
Price/ Usable Acre	\$371,802
Price/ Usable SF Land	\$8.54
Adj. Price/Usable Acre	\$371,802
Adj. Price/Usable SF	\$8.54
Land	
Price/Lot or Unit	\$15,546

Remarks

The tract in this transaction is to be subdivided from 309-00-00-003.
This is an irregular tract that is part of the Essex Farms land on Glenn McConnell Parkway. It will be subdivided from 309-00-00-003 and its new tax map number is 309-00-00-466. Access is from Glenn McConnell Parkway and the buyer intends to develop the land with 272 garden apartment units. Buildings will be 2 to 3 stories tall.

Zoning Code	R1 Single Family Residential
--------------------	-------------------------------------

Indicators

Price/ Acre	\$148,279
Price/ SF Land	\$3.40
Adj. Price/ Acre	\$131,804
Adj. Price/ SF Land	\$3.03
Price/ Usable Acre	\$148,279
Price/ Usable SF Land	\$3.40
Adj. Price/Usable Acre	\$131,804
Adj. Price/Usable SF	\$3.03
Land	
Price/Lot or Unit	\$40,000

Remarks

This is a part of Pepper Plantation that was purchased for single family residential. This area of Pepper was originally set aside for commercial uses, but the seller had the property rezoned to allow residential. Ryland Homes has a presence in Tupelo since they have previously purchased and developed three other tracts. This will be a continuation of their development and will place them adjacent to the remaining developable land in Pepper. The land was sold with complete engineering plans for 27 lots that average 40 foot widths. In addition the purchaser had to meet a time threshold to start infrastructure construction.

This is a portion of Pepper Plantation that was originally approved for commercial uses, but rezoned by the owner for single family residential. The site is approved for 27 lots that will average 40 feet wide. The land was fully entitled with engineering plans.

In a Flood Hazard	No
Zoning Code	DR-2F Multi-Family
Indicators	
Price/ Acre	\$76,087
Price/ SF Land	\$1.75
Adj. Price/ Acre	\$106,522
Adj. Price/ SF Land	\$2.45
Price/ Usable Acre	\$104,509
Price/ Usable SF Land	\$2.40
Adj. Price/Usable Acre	\$146,312
Adj. Price/Usable SF	\$3.36
Land	
Price/Lot or Unit	\$14,000

Remarks

This is available vacant land at the rear of Bolton's Landing subdivision that has been under contract to a confidential buyer for a HUD apartment complex for nearly 18 months. The land was originally zoned for single family residential, but the buyer has obtained a zoning change to allow 350 apartment units and then swapped other land in Bolton's landing with Beazer Homes for future single family development in order to facilitate apartment development in this location in Bolton's Landing.

The buyer would not close without approval from HUD for a loan and that is why the contract period was extended. After obtaining HUD financing, there was pressure from the seller to close before the necessary surveys dividing the land could be recorded. Therefore, in order to preserve the contract, this sale will occur in two phases. Phase I which closed on September 30, 2014 was for \$1,945,000 for 194 units (\$10,000 per unit). Phase II will close within 2 years for the balance of the land \$1,560,000 and a density of 156 units (\$10,000 per unit) plus 4% interest on the purchase price over the two year option period.

Since the meeting of the minds was \$3,500,000 for 350 units this sale is written up under those terms. The market improved significantly since the contract was negotiated 18 months ago (March 2013) so this sale is adjusted positive 40% for changes in market conditions to reflect market value at the time of the first closing.

The total land area is about 46 acres but only 33.6 acres is highland. It is separated by Batten Road so there is about 28 acres is on the south side and about 5 acres on the north side. The apartments will occupy the larger tract with the smaller tract contributing to parking and outside storage.

This is available vacant land at the rear of Bolton's Landing subdivision that is under contract to a confidential buyer for a HUD apartment complex. The land was originally zoned for single family residential, but the buyer has obtained a zoning change to allow 350 apartment units. The buyer will not close without approval from HUD for a loan. The HUD approval has been delayed due to the government shutdown in mid-2013. The buyer has obtained an extension to close the tract at the end of 2014, but will have to pay additional interest that will amount to about \$455,000. The land is separated by Batten Road. About 28 acres is on the south and 5 acres on the north. The apartments will occupy the larger tract with the smaller tract contributing to parking and outside storage.

PERMANENT EASEMENT VALUATION

The permanent utility easement to be acquired by Mount Pleasant Waterworks will allow ingress and egress across and within the boundaries of the easement. The surface of the land may be temporarily disturbed and placed back to near its original condition. The property owner will have the right to use the property; however, he will be unable to place a permanent structure within the boundaries of the easement.

If the owner is denied any further use of the easement strip, then it is reasonable that he should be compensated for 100% of the property value lost. However, since use of the property can still continue except for the construction of permanent buildings, it is reasonable to assume a property value loss of something less than 100%.

When considering the total bundle of property rights and the rights eventually lost, it is difficult to quantify a reasonable compensation. There is precedent for using 10% to 20% of market value as reasonable compensation. The precedent was established over the last 20 years in court cases in Berkeley and Charleston Counties. However, the easement will be located underneath an existing paved road used for school access; hence, the area could never be used for anything else unless the entrance way was ever to be redesigned or relocated. It is doubtful the access road will ever be relocated but there remains a possibility; hence, there is some degree of property rights lost due to the proposed easement. I believe a compensation of 2% of market value is reasonable. The strip or easement is located at the corner of the tract and does not diminish the utility of the remainder.

LAND VALUATION								
54.06 ACRES								
CARIO SCHOOL								
TRANSACTION #-	1	2	3	4	5	6	7	8
TYPE TRANS	Sale	Sale	Sale	Sale	Sale	Sale	Sale	Sale
Date	09-Sep-12	30-Aug-12	13-Sep-12	05-Jul-13	04-Dec-13	13-Dec-13	29-Jul-14	30-Sep-14
Location	Bees Ferry Rd	Carolina Hwy	Bees Ferry	Maybank Hwy	No Charleston	West Ashley	Mt Pleasant	Bees Ferry
Consideration	\$4,054,800	\$4,357,000	\$2,830,000	\$2,400,000	\$1,117,500	\$4,228,500	\$1,080,000	\$4,900,000
Adj for Prop Rights App	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Adjusted Consideration	\$4,054,800	\$4,357,000	\$2,830,000	\$2,400,000	\$1,117,500	\$4,228,500	\$1,080,000	\$4,900,000
Adj for Cond of Sale	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Adjusted Consideration	\$4,054,800	\$4,357,000	\$2,830,000	\$2,400,000	\$1,117,500	\$4,228,500	\$1,080,000	\$4,900,000
Size - AC	23.38	22.71	21.76	12.80	7.48	25.42	8.19	33.49
Value per Acre	\$173,415	\$191,828	\$132,353	\$187,500	\$149,398	\$166,326	\$131,868	\$146,312
Adj Changes In Market Cond	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Adjusted Value per Acre	\$173,415	\$191,828	\$132,353	\$187,500	\$149,398	\$166,326	\$131,868	\$146,312
Physical Characteristics								
Location	0%	0%	0%	0%	0%	0%	0%	0%
Access	0%	0%	0%	0%	0%	0%	0%	0%
Utility / Shape	0%	0%	0%	0%	0%	0%	0%	0%
Size	0%	0%	0%	0%	0%	0%	0%	0%
Density	0%	0%	0%	0%	0%	0%	0%	0%
Net Adjustments	0%	0%	0%	0%	0%	0%	0%	0%
Indicated Value per Acre	\$173,415	\$191,828	\$132,353	\$187,500	\$149,398	\$166,326	\$131,868	\$146,312
Subject Size: (Acres)								
				Market Value per Acre		\$165,000		
				Market Value per SF		\$3.79		

The compensation for this appraisal is not contingent upon the reporting of a predetermined value or direction in value that favors the cause of the client, the amount of the value estimate, the attainment of a stipulated result or the occurrence of a subsequent event. The appraisal assignment is not based on a requested minimum valuation, a specific valuation, or the approval of a loan.

Based on the appraiser's investigation, analysis and conclusions, an opinion has been formed that the market value of the fee simple interest in the subject property as of April 2, 2015 subject to the special and General Assumptions and General Limiting Conditions incorporated by reference into this Certificate was:

See Letter of Transmittal

Gary L. Pruitt

Gary L. Pruitt, MAI
State Certified General Real Estate Appraiser
Certification No. CG170

GENERAL LIMITING CONDITIONS

This appraisal report has been made with, and is subject to, the following General Limiting Conditions:

- The appraisers, by reason of this appraisal report, are not required to give further consultation, testimony, or to be in attendance in court or at any governmental or other hearing with reference to the property without prior arrangements.
- The distribution, if any, of the total valuation in this report between land and improvements applies only under the stated program of utilization. The separated allocations for land and buildings, if any, must not be used in conjunction with any other appraisal and are invalid if so used.
- Use and disclosure of the content of this report are governed by the bylaws and regulations of the Appraisal Institute. Neither all nor any part of the contents of this report (especially any conclusions as to value, the identity of the appraisers or the firm with which they are connected, or any reference to the Appraisal Institute to the MAI or SRA designations) shall be disseminated to the general public through advertising or sales media, public relations media, news media, or other public means of communication without the prior written consent and approval of the appraiser(s).
- Possession of this report, or a copy thereof, does not carry with it the right of publication. It may not be used for any purpose by any person other than the party to whom it is addressed without consent of the appraiser, and in any event only with proper written qualifications and only in its entirety.
- This appraisal report has been prepared for the exclusive benefit of the stated client. It may not be used or relied upon by any other party. Any party who uses or relies upon any information in this report, without the preparer's written consent, does so at his own risk.
- The party for whom this appraisal report was prepared may distribute copies of this appraisal report in its entirety, to such third parties as may be selected by the party for whom this appraisal report was prepared; however, portions of this appraisal report shall not be given to third parties without the prior written consent of the signatories of this appraisal report.
- Additional copies of this appraisal may be obtained for an appropriate fee only with the knowledge and consent of the client.

QUALIFICATIONS OF THE APPRAISER (CONTINUED)

Gary L. Pruitt, MAI

SEMINARS:

Understanding Ltd. Appraisals & Reporting Options	July 1994
Appraisers Complete Review	August 1994
Property Const. & Inspection	January 1995
Environmental Risk and the Appraisal Process	April 1995
Discounted Cash Flow Analysis	April 1997
Real Estate Risk Analysis	July 1998
General Appraisal Review	March 2000
Appraising Conservation Easements	January 2001
Eminent Domain & Condemnation Appraising	January 2001
Uniform Standards For Federal Land Acquisitions	October 2002
Supporting Capitalization Rates	January 2003
Land Valuation	April 2003
Analyzing Distressed Real Estate	October 2003
The Road Less Traveled: Special Purpose Properties	January 2004
National USPAP Update	May 2005
Business Practices and Ethics	May 2005
Real Estate Finance and Investment Performance	June 2005
Small Hotel/Motel Valuation	March 2006
Highest and Best Use Applications	March 2007
Appraising Distressed Income Producing Properties	March 2008
Role of Appraiser in Eminent Domain	January 2012
Real Estate Finance, Value, & Investment Performance	April 2012
Business Practices and Ethics	May 2012
USPAP	May 2012

CERTIFICATIONS:

State Certified Real Estate Appraiser
Certification No. CG170

EMPLOYMENT:

Charleston County Assessor's Office	1974 - 1984
Associate - Attaway, Thompson & Associates Real Estate Appraisers & Consultants	1984 - 1985
Atlantic Appraisals Real Estate Appraisers & Consultants	Present

APPRAISAL EXPERIENCE INCLUDES:

Commercial – Retail, Industrial, Office Buildings, Multi-Family, Land Tracts,
and Special Purpose Properties

**PROJECT #: SFM1508
AN APPRAISAL
OF A GENERAL UTILITY EASEMENT
(FORCED MAIN EASEMENT)
PARK WEST BLVD – (CARIO SCHOOL)
MOUNT PLEASANT, SOUTH CAROLINA
TMS: 598-00-00-403**

AS OF

NOVEMBER 14, 2014

**PREPARED FOR
MOUNT PLEASANT WATERWORKS
1619 RIFLE RANGE ROAD
MT PLEASANT, S.C.
ATTN: MS. ROBIN L. BURNER**

BY

GARY L. PRUITT, MAI

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Atlantic Appraisals, LLC
P.O. Box 834
Mt. Pleasant, S.C. 29465**

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Ms. Robin L. Burner

November 17, 2014

Page two (2)

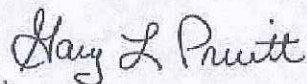
This appraisal report is intended to conform to the Uniform Standards of Professional Appraisal Practice (USPAP) as adopted by the Appraisal Institute.

I have prepared appraisals on other properties of this type, and consider myself competent to prepare the following report on the subject property.

I hereby certify that I have no interest in the subject property and that neither the employment to make this appraisal nor the compensation therefor, is contingent on the reported value.

I further certify that this appraisal was made in conformity with the guidelines of the Appraisal Institute.

Respectfully submitted,



Gary L. Pruitt, MAI
State Certified General Real Estate Appraiser
Certification No. CG170

GLP/glp
Enclosures
File No. 14-0532



Aerial View
(Easement area shown in red)

This area is wetlands

IDENTIFICATION OF THE SUBJECT PROPERTY

The subject of this appraisal is a proposed acquisition of a 2,914.81 sf permanent general utility easement located in Park West Subdivision on Park West Blvd, Charleston County, Mount Pleasant, South Carolina. The acquisition will occur from a 34.92 acre tract parcel (parent tract) which is identified by the Charleston County Assessor's Office as Tax Map Reference 598-00-00-403. The tract has 27.92 acres of high usable land and the remainder is wetlands and is improved with a public elementary school identified as Cario. Note: The building improvements will not be damaged by the easement; hence, they are not addressed in this appraisal. A location map is included on the previous page.

DATE OF APPRAISAL

The property was last inspected on November 14, 2014. This is the effective date of the appraisal.

DATE OF THE REPORT

The report was authored on November 17, 2014.

OWNER OF RECORD

The property owner is Charleston County School District

PROPERTY RIGHTS APPRAISED

The property rights appraised are those of full, complete, and unencumbered ownership subject only to the governmental rights of taxation, police power, eminent domain, and escheat. This is the greatest right and title which an individual can hold in real property. It is known as "Fee Simple Interest".

PURPOSE OF THE APPRAISAL

The purpose of this appraisal is to estimate market value of the proposed taking or the permanent easement. I understand that this appraisal will be used by the Mount Pleasant Waterworks to compensate the property owner.

SCOPE OF THE APPRAISAL

As part of this appraisal, a number of independent investigations and analyses were conducted. In addition to data compiled by Atlantic Appraisals on a regular basis, the investigation undertaken and major data sources used are listed below.

Area & Neighborhood Analysis - Information on the Trident area and Charleston County was obtained from the Chamber of Commerce and local municipalities. A personal inspection of the neighborhood was conducted and conversations were held with property owners, public officials, and various real estate professionals in the area.

Site Description & Analysis - The site was physically inspected on the appraisal date, at which time photographs were taken. The site inspection was conducted using a copy of the assessor's tax map or most recent plat available. Copies of this map or plat are provided herein.

Improvement Description & Analysis - There are no improvements addressed in this analysis.

Highest and Best Use - The highest and best use of the property was estimated based on an analysis of the subject property and surrounding land use patterns.

Cost Approach - The cost approach was not addressed in this analysis as it is generally not applicable to the appraisal of vacant land.

Income Approach - The Income Approach was not addressed in this analysis as it is generally not applicable to the appraisal of vacant land.

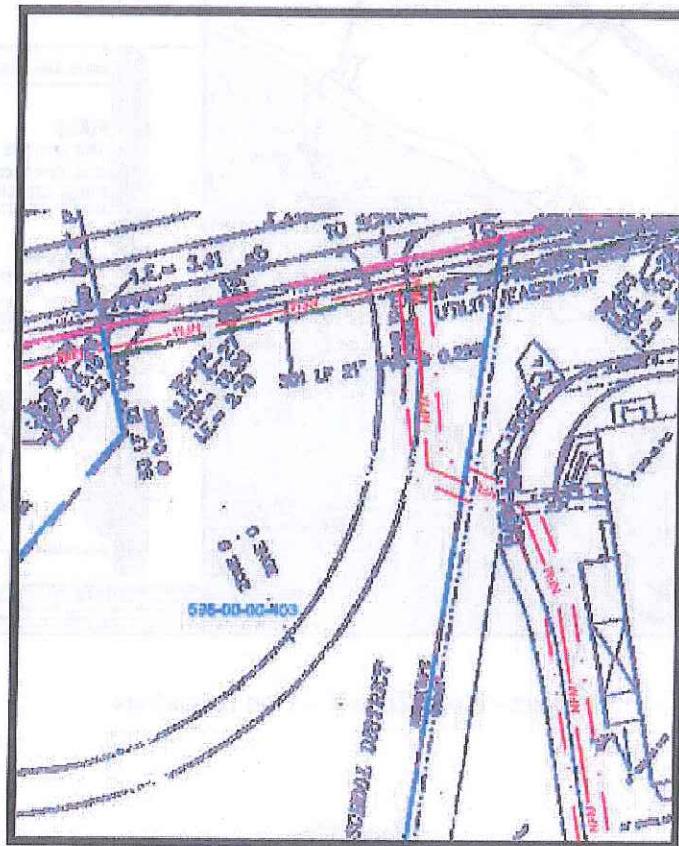
Sales Comparison Approach - I have researched the market for sales of other properties that are reasonably similar to the subject that might indicate value for the subject. A number of sales were reviewed and those considered most comparable to the subject were used as a basis for comparison. These transactions were verified with the grantor, grantee, or real estate agent or closing attorney.

NEIGHBORHOOD DESCRIPTION

The subject is located on US Highway 17 North just above its intersection with Highway 41. This is one of the fastest growing areas in the Charleston region, and has experienced significant growth in the past decade. The traffic count along this stretch of Highway 17 is approximately 36,200 vehicles per day.

The subject tract comprises a majority of the commercial section of the Park West development. Park West is a large upscale residential development off Hwy 17 North and in the path of future Mt Pleasant growth.

responsibility in connection with such matters or for any studies which might be required to discover such matters.



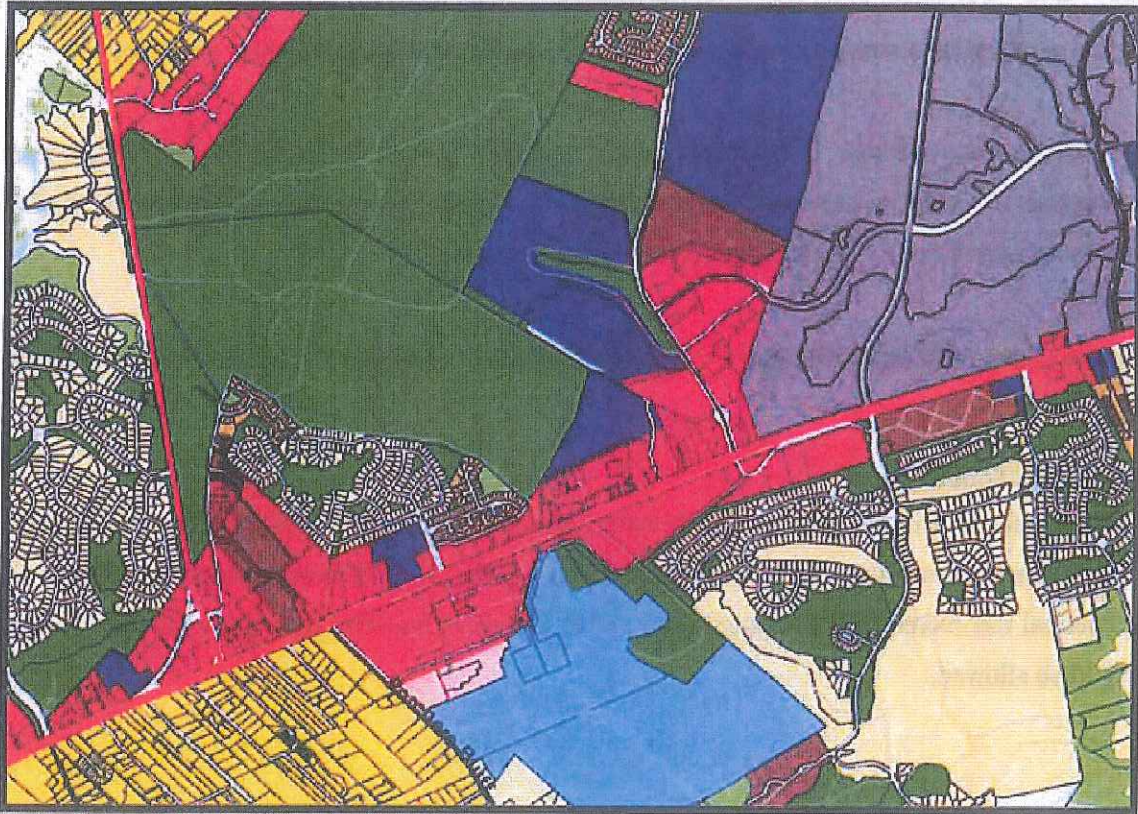
Easement Plat

REAL ESTATE TAXES

The property is exempt from property taxes.

ZONING

The subject property is located at the entrance to Park West S/D and is zoned or designated as recreation open space. A typical alternate use would be multi-family and the current use is a public school. The current use is conforming.



3. Financially Feasible:

The subject is part of a planned commercial/residential development identified as Park West. The commercial area is located toward the front of the development. The desirable residential areas are located further into the development. It would not be feasible to develop as residential due to lack of desirability. Several tracts that are reasonable similar in Park West have been developed as multi-family. There is adequate demand at present for multi-family units.

4. Maximally Productive:

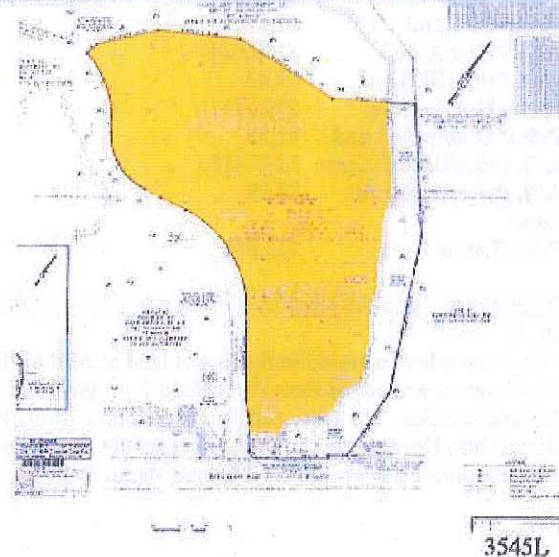
In the final analysis, a determination must be made as to which feasible use is the highest and best or most probable use. The subject's zoning is recreational but it is reasonable to expect that a zoning change could be obtained. In my opinion, the highest and best use is for multi-family development.

APPROACH TO VALUE

I have used the Sales Comparison Approach in order to estimate market value of the overall parent tract. The unit value indication for the overall tract will be applied to the easement areas. The Cost and Income Approaches will not be used as I have found these approaches are not typically applicable to the appraisal of vacant land.

LAND COMPARABLE 1

Sale ID 5656
Property Type Multi-Family Land, Apartment
Property Name Grand Oaks
Address Tract D1-B2 Bees Ferry Road
City, State Zip Charleston, South Carolina
29414
Submarket
MSA
Tax ID 301-00-00-676



Verification

Data Source Preston Hipp - Seller
Confirmed With Preston Hipp - Seller
Confirmed By Michael C. Tawes
Confirmation Date 11-26-2012

Transaction Data

Sale Date 08-09-2012
Sale Status Closed
Seller Bees Resources LP
Buyer Bees Ferry - FCA
Conveyance General Warranty Deed
Deed Book/Page 0270 / 566
Property Rights Fee Simple
Financing Cash to Seller
Condition of Sale See Comments
Sale Price \$1,859,126
Adjusted Price \$4,054,800

Property Description

Gross Land Acres 27.20900
Gross Land SF 1,185,224
Usable Acres 23.38200
Usable SF 1,018,520
Lots/Units Allowed 290
Proposed Use MF Apartments
Topography Level to Rolling
Utilities All available
Shape Irregular
Access Good
Visibility Average to good

LAND COMPARABLE 2

Sale ID 6380
Property Type Multi-Family Land, Apartment
Property Name Carolina Bay
Address 1895 Bermuda Stone Road
City, State Zip Charleston, South Carolina 29414
Submarket
MSA Charleston-North Charleston
Tax ID 307-00-00-094



4355L

Verification

Data Source Preston Hipp
Confirmed With Preston Hipp
Confirmed By Pledger M. Bishop, III
Confirmation Date 02-05-2013

Transaction Data

Sale Date 08-30-2012
Sale Status Closed
Seller Focus Carolina Bay, LLC
Buyer Charleston Carolina Bay LLC

Deed Book/Page 0276 / 345
Property Rights Fee Simple
Financing Cash to Seller
Condition of Sale Typical
Sale Price \$4,100,000
Adjusted Price \$4,100,000

Property Description

Gross Land Acres 22.71300
Gross Land SF 989,378
Usable Acres 22.71300
Usable SF 989,378
Lots/Units Allowed 276
Proposed Use Residential Apartments
Topography Level
Utilities All Available
Shape Irregular
Access Good
Visibility Good
Corner/Interior Interior
In a Flood Hazard No

LAND COMPARABLE 3

Sale ID 6382
Property Type Multi-Family Land, Apartment
Property Name
Address Bees Ferry Road
City, State Zip Charleston, South Carolina
29414
Submarket
MSA Charleston-North Charleston
Tax ID 301-00-00-672



4357L

Verification

Data Source Don Evans 2/5/2013
Confirmed With Don Evans 2/5/2013
Confirmed By Pledger M. Bishop, III

Transaction Data

Sale Date 09-13-2012
Sale Status Closed
Seller Henry Kuznik
Buyer Verdier Investors, LLC
Deed Book/Page 0278 / 165
Property Rights Fee Simple
Financing Cash to Seller
Condition of Sale Typical
Sale Price \$2,880,000
Adjusted Price \$2,880,000

Property Description

Gross Land Acres 21.76000
Gross Land SF 947,866
Lots/Units Allowed 288
Topography Rolling
Utilities At site
Shape Irregular
Access Good
Visibility Average to good
In a Flood Hazard Yes
Zoning Code Multi-family - PD Planned
Development

Indicators

Price/ Acre \$132,353
Price/ SF Land \$3.04
Adj. Price/ Acre \$132,353

LAND COMPARABLE 4

Sale ID 5978
Property Type Multi-Family Land, Apartment
Property Name Shade Tree
Address Maybank Highway & Cane
Splash Road
City, State Zip Johns Island, South Carolina
29455
Submarket
MSA Charleston-North Charleston
Tax ID 313-00-00-085



2014-11-19_13-19-21

Verification

Confirmed By Rbrint

Transaction Data

Sale Date 07-05-2013
Sale Status Closed
Seller Shade Tree Partners LLC
Buyer Shade Tree Apartments,
LLC

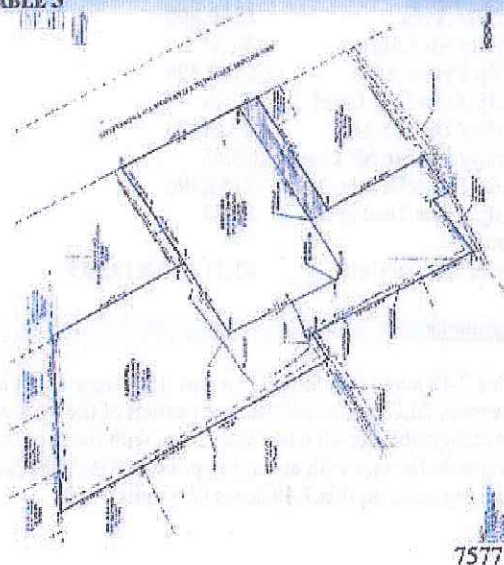
Deed Book/Page 0344/762
Property Rights Fee Simple
Financing Cash to Seller
Condition of Sale Typical
Sale Price \$2,400,000
Adjusted Price \$2,400,000

Property Description

Gross Land Acres 12.80000
Gross Land SF 557,568
Usable Acres 12.80000
Usable SF 557,568
Lots/Units Allowed 240
Topography Level
Utilities All available (by estim. sale
date)
Shape Irregular
Access Good
Visibility Good
Corner/Interior Interior
In a Flood Hazard No
Zoning Code PUD (in final approval
process w/ City of
Charleston) Planned

LAND COMPARABLE 5

Sale ID 7577
Property Type Multi-Family Land, Apartment
Property Name
Address WS Rivers Avenue
City, State Zip North Charleston, South Carolina
29406
Submarket
MSA Charleston-North Charleston
Tax ID 478-16-00-003



Verification

Data Source Benjy Cooke, Listing
Broker
Confirmed With Benjy Cooke, Listing
Broker
Confirmed By Christopher D. Donato
Confirmation Date 12-16-2013

Transaction Data

Sale Date 12-04-2013
Sale Status Closed
Seller CMH Homes, Inc.
Buyer Douglas Rivers Avenue,
LLC

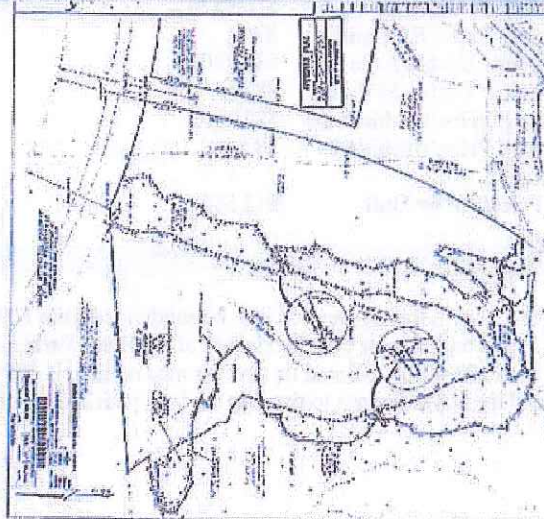
Deed Book/Page 0377 / 453
Property Rights Fee Simple
Days on Market 819
Sale Price \$1,117,500
Adjusted Price \$1,117,500

Property Description

Gross Land Acres 7.48000
Gross Land SF 325,829
Usable Acres 7.48000
Usable SF 325,829
Lots/Units Allowed 156
Topography Level
Utilities All available
Shape Irregular
Access Rivers Avenue
Corner/Interior Interior
Flood Hazard Zone Zone X
In a Flood Hazard No

LAND COMPARABLE 6

Sale ID 7743
Property Type Multi-Family Land, Apartment
Property Name Essex Farms
Address Glenn McConnell Parkway
City, State Zip Charleston, South Carolina
29414
Submarket West Ashley
MSA Charleston-North Charleston
Tax ID 309-00-00-466



77431

Verification

Data Source Don Evans, Selling Broker
Confirmed With Don Evans, Selling Broker
Confirmed By Christopher D. Donato
Confirmation Date 02-05-2014

Transaction Data

Sale Date 12-13-2013
Sale Status Closed
Seller Essex Farms, LLC
Buyer Continental 234 Fund, LLC
Deed Book/Page 0379 / 017
Property Rights Fee Simple
Sale Price \$4,228,500
Adjusted Price \$4,228,500

Property Description

Gross Land Acres 25.42300
Gross Land SF 1,107,426
Usable Acres 11.37300
Usable SF 495,408
Lots/Units Allowed 272
Proposed Use Apartment Development
Topography Level
Utilities All Available
Shape Irregular
Access Glenn McConnell Parkway
Corner/Interior Interior
Flood Hazard Zone Zone X & AE
In a Flood Hazard Yes
Zoning Code PUD Planned Unit
Development

Indicators

LAND COMPARABLE 7

Sale ID 8513
Property Type Residential (Single-Family) Land
Property Name Part of Pepper Plantation
Address Off Tupelo Forest Drive
City, State Zip Mount Pleasant, South Carolina 29466
Submarket
MSA Charleston-North Charleston
Tax ID 615-00-00-179



Ryland Homes

Verification

Data Source Michael Tawes, Agent
Confirmed With Michael Tawes, Agent
Confirmed By Christopher D. Donato
Confirmation Date 09-30-2014

Transaction Data

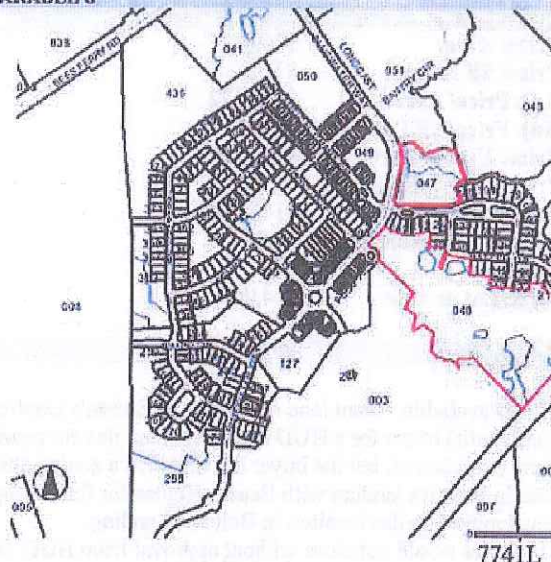
Sale Date 07-29-2014
Sale Status Closed
Seller TDS of Charleston LLC
Buyer The Ryland Group, Inc.
Conveyance Title to Real Estate
Deed Book/Page 0419 / 598
Property Rights Fee Simple
Condition of Sale See Comments
Sale Price \$1,215,000
Adjusted Price \$1,080,000

Property Description

Gross Land Acres 8.19400
Gross Land SF 356,931
Usable Acres 8.19400
Usable SF 356,931
Lots/Units Allowed 27
Proposed Use Single Family Residential
Topography Level
Utilities All available
Shape Irregular
Access Tupelo Forest Drive
Visibility Average
Corner/Interior Interior
Flood Hazard Zone Zone X
In a Flood Hazard No

LAND COMPARABLE 8

Sale ID 7741
Property Type Multi-Family Land, Apartment
Property Name A part of Bolton's Landing
Address Off Bees Ferry Road
City, State Zip Charleston, South Carolina 29414
Submarket West Ashley
MSA Charleston-North Charleston
Tax ID 286-00-00-048 & 047



Verification

Data Source Seller
Confirmed With Seller
Confirmed By Pledger M Bishop III, MAI, SRA
Confirmation Date 10-20-2014

Transaction Data

Sale Date 09-30-2014
Sale Status Closed
Seller Bakbar, LLC
Buyer Not Known
Conveyance General Warranty Deed
Deed Book/Page Not Recorded
Property Rights Fee Simple
Sale Price \$3,500,000
Adjusted Price \$4,900,000

Property Description

Gross Land Acres 46.00000
Gross Land SF 2,003,760
Usable Acres 33.49000
Usable SF 1,458,824
Lots/Units Allowed 350
Proposed Use Apartment Development
Topography Level
Utilities All available
Shape Irregular
Access Access to the subject is through Bolton's Landing Subdivision.
Corner/Interior Interior
Flood Hazard Zone Zone X

The above sales have been compared to the subject in chart form at the end of this section. Adjustments have been made for differences in sales condition, time, location, access and size.

Explanation of Adjustments

Sales Condition- All of the sales were verified and found to be arms length transactions and no adjustments to the deed price were required except as discussed in the data sheet write-up.

Time- The comparable transactions cited are recent enough that no adjustment for time can be supported.

Location- The subject is located in Park West a desirable upscale residential development with a mixture of multi-family and commercial uses. The comparables cited are located in various sections of the tri-county area and all have good demand for apartment units and all area reasonably similar to the subject in location.

Size- It has been my experience that with all else being equal, smaller parcels tend to sell for higher unit prices. The comparables and subject are close enough in size to not warrant an adjustment.

Density – Density varies for the comparables although all are reasonably similar. The subject property was never designated for a particular density but it is reasonable to assume the density level would have been similar to a majority of the comparables cited.

As shown, adjusted unit prices for the closed sales ranged from \$131,868/acre to \$191,828 acre. In my opinion, a unit value of \$165,000 per acre or \$3.79/sf is reasonably bracketed and supported.

ESTIMATED VALUE FOR THE PERMANENT UTILITY EASEMENT

As discussed earlier, the value of the parent tract has been estimated at \$3.79/SF. The permanent utility easement acquisition will total 2,914.81 sf. This is a permanent easement but the property owners can continue use of the property except to construct a permanent structure within the boundaries of the easement. Since there is only a partial loss of utility and for the reasons stated above, I have estimated the value loss at only 15% of market value.

2,914.81 SF @ \$3.79/SF x 15%.....\$1,657

CERTIFICATION

The appraiser hereby certifies that Atlantic Appraisals LLC was engaged to appraise the market value of the proposed easement acquisition as of the last date of inspection, November 14, 2014.

PROJECT SFM1508
Hwy 17 North
Mount Pleasant, S.C.

Neither Atlantic Appraisals LLC nor the signatories of this Certification, have any present or contemplated future interest in the real estate that is the subject of this report. I have not prepared an appraisal or rendered any other professional service involving the subject property in the last 36 months.

The appraiser(s) have no personal interest or bias with respect to the subject matter of this report or to the parties involved other than as an unbiased advisor to the client. The reported analyses, opinions and conclusions are limited only by the special and General Assumptions and General Limiting Conditions set forth in this report.

To the best of the appraiser(s) knowledge and belief, the statements of fact contained in this appraisal report, upon which the analyses, opinions, and conclusions expressed herein are based, are true and correct. No one other than the signatories of this Certification prepared the analyses, conclusions and opinions concerning the real estate set forth in this report.

To the best of the appraiser's knowledge and belief, the reported analyses, opinions and conclusions were developed and this report has been prepared in conformity with and is subject to the Uniform Standards of Professional Appraisal Practice of the Appraisal Institute. The use of this report is subject to the requirements of the Appraisal Institute relating to review by its duly authorized representatives.

As of the date of this report, Gary L. Pruitt, MAI, has completed the requirements of the continuing education program of the Appraisal Institute.

I certify that, to the best of my knowledge and belief, the reported analyses, opinions and conclusions were developed, and this report has been prepared, in conformity with the requirements of the Code of Professional Ethics and the Standards of Professional Appraisal Practice of The Appraisal Institute.

I certify that the use of this report is subject to the requirements of The Appraisal Institute relating to review by its duly authorized representatives.

GENERAL UNDERLYING ASSUMPTIONS

This appraisal report has been made with, and is subject to, the following general assumptions:

- That title to the property is assumed to be good and marketable unless otherwise stated. No responsibility is assumed for the legal descriptions or for any legal matter.
- That the definition of value together with other definitions and assumptions on which our analyses are based are set forth in appropriate sections of this report and are a part of these General Assumptions as if included in their entirety.
- The property is considered to be free of all liens and encumbrances.
- That the facts, estimates and opinions furnished to the appraisers by others and contained in this report are considered to be from reliable sources and, where feasible, have been verified. However, no responsibility is assumed for the accuracy of the information. We reserve the right to modify the value estimates should more reliable or accurate information become available subsequent to delivery of this report.
- All engineering and/or surveys are assumed to be correct. The sketches, plot plans and drawings included in the report are included only to assist the reader in visualizing the property.
- It is assumed that there are no hidden or other unapparent conditions in the soil, subsoil, structures or property which would render them more or less valuable.
- Unless otherwise stated in this report, the existence of hazardous material, which may or may not be present on or in the property, was not observed by the appraiser. The appraiser has no knowledge of the existence of such materials on, in, or near the property. The appraiser, however, is not qualified to detect such substances. The presence of potentially dangerous or hazardous materials, gases, or toxic substances may affect the value of the property and in this appraisal the value estimate is predicted on the assumption that there is no such element on, in, or near the property that would cause a loss in value. No responsibility is assumed for any such conditions or for any expertise or engineering knowledge required to discover them.
- It is assumed that there is full compliance with all applicable federal, state, and local environmental regulations and laws unless non-compliance is stated, defined, and considered in the appraisal report.
- It is assumed that all applicable zoning and use regulations and restrictions have been complied with, unless a non-conformity has been stated, defined, and considered in the appraisal report.
- It is assumed that all required licenses, certificates of occupancy, legislative or administrative consents from any local, state, or national governmental or private entity or organization have been or can be obtained or renewed for any use on which the value estimate contained in this report is based.
- It is assumed that the utilization of the land and/or improvements is within the boundaries or property lines of the property described herein and that there is no encroachment or trespass unless noted within the report.

QUALIFICATIONS OF THE APPRAISER

Gary L. Pruitt, MAI
Atlantic Appraisals LLC
1250 Fairmont Avenue
Mt. Pleasant, South Carolina 29464
(843) 884-1266

EDUCATION:

The Citadel, 1974 - B.A. Degree - Political Science
Charleston, South Carolina

Awarded RM Designation through Appraisal Institute - 8/86
(Converted the RM Designation to SRA in 1991)

Awarded MAI Designation through Appraisal Institute - 12/90

PROFESSIONAL STUDIES:

Courses by Appraisal Institute

Course I-A	Appraisal Principles Methods & Techniques	January 1975
Course I-B	Capitalization Theory and Techniques	February 1976
Course II	Case Studies in Real Estate Valuation	May 1979
Course VI	Real Estate Investment Analysis	September 1979
Course 8-2	Residential Valuation	September 1985
Course 8-3	Standards of Professional Practice	March 1986
Course I-B	Capitalization Theory & Techniques A & B	February 1987
Course I-A	Basic Valuation Proced.	September 1987
Course 540	Valuation Analysis & Report Writing	February 1988
Course II	Case Studies in Real Estate Valuation	July 1990
Course 410/420	Standards of Professional Practice A & B	May 2000
Course 510	Advanced Income Capitalization	August 1995
Course 540	Valuation Analysis & Report Writing	May 2000
Course 520	Highest and Best Use and Market Analysis	October 2000

PROFESSIONAL AFFILIATIONS:

- North Charleston Breakfast Rotary
- Charleston Trident Board of Realtors
- Appraisal Institute - MAI & SRA

APPROVED APPRAISER FOR

First Federal Of Charleston
First Citizens Bank
Wachovia
Bank of America
Carolina First Bank
Bank of South Carolina
S.C. Bank and Trust
Regions Bank
Community First Bank
Bank of South Carolina
RBC Centura Bank

SC Federal Credit Union
First Reliance Bank
First Palmetto Bank
BB&T
SouthCoast Bank
Farmers and Merchants Bank
National Bank of S.C.
Crescent Bank
Tidelands Bank
Heritage Trust
Ameris Bank



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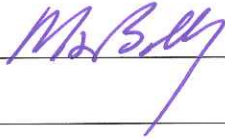
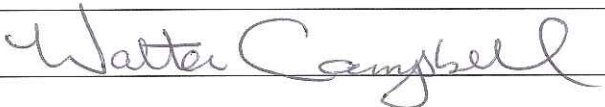
75 Calhoun Street, Charleston, SC 29401
Nutrition Services
BOARD AGENDA ITEM

TO: Board of Trustees
FROM: Michael Bobby
DATE: June 8, 2015
SUBJECT: Student Meal Charge Policy

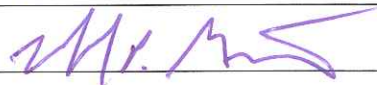
RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees approve the CCSD Nutrition Services Student Charge Policy to begin at the start of school year 2015-2016.

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	
Walter Campbell Executive Director of Nutrition Services	

Committee Recommendation(s):

Audit and Finance Committee recommendation:	
Mr. Todd Garrett, Chair Audit & Finance Committee	 As amended for high school

CCSD Nutrition Services
June 8, 2015

SUBJECT: Student Meal Charge Policy

BACKGROUND: No one wants a child to go hungry, and no one thinks it's a good idea for students to try learning on an empty stomach. It is not uncommon to hear about someone from the Nutrition Services Team or a teacher giving money from their own pocket for a student who cannot pay for his or her own lunch.

CCSD Nutrition Services allows every student to receive a meal whether they have the funds on their account to pay for the meal or not. CCSD Nutrition Services does not substitute an alternate meal if a student does not have money or has built up a negative balance on their account.

Although every incident is different, each "unpaid meal charge" story indicates a much larger and growing national problem. Left unaddressed, increasing "unpaid meal charges" could potentially threaten Nutrition Services funds and resources. School Meal Programs are self-sustaining and financially independent of the school district's education budget. However, federal regulations prohibit school meal programs from carrying debt from unpaid meal charges from one school year to the next. So when parents or guardians do not pay the balance, and the nutrition services department is unable to cover the costs, school districts are forced to pick up the tab.

In a 2012, School Nutrition Association survey of school meal program directors found that 53 percent of school districts were experiencing a rapid increase in unpaid meal charges. Some School Districts Meal Programs are accumulating debt from unpaid meal charges in the hundreds of thousands of dollars. New York City's public schools reported \$42 million in unpaid meal debts from 2004–2011. Even schools that prohibit students from charging meals can rack up significant costs by serving students alternate meals. These alternate meals often consist of cold sandwiches, with a fruit and milk; but these meals still need to be paid for in some way.

Where is our District? Over the last four years we have gone from writing-off \$82,000 four years ago to writing of \$182,000 this past year. Presently CCSD Nutrition Services has \$321,000 in student meal charges (that is just this school year through May 18th, 2015). CCSD Nutrition Services cannot continue to absorb these charges and remain financially sound.

DISCUSSION:

Charleston County School District Nutrition Services Charge Policy

Adults - Nutrition Services will not allow adults to charge meals. Adults may pay for meals in advance online or at time of purchase.

Students (High School) - Occasionally students may forget money for school meals. Students should call parents to bring money to school or borrow from a friend. **High school students are not allowed to charge meals.** Students may pay for meals in advance, and funds will be on their account or they can pay at time of purchase.

Students (Elementary and Middle School) - Elementary and Middle School students are allowed to charge Reimbursable Meals.

A charge letter will go home at the end of each week with the student, and parent contact should be made. The Principal will receive a copy of all communication. We realize that emergencies occur, but expect that meals will be paid for when served. **Any uncollected charges will be sent to a collection agency or brought before small claims court.**

RECOMMENDATION: : It is hereby recommended that the Charleston County School District Board of Trustees approve the CCSD Nutrition Services Student Charge Policy to begin at the start of school year 2015-2016.

FUNDING SOURCE/COST:

FUTURE FISCAL IMPACT:

Potential impact of over \$300,000 in savings per year.

DATA SOURCES:

School Nutrition Association
CCSD Nutrition Services Data

PREPARED BY:

Walter Campbell

REVIEWED BY LEGAL SERVICES

N/A

REVIEWED BY PROCUREMENT SERVICES

N/A

ATTACHMENTS:

None

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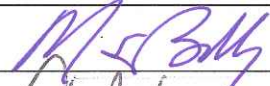
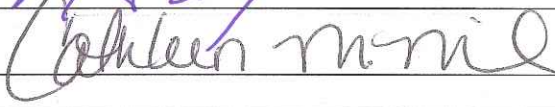
**INTERNAL AUDIT DEPARTMENT
COMMITTEE AGENDA ITEM**

TO: Audit & Finance Committee
FROM: Cathleen M. Milne, CPA, CIA, CRMA
DATE: June 1, 2015
SUBJECT: Reallocation of Audit Hours

RECOMMENDATION: It is hereby recommended that the Audit & Finance Committee approve a revision of the 2015 Annual Audit Plan to include an audit of time and attendance in lieu of fixed assets.


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

Respectfully submitted:

Mr. Michael Bobby Acting Superintendent of Schools	
Cathleen M. Milne Director of Internal Audit	

Committee Recommendation(s):

Audit and Finance Committee approved:

Mr. Todd Garrett, Chair Audit & Finance Committee	
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INTERNAL AUDIT DEPARTMENT
June 1, 2015

SUBJECT: Reallocation of audit hours

BACKGROUND: On January 6, 2015, the Audit & Finance Committee approved the 2015 audit plan allocating available audit hours to the following projects:

Major Project:

Data Analytics

Audits:

Student Activity Funds

Community Education

Nutrition Services

PCard Program with Continuous Monitoring

Gear Up Grant – 1:1 Match Verification

TIF Grant – Pilot Incentive Payout

Fixed Assets

Homebound Program

Capital Program – out-sourced

Procurement – out-sourced

DISCUSSION: Prior audits have identified opportunities to strengthen internal controls over fixed and lesser value assets. Management is evaluating alternatives to address these opportunities.

In an effort to ensure compliance with the timekeeping requirements of the Fair Labor Standards Act, the District will implement a new time and attendance system at the start of the new fiscal year.

Internal Audit recommends allocating the 752 hours previously identified for an audit of fixed assets towards an audit of the new time and attendance system.

RECOMMENDATION:

It is hereby recommended that the Audit & Finance Committee approve a revision of the 2015 Annual Audit Plan to include an audit of time and attendance in lieu of fixed assets.

FUNDING SOURCE/COST: None.

FUTURE FISCAL IMPACT: None.

DATA SOURCES: 2015 Annual Audit Plan

PREPARED BY:
Cathleen M. Milne

REVIEWED BY LEGAL SERVICES: N/A

REVIEWED BY PROCUREMENT SERVICES: N/A

ATTACHMENTS: None

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75 Calhoun Street, Charleston, SC 29401

**CAPITAL PROGRAMS
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Jeff Borowy
DATE: June 8, 2015
SUBJECT: District 4 Bus Lot



RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees approve staff to negotiate with and award a contract, Not to Exceed \$500,000.00, to Seamon Whitesides & Associates, Inc. (SWA) for civil engineering services for a District 4 Bus Lot.

The material is submitted for:


☒ Action
☒ Open

☐ Information
☐ Executive

Respectfully submitted:

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

Committee Recommendation(s):

Audit and Finance Committee recommendation: Todd Garrett recused.	
Mr. Todd Garrett, Chair Audit & Finance Committee	

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**CAPITAL PROGRAMS
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Jeff Borowy
DATE: June 8, 2015
SUBJECT: District 4 Bus Lot

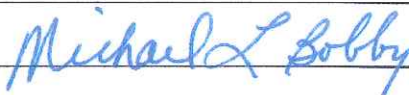
RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees approve staff to negotiate with and award a contract, Not to Exceed \$500,000.00, to Seamon Whitesides & Associates, Inc. (SWA) for civil engineering services for a District 4 Bus Lot.

The material is submitted for:

☒ Action
☒ Open

☐ Information
☐ Executive

Respectfully submitted:

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

Committee Recommendation(s):

Audit and Finance Committee recommendation:	
Mr. Todd Garrett, Chair Audit & Finance Committee	

CAPITAL PROGRAMS
June 8, 2015

SUBJECT:

District 4 Bus Lot

BACKGROUND:

On August 9, 2010, by Item 9.8, the Board of Trustees approved the construction and budget for the District 4 Bus Lot located in Wave 6/7 of the 2010-2016 Capital Building Program. On May 11, 2015, by Item 10.1.H, the Board of Trustees approved Option 3 of the Middle School Transportation Adjustment which includes implementation of new bell times. This change will add an additional 60 buses. In order to accommodate the new buses, which are scheduled to arrive in October/November of 2015, the construction of a planned District 4 Bus Lot will need to be fast-tracked.

DISCUSSION:

The location of this proposed District 4 Bus Lot is the campus of the New Stall High School. Space behind the school is available for bus parking without impacting parking for events at the baseball and softball fields. Planning & construction of the bus lot will require procurement of civil engineering services. As the Civil Engineer of Record for the New Stall High School, Seamon Whitesides & Associates, Inc. (SWA) is familiar with the site and soil conditions. They also pre-qualified under a CCSD Indefinite Delivery Contract for engineering services. Based on their knowledge of the site and the time sensitivity of this project, CCSD staff requests to directly negotiate with SWA to provide civil engineering services for the District 4 Bus Lot. This method of procurement eliminates the pre-qualification process, which can be time-consuming. This will ensure construction and completion by the October/November 2015 timeframe.

RECOMMENDATION:

It is hereby recommended that the Charleston County School District Board of Trustees approve staff to negotiate with and award a contract, Not to Exceed \$500,000.00, to Seamon Whitesides & Associates, Inc. for civil engineering services for a District 4 Bus Lot.

FUNDING SOURCE/COST:

This project is being funded by the Phase III one (1) cent sales tax revenues.

FUTURE FISCAL IMPACT:

N/A

DATA SOURCES:

Jeff Borowy, Deputy for Capital Programs
Rick W. Holt, Director, Cumming Construction Management, Inc.

PREPARED BY:

Jeff Borowy, Deputy for Capital Programs
Rick W. Holt, Director, Cumming Construction Management, Inc.

REVIEWED BY LEGAL SERVICES:

N/A

REVIEWED BY PROCUREMENT SERVICES:

Lawrence Lutrario, Construction Procurement Officer

ATTACHMENTS:

None

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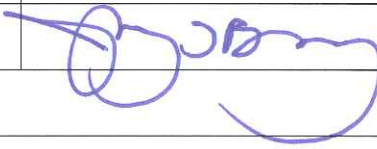
**CAPITAL PROGRAMS
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Jeff Borowy
DATE: June 8, 2015
SUBJECT: FRASER CAMPUS

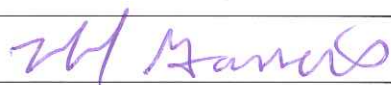
RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees direct staff to complete research partnership options to fund construction of an Early Childhood Center of Excellence (ECCE) on the Fraser Campus.

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	

Committee Recommendation(s):

Audit and Finance Committee recommendation:	
Mr. Todd Garrett, Chair Audit & Finance Committee	

Capital Programs
June 8, 2015

SUBJECT:

FRASER CAMPUS

BACKGROUND:

- The former Fraser Elementary School is located on the Charleston Peninsula at 63 Columbus Street. Originally constructed in 1956, the building consists of a two-story classroom/office area with an adjoining cafetorium and kitchen, encompassing approximately 56,600 square feet. The school was closed in 2008.
- In March 2010, a seismic evaluation of the school was completed which determined that the building would be unable to resist an earthquake with a magnitude greater than approximately 5.0. The 2010 estimate for seismic upgrades to International Building Code (IBC) standards to withstand a 6.7-7.0 magnitude earthquake was \$7.9 million. Staff determined that based on both seismic upgrades and other building improvements, it was not economically feasible to repair/renovate the structure. Based on today's educational standards and construction pricing, the cost to upgrade the facility would exceed \$12 million.
- During the Audit & Finance meeting on April 6, 2015, the Committee directed staff to analyze the Fraser Campus to construct a new facility to support both Carolina Voyager Charter School and a CCSD Early Childhood Center of Excellence (ECCE).
- On May 11, 2015, the Board of Trustees directed staff to complete all planning steps necessary for demolition of the former Fraser School.

DISCUSSION:

- On May 26, 2015, a Fraser Campus Redevelopment Plan was completed by McMillan Pazdan Smith Architecture for CCSD (attachment (1)). The study shows that Carolina Voyager Charter School and a CCSD ECCE could co-exist on the campus with ample parking and green space. Specifics are as follows:
 - Front campus: Two story facility on the Columbus Street between Drake and East Hamstead housing Carolina Voyager Charter School, 5 ECCE classrooms and a shared cafeteria/multi-purpose room.
 - Middle campus: Initially 12 ECCE classrooms with the space to add 7 additional classrooms with surrounding a common exterior play area. Also, parking and a parent car drop-off lane.
- There may be opportunities for CCSD to partner with a private entity to construct an ECCE on the Fraser Campus to provide a central location for our early learners. We are currently leasing space for 150 early childhood learners on the peninsula at a cost of \$7,000 per month with 14 learners on the waiting list. Additionally, we have 20 early childhood learners in Sanders Clyde Elementary School which is near capacity. There is also a demand signal for at least 110 private pay early learners between the staffs of CCSD and College of Charleston.

RECOMMENDATION:

It is hereby recommended that the Charleston County School District Board of Trustees direct staff to complete research partnership options to fund construction of an Early Childhood Center of Excellence (ECCE) on the Fraser Campus.

FUNDING SOURCE/COST:

Source to be determined and Board approved at future date. Demolition cost is estimated at \$400,000.

FUTURE FISCAL IMPACT:

To be provided with the recommended analysis.

DATA SOURCES:

Jeff Borowy, Deputy for Capital Programs

Rick Holt, Cumming Construction Management

Kim Foxworth, Director of Child Development

Ruth Taylor, Assistant Associate Superintendent for the Early Childhood Learning Community

PREPARED BY:

Jeff Borowy, Deputy for Capital Programs

REVIEWED BY LEGAL SERVICES:

N/A

REVIEWED BY PROCUREMENT SERVICES:

N/A

ATTACHMENTS:

(1) Fraser Campus Redevelopment Plan

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**Finance, Operations & Capital Programs
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Michael L. Bobby
DATE: June 8, 2015
SUBJECT: Second Version of the Citizens Oversight Steering Committee

RECOMMENDATION: It is hereby recommended that the Charleston County School Board of Trustees approve the establishment of the Second Version of the Citizens Oversight Steering Committee to monitor and provide oversight with respect to projects in the 2016-2022 Building Program funded by the One Penny Sales Tax. It is also recommended that the Board approve five (5) representatives selected from nominations made by the Mayors and the Chamber of Commerce, at least two of which will represent specific projects and one (1) will bring building and construction expertise. Finally, it is recommended that the Board Chair appoint a chairperson and a CCSD Board member to participate on the committee. The proposed slate is attached. All other nominees will be invited to be liaisons as described in the charter.

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

Respectfully submitted:

Mr. Michael Bobby Acting Superintendent of Schools	
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Committee Recommendation(s):

Mr. Todd Garrett, Chair Audit & Finance Committee	
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Finance, Operations & Capital Programs
June 8, 2015

SUBJECT:

Second Version of the Citizens Oversight Steering Committee

BACKGROUND:

The Charleston County School District School Board of Trustees officially authorized the creation of the Citizens Oversight Steering Committee on October 11, 2010. The committee was established during the campaign for the Sale Tax Referendum held on November 2, 2010. Upon successful passage of the referendum, the Oversight Steering Committee, established on October 11, 2010 was designed to review the financing and execution of the Capital Program projects funded by the One Penny Sales Tax.

DISCUSSION:

In an effort to extend that same level of trust and credibility behind the next phase of our building program (as it is supported by the one penny sales tax), a Citizens Oversight Steering Committee has been considered as a means to mirror what the CEEFC organization provided for the last six (6) years. The action recommended is to authorize the staff in conjunction with an appointed member(s) of the Board to create the structure for the Second Version of the Citizens Oversight Steering Committee. The intent would be to provide as information to the Board, the structure of the committee (inclusive of the number of members, representation, term, and greater clarity with respect to function, etc.) In general, it would be the intent to have representation from each of the various constituent areas that are impacted by the projects within the next program. It would also be intended to have representation with knowledge and expertise in some or all of the following areas: construction, real estate, development, capital financing, project management, educational programming, and demography.

RECOMMENDATION: It is hereby recommended that the Charleston County School Board of Trustees approve the establishment of the Second Version of the Citizens Oversight Steering Committee to monitor and provide oversight with respect to projects in the 2016-2022 Building Program funded by the One Penny Sales Tax. It is also recommended that the Board approve five (5) representatives selected from nominations made by the Mayors and the Chamber of Commerce, at least two of which will represent specific projects and one (1) will bring building and construction expertise. Finally, it is recommended that the Board Chair appoint a chairperson and a CCSD Board member to participate on the committee. The proposed slate is attached. All other nominees will be invited to be liaisons as described in the charter.

FUNDING SOURCE/COST:

Committee members are not reimbursed for their time. Therefore, no funding source or cost is applicable.

FUTURE FISCAL IMPACT:

No fiscal impact with respect to cost. However, we anticipate this to have a positive impact on the District's trust and credibility with our constituents across the county.

DATA SOURCES:

Michael L. Bobby

PREPARED BY:

Michael L. Bobby

REVIEWED BY LEGAL SERVICES

N/A

REVIEWED BY PROCUREMENT SERVICES

N/A

ATTACHMENTS

Committee Charter

Charter for the 2nd Citizens Oversight Steering Committee

Charleston County School District

2016-2022 Building Program

Background:

Establishment of the 2nd Version of the CCSD Citizens Oversight Steering Committee:

The Charleston County School District School Board of Trustees officially authorized the creation of the Citizens Oversight Steering Committee on October 11, 2010. The committee was established during the campaign for the Sale Tax Referendum held on November 2, 2010. Upon successful passage of the referendum, the Oversight Steering Committee, established on October 11, 2010 was designed to review the financing and execution of the Capital Program projects funded by the One Penny Sales Tax.

Representation and Structure:

The second board action that was taken was to approve the selection process and responsibilities as delineated for members of the Citizens Oversight Steering Committee. This was approved 7-2 by the Charleston County School District Board of Trustees. This action resulted in the following:

Tier One: Citizen's Oversight Steering Committee (COSC). (Attachment "A")

Version Two Start-Up

An extension of the 1¢ Sales Tax was approved by popular vote at the General Election of November 2014. Subsequently, the need was created for a second generation of the COSC.

The CCSD supports the actions of the COSC and furthermore supports the ongoing action of the COSC Version 2 for the Phase IV Master Plan 2016-2022.

Action: Letters were sent to the Mayor of Charleston, North Charleston and Mt. Pleasant and the Chamber of Commerce requesting nominations for committee members by March 31, 2015. We received three (3) nominations from each mayor and are awaiting the remaining nominations at this time.

The COSC will seek to establish liaisons for each constituent area of the county to represent interests of all projects in Phase IV. Liaisons are able to join any of the Steering Committee Meetings and may have direct interaction as certain projects become primary execution targets.

Meetings

COSC will meet once a month at least for the first two years of the program (through January 2018). Meeting frequency will be reviewed annually from that point forward.

Leadership

The Chair is appointed by the CCSD Board of Trustees Chair. The COSC will select a vice chair and a secretary at its first meeting (the opening of the meeting).

Methodology

The COSC Version 2 will follow processes and reporting as designed in COSC Version 1. Adjustments in reporting will be made to include Capital Maintenance and Capital Technology.

Steering Committee:

Membership:

- Five (5) representatives will be selected by Charleston County School Board of Trustees from nominations made by Mayors and Chamber of Commerce. (12 total maximum nominations)
 - Of the five (5) selected nominees, two (2) members will represent specific projects and one (1) member will bring building and construction expertise.
- Steering Committee Chair to be appointed by Board of Trustees Chairperson
- The CCSD Board Chair may appoint a CCSD Board member to participate on the COSC Version 2.
- All other nominees will be invited to participate as liaisons representing certain constituent areas impacted by the projects in the Phase IV Capital Building Program.
- Liaisons can also be added by waves as projects proceed from planning to construction.

Purpose:

- Receive Capital Reports that are prepared and provided to School Board
- Invited to attend Board Meeting(s) and/or Workshops where Capital Plan(s) are discussed
- Attend Monthly Capital Plan Status Meetings with the Chief of Finance, Operations and Capital Programs.
- Chair serves on the Board of Trustees Audit & Finance Committee
- Facilitates communication between Community and County Board
- Review Financial Report Quarterly

Membership and Replacement of Members:

The goal for membership is to commit to serving through the term of the Phase IV Building Program (through January 2023). However, as change occurs, the following process will be used:

Liaisons will have first opportunity to fill the vacant seat(s). If there are more candidates than seats, the Charleston County School District Board Chair will select from among the candidates.

If there are no liaisons willing to fill the seat and if there are liaison positions to be filled, upon notification from the office of the Chief of Finance, Operations and Capital Programs, the Board Chair will direct staff to request appointment from the (3) mayors and Chamber depending upon the vacancy. Upon receiving said nomination, the Board Chair will make appointments to vacant seats.

Steering Committee Members:

Chair to be determined	

Committee Term:

Officers:

Chair, (Selection process and term – TBD)

Vice Chair & Secretary

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County SCHOOL DISTRICT

75 Calhoun Street, Charleston, SC 29401


**FINANCE, OPERATIONS & CAPITAL PROGRAMS
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Michael L. Bobby
DATE: June 8, 2015
SUBJECT: Proposed Delay of Opening CC Blaney Elementary School


RECOMMENDATION: It is hereby recommended that the Charleston County School District Board of Trustees approve a delay of opening of CC Blaney Elementary from an anticipated opening of 2015-2016 to be reconsidered early in the second semester of school year 2015-2016 for possible opening in August 2016 for the 2016-2017 school year.

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

Respectfully submitted:

Mr. Michael Bobby Acting Superintendent of Schools	
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Committee Recommendation(s):

Audit and Finance Committee recommendation:	
Mr. Todd Garrett, Chair Audit & Finance Committee	

Finance, Operations & Capital Programs
June 8, 2015

SUBJECT:

Proposed Delay of Opening CC Blaney Elementary School

BACKGROUND:

Due to a Task Force recommendation, an action was taken by the Board to close CC Blaney for the 2015-2016 school year and have students from CC Blaney re-districted to E. B. Ellington Elementary School and Minnie Hughes Elementary School using the summer and school year 2014-2015 to plan to re-open CC Blaney as a new choice option for students and parents of District 23.

DISCUSSION:

Over the course of the 2015-2016 school year, plans and execution of plans have continued in anticipation of opening CC Blaney Elementary for the fall of August 2015. Roof replacement of the entire facility is underway and new furniture to outfit the facility has been purchased. A solicitation is advertised now for a general contractor to complete painting, flooring replacement, window replacement, cabinetry repairs, and HVAC repairs at an approximate cost of \$1M (sinking fund). These improvements are scheduled to be complete for reopening the facility as a new educational opportunity for children and families of District 23. During this time of preparation, budget deliberations for FY 2016 have also been underway. It is anticipated that the additional expenditure in preparation for opening Blaney will be approximately \$900,000. Based upon the budget deliberations that are ongoing, serious consideration has been given to delaying the opening of CC Blaney for one year.

At the present time, there are 72 students who qualified and are enrolled for CC Blaney. Attached is the distribution of students by grade and by the school from which they would be coming. As you can see, the total number of students for grades K-3 is 72. The maximum number of students that could be supported by the end of the first year is 100.

In light of the serious budget considerations in trying to reduce the need for additional revenues while at the same time retaining the ability to open this school in the future, the District is recommending that the Audit & Finance Committee and subsequently the Board consider and support a recommendation to delay the opening for at least one year. The delay in opening will allow further development of the student body for 2016-2017 and the ability to be further prepared in opening the school. In the interim period, the District would support spending additional resources to be able to deliver the type of academic opportunities and rigor that was to be established at reopening of the Blaney site to students at E. B. Ellington and Minnie Hughes.

RECOMMENDATION:

It is hereby recommended that the Charleston County School District Board of Trustees approve a delay of opening of CC Blaney Elementary from an anticipated opening of 2015-2016 to be reconsidered early in the second semester of school year 2015-2016 for possible opening in August 2016 for the 2016-2017 school year.

FUNDING SOURCE/COST:

Additional capital costs required to prepare to open CC Blaney will be \$1M and will cover items as listed in the discussion section above, i.e. painting, flooring, windows, cabinetry, HVAC.

Funding source and costs for materials described previously to be infused into E. B. Ellington and Minnie Hughes is approximately \$200,000.

FUTURE FISCAL IMPACT:

By continuing to support the building as an anticipated future site to be utilized for educational purposes we will need to continue to spend money to operate systems such as HVAC, security, etc.

We will save approximately \$900,000 of costs impact in 2016. Future fiscal impact will be determined by decisions made with respect to the reconsideration of opening for 2016-2017 and beyond.

DATA SOURCES:

Finance, Operations & Capital Programs Office
Finance Office
Operational Planning Office
Facilities Maintenance & Asset Management Office

PREPARED BY:

Michael Bobby, Acting Superintendent & Chief of Finance, Operations & Capital Programs

REVIEWED BY LEGAL SERVICES

N/A

REVIEWED BY PROCUREMENT SERVICES

N/A

ATTACHMENTS

Enrollment Chart Blaney Academy for Advanced Learning

2015-2016 Class Lists

K		1	2	3
Jesse Lane	2 MH Q	Jameyah Wright 1 EBE Q	Zy'Nasia Hardwick 1 MH Q	Jazzmaine Howard 1 MH Q
Jayden Johnson	Meeting St.Academy 1 Q	Michael Holmes 1 EBE Q	Alexander Nesbitt 1 MH Q	Payton Brock 2 other Q
Bailey Chastain	2 EBE Q	D'ontae Singleton 1 MH Q	Nathaniel Smoak 2 LCLA Q	Emerald Alford 1 MH Q
Ariana Hardwick	1 EBE Q	Annalynn Stabbins 1 EBE Q	Kailyah Bryant 1 MH Q	Jarrell Gregory 1 EBE Q
Jabari Jackson	1 JE Q	Racheal Johnson 1 MH Q	Trayonna Blake 1 MH Q	Nya Jacqueline Brown 1 CMS Q
Madeline Priestner	2 EBE Q	Luke Drawdy 2 JE Q	Nevaeh Frazier 1 MH Q	Keveon Ford 1 EBE Q
Zye'Quez Brown	1 EBE Q	Riley Brock 2 other Q	Andrew McBride 2 EBE Q	Shelby Casey 2 EBE Q
Erica Watson	1 JE Q	Laila Brown 1 EBE Q	Esmeralda Derramona 3 EBE Q	Tylil Matthews 1 Angel Oak Q
Aiden Elam	2 EBE Q	Camryn Vereen 1 EBE Q	Sara Jenkins 1 EBE Q	Dynasty Roberts 1 EBE Q
Tylaijha Ladson	1 EBE Q	Michaela Oliphant 1 EBE Q	Tristin Corbett 2 EBE Q	Shea Quashie 1 JE Q
Justice Mungin	1 Oakland Q	Shanya White 1 EBE Q	Alayjah Green 1 EBE Q	Re'Narda Porter 1 EBE Q
Lukas Coryell	Light House Christian 2 Q	Kylie Sims 1 EBE Q	Marcus Heyward, Jr. 1 EBE Q	Emma Chastain 2 Buist Q
Luke Painter	2 Angel Oak Q	Savauhna Lugar 2 EBE Q	Leonel Hernandez 3 EBE Q	Alexander Hernandez 3 EBE Q
Tallulah Tanner	2 (Low Country) Q	Brayden Franklin 1 EBE Q	London Porter 1 Flowertown Q	Harmony Ward 1 EBE Q
Eli Frazier	2 EBE Q	Li'Ajah Lemon 1 MH Q	Kimora Ward 1 EBE Q	Abril Yata Yata 3 MH Q
Harley Hill	2 JE Q	Brian Ward, Jr. 1 EBE Q	Jennifer Pacheco 3 JE Q	Cypress Beach 2 Angel Oak Q
Laylee Cassie	2 LCLA Q	Victoria Wells-Rodriguez 3 EBE Q		Diana Rivera-Santiago 3 EBE Q
Carljanay Smalls	1 EBE Q			added one (info at Blaney) 1 MH Q
Zy'Niah Holmes	1 JE Q			
Two More Q	1 JE & EBE Q			

Total: 72

Male = 27 Female= 45

Black (1) = 43 White (2) = 20 Hispanic (3) = 7

9 (1) 10 (2)	13 (1) 3 (2) 1 (H)	10 (1) 3 (2) 3 (3)	12 (1) 4 (2) 3 (3)
8 EBE, 1 MH, 4 JE, 6 other	12 EBE, 3 MH, 1 JE, 1 other	8 EBE, 5 MH, 1 JE, 2 other	8 EBE, 4 MH, 1 JE, 5 other
K (19Q registered students)	1st (17Q registered students)	2nd (16Q registered students)	3rd (18Q registered students)

Number registered by school: Minnie Hughes – 13 EB Ellington-37 Jane Edwards –8 Other – 14

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**OFFICE OF GENERAL COUNSEL
BOARD AGENDA ITEM**

TO: Board of Trustees

FROM: John F. Emerson, General Counsel

DATE: June 8, 2015

SUBJECT: Policy GCQC – Resignation of Teachers.

RECOMMENDATION: Approve second 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

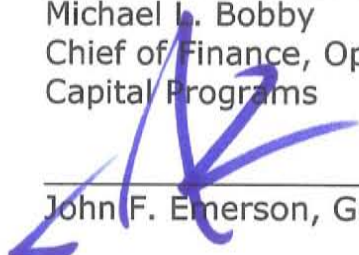
Jeffrey Borowy, Deputy for
Capital Programs

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

8.2B

OFFICE OF GENERAL COUNSEL
June 8, 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 revision to Policy GCQC were initiate to ensure that resignation 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 second 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 **3/15**

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 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 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 or central staff non-administrative employees.

The district reserves the right not to release the teacher in the absence of 30 days written notice.

Until a teacher has been formally released from his/her contract, CCSD 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.

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

Legal references:

PAGE 2 - GCQC - RESIGNATION OF TEACHERS

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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**OFFICE OF GENERAL COUNSEL
BOARD AGENDA ITEM**

TO: Board of Trustees

FROM: John F. Emerson, General Counsel


DATE: June 8, 2015

SUBJECT: Policy DFAC – Fund Balance.

RECOMMENDATION: Approve second 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
June 8, 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 second 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**

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

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Office of Strategy and Communications
AGENDA ITEM

TO: Board of Trustees

FROM: Erica S. Taylor, Executive Director of Strategy and Communications

DATE: June 8, 2015

SUBJECT: Naming of District 20 Middle School

RECOMMENDATION: Approve naming the stand-alone middle school for District 20, Charleston Middle School.

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

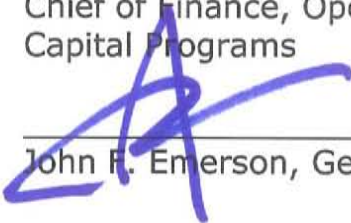
NA

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 6/2/15

Office of Strategy and Communications
June 8, 2015

SUBJECT: Naming of Schools/School Buildings

BACKGROUND: CCSD is opening a new middle school in District 20 that needs naming.

DISCUSSION: The committee consisted of six members, chosen by their position relative to the school, and they collectively brainstormed several options for the name of the new District 20 middle school. The committee included Erica Taylor, Louis Martin, Corel Lendhart, Edward Jones, Tony Lewis, Diane Yarborough, and Nikesha McDaniel. After reviewing several options, the committee unanimously decided on the name of Charleston Middle School.

This item was discussed at the Policy and Personnel Committee held June 2, 2015. The vote was 2-1.

RECOMMENDATION: Approve naming the stand-alone middle school for District 20, Charleston Middle School.

FUNDING SOURCE/COST:

FUTURE FISCAL IMPACT: FY 2016

DATA SOURCES:

PREPARED BY:

Erica S. Taylor, Executive Director of Strategy and Communications

REVIEWED BY LEGAL SERVICES:

REVIEWED BY PROCUREMENT SERVICES:

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75 Calhoun Street
Charleston, SC 29401

**Department of Employee Relations
AGENDA ITEM**

TO: Board of Trustees
FROM: Beverly Varnado, Department of Employee Relations
DATE: June 8, 2015
SUBJECT: Social Media and Electronic Communications Policy and Regulation.

RECOMMENDATION: Approve First Reading of Social Media and Electronic Communications Policy and Regulation.

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

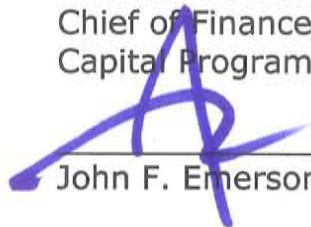
NA

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 6-2-15

Employee Relations
June 2, 2015

SUBJECT: Social Media and Electronic Communications Policy and Regulation.

BACKGROUND: The number of disciplinary cases for both staff and students with some aspect of social media involvement, both professional and personal, has seen an upward trend in recent years.

DISCUSSION: A committee comprised of interested administrators from several departments met to draft a new policy to address these concerns.

General Counsel – John Emerson
Employee Relations – Wilbert Suggs, Beverly Varnado
Risk Management – Dana Henderson
Educational Technology – Elaine Berry, Emily Elliot
Guidance and Counseling – Amy Neloms
Communications – Karen Black

The focus of the committee was areas in which social media usage needed to be better defined, to develop a policy specifically to provide directives and procedures for staff, and to revise the existing policy for Acceptable Use of Technology for consistency. Additional guideline and “position statement” documents are being developed to support community members in understanding the details behind the District’s stance on social media. Multiple avenues of dissemination for this information are being planned, including extensive district-wide instruction for staff.

RECOMMENDATION: Approve First Reading of Social Media and Electronic Communications Policy and Regulation.

FUNDING SOURCE/COST: N/A

FUTURE FISCAL IMPACT: N/A

DATA SOURCES: Committee members

PREPARED BY:
Beverly Varnado, Department of Employee Relations

REVIEWED BY LEGAL SERVICES:
Yes.

REVIEWED BY PROCUREMENT SERVICES:

SOCIAL MEDIA and ELECTRONIC COMMUNICATIONS

POLICY GBXX

CCSD supports the responsible use of social media by employees. Used appropriately, social media become tools to provide information and connections to learning experiences. This policy provides guidelines to assist employees to understand that the realm of social media is vast; for the safety of students and themselves, employees must understand needed controls and filters.

While the District encourages the use of professional and educational social media accounts, employees must accept that they are public figures. This policy covers use of social media on and off school property, on and off work hours, using both district-owned and personal technologies.

Definitions:

“Social media” includes, but is not limited to, various online technology tools that enable people to communicate easily over the Internet: text, audio, video, images, and other multimedia communications.

“Technology” includes, but is not limited to, computers, electronic storage devices, and communication devices.

“District technology” includes that which is owned or provided by the District.

“Personal technology” is non-District technology.

Professional and personal social media use, including off-hours use, has the potential to result in disruption in schools and/or the workplace and can be in violation of District policies.

Professional social media communications

District employees initiating a professional social media communication shall include the following text: “This site includes user-created content that does not necessarily reflect the views of the District. The purpose of this site is [specify purpose].”

District employees may not use District-owned technological devices for inappropriate social media activity on or off school property and on or off duty hours. District employees should treat professional social media activities and communication like a classroom and/or professional workplace. The same standards expected in the classroom are expected on professional social media sites. If a behavior is inappropriate in the classroom, then that behavior is also inappropriate on professional social sites.

District employees should use privacy settings to control access to their professional social media sites to ensure that communications only reach the intended audience. Employees should be mindful that social media sites can change their default privacy settings and other functions at any time. As a result, employees have an individual responsibility to understand the rules of the social media site being used. District administrators, or their designees, are responsible for monitoring employees’ professional social media sites.

District employees are required to obtain approval from Office of Strategy and Communications before setting up a social media presence.

District employees have no expectation of privacy with regard to their use of professional social media, as the District will regularly monitor sites to protect the school community.

District administrators reserve the right to remove, disable, and provide feedback regarding professional social media sites that do not adhere to the law or district policies. Sites, accounts, or pages existing absent prior authorization will be subject to review. As a result, a recommendation for disciplinary action may result.

Professional social media communication must be in compliance with existing policies that prohibit harassing, obscene, discriminatory, defamatory, or threatening language.

Personal social media communication

Use of personal technology devices for social media services during school hours, even for legitimate reasons, should be extremely limited.

In order to maintain appropriate professional relationships with students, District employees should not communicate with students currently enrolled in District schools on personal social media sites.

As a recommended practice, District employees should use appropriate privacy settings to control access to their personal social media communications. Private communications published on the Internet can easily become public. Employees should be mindful that social media sites can change their default privacy settings and other functions at any time. As a result, employees have an individual responsibility to understand the rules of the social media site being used.

District employees shall understand that there is significant risk using personal devices for inappropriate social media activity on or off school property and on or off duty hours if such activity violates District policy and/or brings negative attention to the District, school, or department.

District employees must remember that at all times they are seen in the community as an ambassador of the District and a mentor to students and must conduct themselves with professionalism and common sense to remain effective as an educator.

Violations of this policy by employees may be grounds for disciplinary action, including immediate suspension and possible termination of employment.

The Superintendent shall develop regulations to ensure compliance with the letter and the spirit of this policy.

GBXX-R

Professional and personal social media use, including off-hours use, has the potential to result in disruption in schools and/or the workplace and can be in violation of District policies. Although most off-campus Internet usage is largely unrelated to school and free speech protects educators who want to participate in social media sites, in certain circumstances courts have held that off-campus online communications may be connected enough to campus activity or standing to result in staff member discipline.

Use of personal technology devices/social media sites may violate the District's Acceptable Use Policy if the District reasonably believes the conduct or speech will cause actual, material disruption of school activities or a staff member's ability to perform his or her job duties or a staff member's standing in the school or community.

The social media landscape changes quickly; therefore, employees must continually reflect on their actions to be certain they are in compliance.

These guidelines are tailored primarily to social networking sites. Some examples include, but are not limited to, the following: Facebook, YouTube, Twitter, LinkedIn, Instagram, SnapChat, Hi5, Flickr, and District-sponsored social media sites. Any employee who has a question about participating on any social media site should contact the Department of Communications and Strategy for advice and assistance.

District employees shall be mindful of the ramifications of "cyber bullying," both in individual postings or the creation of sites or pages which demean, discriminate, or falsely represent others.

District employees should not have online interactions with students on social networking sites outside of those forums dedicated to academic use. In all cases parents must be informed of student participation in such forums.

Sponsor logos and advertising information, including links to outside entities, are prohibited without prior authorization. Advertising for third-party events or activities unassociated with official District business is strictly prohibited.

A link to parent organizations and booster organizations is permissible if the entity is clearly designated as separate from the District. Such sites may not bear the official name of the school site to avoid confusion.

District employees must be mindful that any Internet information is ultimately accessible to the world. Before employees create or participate in a social media site, they should ask themselves whether they would be comfortable if a "friend" sent the information to their students, the students' parents, or their supervisor.

District employees may not use the District's logo or branding images on personal social media sites without prior authorization. District employees are urged not to wear apparel with the District's logo or school names or recognizable mascots on their personal social media sites.

District employees should not "tag" photos of other District employees, students, volunteers, contractors or vendors without the prior permission of the individuals being tagged.

Posting or disclosure of personally identifiable student information or confidential information via professional or personal social media sites is strictly prohibited.

District employees are encouraged to refrain from establishing online relationships ("friending") with parents of students because the relationships may compromise their professional roles.

Violations of this policy must be reported to the immediate supervisor, who shall notify the appropriate Associate Superintendent or Chief, the Department of Employee Relations, and the Department of Strategy and Communications.

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75 Calhoun Street
Charleston, SC 29401

**Chief Information Office
AGENDA ITEM**

TO: Board of Trustees

FROM: John McCarron

DATE: June 8, 2015

SUBJECT: Policy GBEBD Acceptable Use of Technology

RECOMMENDATION: Approve first reading of Policy GBEBD - Acceptable Use of Technology.

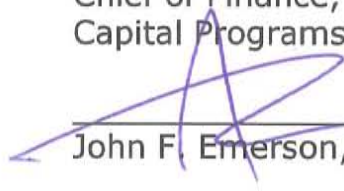
The material is submitted for: ☒ Action ☐ Information
☒ Open ☐ Executive

Respectfully submitted:


Michael Bobby,
Acting Superintendent of Schools

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

N/A
Jeffrey Borowy, Deputy for
Capital Programs


John F. Emerson, General Counsel

NA
Todd Garrett, Chair
Audit & Finance Committee

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

E. Tripp Wiles, Esq., Chair
Policy Committee

☒ Item voted on and
recommended for Board
Policy Committee on 6/2/15

8.2F

Information Technology
June 8, 2015

SUBJECT: Policy GBEBD Acceptable Use of Technology.

BACKGROUND: As technology tools available to teachers, students and staff rapidly evolve we must strive to keep policy current, appropriate and balanced in order to empower stakeholders to use these tools to their full potential while continuing to provide a safe digital environment for students and adhering to federal laws and regulations.

DISCUSSION: See above.

RECOMMENDATION: Approve first reading of Policy GBEBD - Acceptable Use of Technology.

FUNDING SOURCE/COST:

FUTURE FISCAL IMPACT: N/A

DATA SOURCES:

PREPARED BY:

Elaine Berry

REVIEWED BY LEGAL SERVICES:

Yes.

REVIEWED BY PROCUREMENT SERVICES:

Policy GBEBD Acceptable Use of Technology

Revised 2015

Purpose: To establish the board's vision and the basic structure for the acceptable use of technology resources in Charleston County School District.

Acceptable use

It is the policy of Charleston County School District that use of district information technology shall be for district educational or business purposes, shall conform to district technology and security standards, and shall be ethical and comply with all applicable board policies and law.

This policy constitutes an Internet safety policy within the meaning of the Children's Internet Protection Act (47 U.S.C. § 254).

Applicability

This policy applies to every person who uses a district computer, mobile device or electronic system or service in any manner including employees, students, contractors, visitors and volunteers.

Scope

The following district systems and services are within the scope of this policy.

- telephones, smartphones, two-way radios, and facsimile systems
- computer systems including desktops, laptops, mobile devices, printers, wired and wireless networks
- any electronic activity on CCSD Internet systems including, but not limited to email, web content and systems, and district intranet content
- video systems, including distance learning and ETV systems
- software including, but not limited to, the following
 - instructional and office software
 - district financial systems
 - human resource systems
 - student information systems
 - school and department websites
 - learning management software
 - digital workflow solutions
- all other district information technology or electronic communications, whether or not the device used is owned, leased, contracted or otherwise utilized by the district, and regardless of the user's physical location

Standards for acceptable use of information technology

Use of district information technology systems and services is subject to the following standards. By accessing or using these systems or services, the user accepts, without limitation or qualification, the terms and conditions of these standards.

Use shall be lawful and ethical

Users may not engage in any of the following prohibited behaviors when using or accessing CCSD's Internet systems:

- Communicating unlawful, threatening, harassing, libelous, defamatory, obscene or offensive content
- Accessing visual depictions that may be obscene, pornographic or harmful to minors
- Using false or deceptive identity
- Obtaining unauthorized access to, or alteration or disruption of, a communications or computer system
- Using the CCSD Internet System in a manner that interferes with the education of the user or others or the job duties of the user or others
- Downloading, posting, reproducing or distributing music, photographs, video or other works in violation of applicable copyright laws

- Any music, photographs and/or video should only be downloaded for district, and not personal purposes. If a work specifies how that work may be used (through creative commons licensing for example), the user should follow the expressed requirements. If users are unsure whether or not they can use a work, they should request permission from the copyright or trademark owner.
- Engaging in plagiarism (taking the ideas or writings of others and presenting them as if they were original to the user)

Use by all personnel shall be for district business purposes

- Use for commercial, personal, political or religious purposes is prohibited. For example, "My car is for sale" is not permitted on the district web or email systems.
- Personal calls on desktop or 'landline' phones are limited to incidental local calls.
- Personal long distance calls and personal calls on district-issued cell phones are may be reimbursable to the district.
- Personal communication is not permitted on district email systems.

Use by students and teachers must be for educational purposes

- Students using CCSD Internet Systems including Social Media, student email and digital workflow solutions for school-related communication and learning experiences,
 - must make every reasonable effort to protect their own personal safety
 - must promptly disclose to their teachers or other school employees any message or other activity they receive that is inappropriate or makes them feel uncomfortable
 - must comply with the CCSD student code of conduct in all online behavior and communications
 - should not allow their passwords to be saved on any CCSD computer or shared mobile device
- Teachers using CCSD Internet Systems, including Social Media, for instructional purposes:
 - are responsible for ensuring that every reasonable precaution is taken to protect students interacting online
 - should model appropriate and responsible use
 - should educate students about appropriate and safe online behavior when interacting with individuals on social networking websites,
 - should educate students in cyberbullying awareness and response.
 - should refer to the Common Sense Media Scope and Sequence, and other free educational Internet safety resources available on the Internet.
- Schools use a variety of online web-based interactive communication technologies to enhance students' learning. Social media sites must be used only for educational and school-related purposes, in connection with lessons and assignments and to facilitate communication with teachers and other students. *"Social media" means any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, micro-blogs, Internet websites, Internet forums, and wikis.*
 - CCSD limits access to these sites to individuals within CCSD. If access to a social media site will include individuals outside CCSD, parental consent is required.
 - If instructional Internet activities will involve social media, teachers must refer to the CCSD Instructional Use of Social Media Guidelines, which are incorporated into this policy
 - Teachers are responsible for reading and complying with terms and conditions of social media sites regarding user age and privacy settings

Technology products, services and use shall conform to district standards

- Hardware and software to be installed on district systems must be district approved.
- Websites and web pages created for the district must be district approved.
- Technology and communications systems must be used in a secure manner.
 - Passwords are not to be shared, posted or disclosed.
 - Malicious tampering, phishing or hacking activities are prohibited.
 - Users may not intentionally seek information about or modify passwords belonging to other users unless an employee is authorized to do so.

- Attempting to log in through another person's account is prohibited.
- Users may not attempt to gain access to material that is blocked or filtered by CCSD.
- Accessing, copying, or modifying another user's files without authorization is prohibited.
- Antivirus scans are to be made on any software, executable code, scripts, email or other data on devices to be connected to district networks.
- Personally identifiable information on students and other persons that is protected by law or considered confidential is not to be disclosed to unauthorized persons.
- Use of information technology shall comply with security standards established by the district through its information technology department.
- Only authorized software is to be locally installed on district computers.

Conditions of use

Safe and secure use by minors of district electronic communications (including email, social networking sites and mobile apps)) shall be assured. Use of district computers and mobile devices by minors to access the Internet shall be supervised at all times to comply with the standards of this policy.

Employee and student use of district electronic communications, computer systems and mobile devices shall be filtered for appropriate use and content. Filtering shall be provided for all Internet enabled computers used by students, and staff. Filtering shall be disabled only for bona fide research or other lawful purposes.

Persons using district technology and electronic communications shall have no expectation of privacy in such use. Use of district technology and electronic communications may be monitored, logged, disclosed, deleted or terminated by the district. Online activities of minors shall be monitored for appropriate use.

Employees have a duty to protect district technology resources entrusted to their use and to ensure that users comply with this policy. Employees shall report violations of this policy to district authorities.

Violations of this policy and its standards may be cause for revocation of use privileges, disciplinary action, including termination, and law enforcement actions.

Disclaimers

No warranties for the accuracy, quality, functionality or availability of technology and communications are expressed or implied by this policy and these standards.

The district assumes no responsibility or liability for accuracy, integrity, quality or acceptability of information or content of non-district technology including, but not limited to, non-district websites which may have links with district websites. Users are cautioned to use due care when accessing non-district information technology resources.

Adopted 1/26/98; Revised 2/23/98, 1/9/06, 2/11/08, 9/27/10

Legal references:

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

Section 163850 Encountering child pornography while processing film or working on a computer.

Sections 161610, et seq. Computer Crime Act.

Federal law:

47 USC Section 254(h) Children's Internet Protection Act.

The Digital Millennium Copyright Act of 1998, Section 512 Limitations on liability relating to material online.

17 USC Section 101, et seq. Copyright Act.

18 USC Section 1030 Computer Fraud and Abuse Act of 1986, as amended.

18 USC Section 2510 Electronic Communications Privacy Act of 1986.

Policy

ACCEPTABLE USE OF TECHNOLOGY

Code **GBEBD** Acceptable Use of Technology ~~Issued~~ **9/10**

Revised 2015

Purpose: To establish the ~~board's~~board's vision and the basic structure for the acceptable use of technology resources in Charleston County School District.

Acceptable use

It is the policy of Charleston County School District that use of district information technology shall be ~~lawful and ethical, shall be~~ for district educational or business purposes, shall conform to district technology and security standards, and shall be ethical and comply with all applicable board policies and ~~law, regulations.~~

This policy constitutes an Internet safety policy within the meaning of the ~~Children's~~Children's Internet Protection Act (47 U.S.C. § 254).

Applicability

This policy applies to every person who uses a district ~~computer, mobile device~~information technology or electronic ~~communications~~ system or service in any manner including employees, students, contractors, visitors and volunteers.

Scope

The following district systems and services are within the scope of this policy.

- telephones, smartphones, two-way cell phones, PCS devices, radios, ~~and~~paggers, facsimile systems
- computer systems including desktops, laptops, mobile devices, ~~hardware,~~ printers, ~~personal digital devices,~~ wired and wireless networks
- any electronic activity on CCSD Internet systems including, but not limited to email, web content and systems, and district intranet content and Internet services
- video systems, including distance learning and ETV systems
- software including, but not limited to, the following
 - o instructional and office software
 - o district financial systems
 - o human resource systems

- ~~o~~ student information systems
- ~~o~~ school and department websites
- ~~o~~ learning management software
- ~~o~~ digital workflow solutions

- all other district information technology or electronic communications, whether or not the device used is owned, leased, contracted or otherwise utilized by the district, and regardless of the user's physical location

Standards for acceptable use of information technology

Use of district information technology systems and services is subject to the following ~~standards. standards.~~ By accessing or using these systems or services, the user accepts, without limitation or qualification, the terms and conditions of these standards.

Use shall be lawful and ethical

Users may not engage in any of the following prohibited behaviors when using or accessing CCSD's Internet systems:

Communicating unlawful,

- ~~Unlawful,~~ threatening, harassing, libelous, defamatory, obscene or offensive ~~content use is prohibited.~~

Accessing

- ~~Access to~~ visual depictions that may be obscene, pornographic or harmful to minors ~~is prohibited.~~

~~•~~

- Using false or deceptive identity ~~is prohibited.~~

• Obtaining

unauthorized

PAGE 3 - GBEBD - ACCEPTABLE USE OF TECHNOLOGY

- ~~Unauthorized~~ access to, or alteration or disruption of, a communications or computer system ~~is prohibited.~~
- Using the CCSD Internet System in a manner that interferes with the education of the user or others or the job duties of the user or others
- Downloading, posting, reproducing or distributing music, photographs, video or other works in violation of applicable copyright laws
 - Any music, photographs and/or video should only be downloaded for district, and not personal purposes. If a work specifies how that work may be used (through creative commons licensing for example), the user should follow the expressed requirements. If users are unsure whether or not they can use a work, they should request permission from the copyright or trademark owner.
- Engaging in plagiarism (taking the ideas or writings of others and presenting them as if they were original to the user)

Use by all personnel

- ~~Compliance with copyright, trademark, patent and other property rights is required.~~

~~Copyrighted material commonly includes text, software, music, graphics, photos and other creations that are available in print, on the web or in other electronic media.~~

~~Permission of the copyright owner generally is required for copying, downloading or distributing material protected by copyright. For example, this requirement applies to email distribution and web publication and to copying copyrighted software.~~

~~Be aware that the copyright symbol is not required for protection under the copyright act and that availability of an item on the web does not mean it is without copyright protection.~~

~~Permission to use copyrighted software is granted by license. Users shall comply with software licenses including 'shrink wrap' license and records of all licenses must be maintained.~~

- ~~Use must comply with all applicable Charleston County School District policies, regulations and directives.~~

Use shall be for district ~~educational or~~ business purposes

Use for commercial

- ~~Commercial, personal, political or and religious purposes is prohibited. uses are not allowed.~~ For example, "~~My~~" car is for ~~sale~~" is not permitted on the district web or email systems.
- Personal calls on desktop or ~~'landline'~~"phones are limited to incidental local calls.
- Personal long distance calls and personal calls on district-issued cell phones ~~calls~~ are may be reimbursable to the district.

PAGE 4 - GBEBD - ACCEPTABLE USE OF TECHNOLOGY

- Personal communication email is not permitted on district email systems.

Use by students and teachers must be for educational purposes

- Students using CCSD Internet Systems including Social Media, student email and digital workflow solutions for school-related communication and learning experiences.
 - must make every reasonable effort to protect their own personal safety
 - must promptly disclose to their teachers or other school employees any message or other activity they receive that is inappropriate or makes them feel uncomfortable
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 - should educate students in cyberbullying awareness and response.
 - should refer to the Common Sense Media Scope and Sequence, and other free educational Internet safety resources available on the Internet.
- Schools use a variety of online web-based interactive communication technologies to enhance students' learning. Social media sites must be used only for educational and school-related purposes, in connection with lessons and assignments and to facilitate communication with teachers and other students. "Social media" means any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, micro-blogs, Internet websites, Internet forums, and wikis.
 - CCSD limits access to these sites to individuals within CCSD. If access to a social media site will include individuals outside CCSD, parental consent is required.
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- Technology and communications systems must be used in a secure manner.
 - Passwords are not to be shared, posted or disclosed.
 - Malicious tampering, phishing or hacking activities are prohibited.
 - Users may not intentionally seek information about or modify passwords belonging to other users unless an employee is authorized to do so.
 - Attempting to log in through another person's account is prohibited.
 - Users may not attempt to gain access to material that is blocked or filtered by CCSD.
 - Accessing, copying, or modifying another user's files without authorization is prohibited.

Antivirus

- Anti-virus scans are to be made on any software, executable code, scripts, email or other data on devices to be connected to district networks.

PAGE 5 - GBEBD - ACCEPTABLE USE OF TECHNOLOGY

- o
- ~~-o~~ Personally identifiable information on students and other persons that is protected by law or considered confidential is not to be disclosed to unauthorized persons.
- ~~-o~~ Use of information technology shall comply with security standards established by the district through its information technology department.
- ~~-o~~ Only authorized software is to be locally installed~~loaded~~ on district computers~~devices~~.

~~— Student guidance shall include instruction in appropriate online behavior, including interacting with other individuals on social networking websites, in chat rooms, and cyberbullying awareness and response.~~

Conditions of use

Safe and secure use by minors of ~~district~~direct electronic communications (including email, social networking sites~~chat rooms~~ and mobile apps) ~~instant messaging~~) shall be assured. Use of district computers and mobile devices by minors to access the Internet shall be supervised at all times to comply with the standards of this policy.

Employee and student use of district electronic communications, ~~and~~ computer systems and mobile devices shall be filtered for appropriate use~~usage~~ and content. Filtering shall be provided for all Internet enabled computers used by students, ~~patrons~~ and staff. Filtering shall be disabled only for bona fide research or other lawful purposes.

Persons using district technology and electronic communications shall have no expectation of ~~privacy~~ in such use. Use~~Usage~~ of district technology and electronic communications may be monitored, logged, disclosed, deleted or terminated by the district. Online activities of minors shall be monitored for appropriate use.

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Adopted 1/26/98; Revised 2/23/98, 1/9/06, 2/11/08, 9/27/10

Legal references:

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

Section ~~163850~~ 16-3-850 Encountering child pornography while processing film or working on a
~~1.~~ ~~computer.~~

~~2.~~ Sections 161610, Section 16-16-10, et seq. - Computer Crime Act.

~~B.~~ Federal law:

~~1.~~ 47 USC Section 254(h) Children's~~-Children's~~ Internet Protection Act.

The Digital Millennium Copyright Act of 1998, Section 512 - Limitations on liability relating
~~2.~~ -to material online.

~~3.~~ 17 USC Section 101, et seq. - Copyright Act.

~~4.~~ 18 USC Section 1030 - Computer Fraud and Abuse Act of 1986, as amended.

~~5.~~ 18 USC Section 2510 - Electronic Communications Privacy Act of 1986.

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County SCHOOL DISTRICT

75 Calhoun Street, Charleston, SC 29401


**Information Technology
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: John McCarron, Chief Information Officer
DATE: June 8, 2015
SUBJECT: Draft Master Technology Plan 2015-2018

RECOMMENDATION: Approve

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	
John McCarron Chief Information Officer	

Committee Recommendation(s):

Mr. Todd Garrett, Chair Audit & Finance Committee	
--	--

SEC June 2, 2015
Rev. Chris Collins
C. Collins

Information Technology Department
June 8, 2015

SUBJECT: Draft Master Technology Plan 2015-2018

BACKGROUND: The district is required to maintain a Master Technology Plan as a matter of sound management practice and to meet regulatory pre-requisites for state and federal grants. CCSD's current Master Technology Plan expires June 30, 2015. The draft plan will be presented to the Board in June for information and approval.

DISCUSSION: The attached draft plan was developed by a core team of writers from Communications, Educational Technology and Information Technology. This plan is a stop-gap as CCSD plans to make the technology plan an integral part of our strategic plans beginning in 2016. The draft plan contains five dimensions describing the vision for integrating technology throughout the district to improve teaching and learning. The plan also includes assessments of where we stand now in each dimension. The draft plan has been edited for style and consistency, and includes district-level vision statements.

The core writers submitted the draft plan to State Department of Education (SDE) for format for review per SDE processes and have received cursory approval. The draft is now submitted to the Board for approval and for comment toward the 2016 submission. The Board has been proactive in moving the district forward in applying technology for teaching and learning. While many components are driven by regulatory requirements, Board input is encouraged to ensure the vision for technology in our schools is a unified vision.

To ensure effective communication; questions or comments regarding the plan should be sent via e-mail to john_lowe@charleston.k12.sc.us.

RECOMMENDATION: Approve Technology Plan

FUNDING SOURCE/COST: N/A

FUTURE FISCAL IMPACT: None

DATA SOURCES: Timothy Tanner, Educational Technology

Emily Elliott, Educational Technology

John Lowe, Technology Projects

Erica Taylor, Strategy and Communications

Elizabeth Lovett, Educational Technology

PREPARED BY: John McCarron, Chief Information Officer

REVIEWED BY LEGAL SERVICES N/A

REVIEWED BY PROCUREMENT SERVICES N/A

ATTACHMENTS Draft Plan

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County SCHOOL DISTRICT

75 Calhoun Street, Charleston, SC 29401

**STRATEGIC EDUCATION COMMITTEE
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Strategic Education Committee
DATE: June 8, 2015
SUBJECT: Head Start Disability Waiver

RECOMMENDATION: The Committee recommends sending the waiver forward.

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

Respectfully submitted:

Mr. Michael Bobby Acting Superintendent of Schools	<i>M2B</i> 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

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

8.2C

Strategic Education Committee
June 2, 2015

SUBJECT: Head Start Disability Waiver

BACKGROUND:

DISCUSSION:

RECOMMENDATION: The Committee recommends sending the waiver forward.

FUNDING SOURCE/COST:

FUTURE FISCAL IMPACT:

DATA SOURCES:

PREPARED BY:

REVIEWED BY LEGAL SERVICES

REVIEWED BY PROCUREMENT SERVICES

ATTACHMENTS

**CCSD BOARD OF TRUSTEES
SPECIAL CALLED MEETING**
June 2, 2015
75 Calhoun St., Charleston, SC 29401
Agenda

I. OPEN SESSION 5:00 p.m.			
II.	CALL TO ORDER		
III. EXECUTIVE SESSION			
	4.1:	Employment Matter <i>The Board will interview candidates for the position of superintendent.</i>	Information

May 4, 2015

Clarissa Sirmons, Program Specialist
Region IV – Office of Head Start
The Sam Nunn Atlanta Federal Center
Administration for Children and Families
Region IV - Office of Grants Management
61 Forsyth Street, Suite 4M60
Atlanta, GA 30303

Head Start/Early Head Start

Michael L. Bobby
Acting Superintendent of Schools

Dr. Lisa N. Herring
Deputy Superintendent for Academics

Ruth Taylor
Assistant Associate Superintendent

Dena Davis
Head Start Director

Dear Ms. Sirmons:

This letter serves as a **formal request for a waiver** of the mandate to make available at least ten percent of the total number of enrollment opportunities in each grantee and each delegate agency during an enrollment year, available to children with disabilities. (1305.6C)

To date, we continue to struggle to meet this mandate and are continuing to collaborate with our Department of Exceptional Children to implement new strategies and modify the current plan in order to meet this requirement.

In our Head Start program we have referred 74 children to Child Find thus far. There are 58 current IEPs. Five (5) of the referrals did not qualify and eight (8) parents refused services. There are ten (10) additional children awaiting pre-planning/IEPs.

Our Early Head Start program has met its ten percent (10%) goal with 14 current IEPs.

We have filled the position of Disabilities/Mental Health Specialist. This individual came to us with thirty (30) years experience in Head Start as a Disability/Mental Health Specialist. She is working closely with one of the CCSD School Psychologists and a Special Education Teacher in the Child Find Office to assist in this area

Additionally we have put in place strategies to further address this issue which include:

- Each Head Start center will be responsible for assisting in the recruitment of 10% of their enrollment for children with disabilities
- We have initiated a subcommittee of our Health Services Advisory Committee to address resources and recruitment for children with

disabilities and their families.

- The Disability/Mental Health Specialist will work closely with the School Psychologist and the Special Education Teacher to identify the children with suspected disabilities and refer them to Child Find during the summer months.

We appreciate your consideration of this request as we continue to make every effort to meet the mandated requirements.

Best regards,

A handwritten signature in black ink, appearing to read 'Dena A. Davis', with a long horizontal line extending to the right.

Dena A. Davis
Head Start/EHS Director

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County SCHOOL DISTRICT

75 Calhoun Street, Charleston, SC 29401

**Amy L. Neloms, Director K-12 Guidance & Counseling
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Amy L. Neloms
DATE: June 8, 2015
SUBJECT: 2015-2016 Pilot Course Offerings

RECOMMENDATION: The recommendation is made to approve the requested courses for the 2015-2016 school year.

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

Respectfully submitted:

Mr. Michael Bobby Acting Superintendent of Schools	<i>Mr Bobby</i>
Dr. Lisa Herring Deputy Superintendent for Academics	
Mr. Jeff Borowy Deputy for Capital Programs	

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
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Strategic Education Committee recommendation:

Rev. Chris Collins, Chair Strategic Education Committee	<i>C. Collins</i> Signature
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8.20

K-12 Guidance and Counseling
June 8, 2015

SUBJECT:

Approval of 2015-2016 Pilot Courses

BACKGROUND:

A pilot course application is submitted for CCSD Board of Trustees approval by any high school that wants to teach a course that is not a state approved course. An approved application it is for one year only and only for the school who submitted the application. An evaluation/application for continuation must be submitted after the first, second and third years of teaching an approved pilot course. If the evaluation application is approved, then the school can continue to teach the course. After three years of approval, there is no further need for approval. After the course has been approved for three years, any CCSD high school can teach it. The originating school would provide the syllabus and sequencing materials to other schools upon request.

DISCUSSION:

RECOMMENDATION:

The recommendation is made to approve the requested courses for the 2015-2016 school year.

FUNDING SOURCE/COST: N/A

FUTURE FISCAL IMPACT: N/A

DATA SOURCES: N/A

PREPARED BY: Amy L. Neloms, Director K-12 Guidance & Counseling

REVIEWED BY LEGAL SERVICES

REVIEWED BY PROCUREMENT SERVICES

ATTACHMENTS

To: Amy Neloms, Director K-12 Counseling and Guidance

Re: Pilot Course Application (*Sports Psychology*)

Date: March 3, 2015



From: Barbara Hairfield, K-12 Social Studies Curriculum Specialist

Deputy Superintendent's Office

Mr. Michael L. Bobby
Acting Superintendent of Schools

Dr. Lisa N. Herring
Deputy Superintendent for Academics

(Barbara Hairfield)
K-12 Social Studies Curriculum Specialist

After initial review, conversation with James Island Charter High School Principal, Robert Gordon, requesting revisions be made to the initial application, as well as, review and discussion with High School Learning Specialist, Bruce Gibson, I am recommending that the request for *Sports Psychology* as a Social Studies course be approved with the caveat that this course may not be used as one of the 3 required Social Studies units for high school graduation but may be used as one of the 7 required electives students must earn for graduation, one of them being Social Studies.

Received in G&C Office: 2/9/15
Routed to CS: 2/13/15
Routed to CAO: _____
Routed to Sr. Leadership: _____
Routed for Board action: _____

Pilot Course Application

Application must be typed. Deadline for submission is January 30, 2015.

School: JAMES ISLAND CHARTER HIGH SCHOOL

To be implemented during the 20 15 -20 16 school year

☐ 1st Semester ☐ 2nd Semester ☒ Both

Application Prepared By: RICHARD GORDON, PRINCIPAL, JICHS

Phone: 762-2754

Email: richard_gordon@charleston.k12.sc.us

Course Title SPORTS PSYCHOLOGY

Grade Level(s): 10 - 12

Prerequisites: ENGLISH I AND WORLD GEOGRAPHY
(list or NA)

Subject Area:
(Circle)

English Language Arts

Mathematics

Science

Social Studies

Fine Arts

Physical Education

Career and Technology Education

Special Education

Type of Credit:

☒ Elective ☐ Core ☐ CTE*

*Attach a completed State Department of Education
Innovative Approach Application.

Weight:

☒ College Prep
☐ Honors

Number of Carnegie Units:

☒ Half
☐ Whole/One
☐ Two
☐ Three

Schedule:

☒ Traditional
☐ AB
☒ 4x4

Number of
Minutes per
class: 50 min
(traditional) or
90 min (4x4)

Teacher's Name:
JEREMY MORRIS

Certificate #:
206600

Certification Area:
SOCIAL STUDIES

Teacher's Name:

Certificate #:

Certification Area:

Evidence of need for this course:

This course will help fulfill the mission statement at JICHS.

- Students will be introduced to the intricacies of how the mind, body, and spirit are interrelated
- Students will study and apply psychological principles that enhance performance and growth
- Students will learn to effectively read, write, and communicate ideas and perspectives
- Students will demonstrate critical thinking skills

Anticipated enrollment: 25

Attach a typed syllabus, which includes the criteria used for selecting students, curriculum standards/CTE competencies, scope and sequence, timeline, the teaching methodology, student performance requirements, assessments, and specific textbook titles and/or descriptions of other instructional materials to be used.

Proposed method of evaluating the effectiveness of the course: How will you assess that the course was a success? (This is not a description of how you will assess student work or award student grades.)

Student data (both qualitative and quantitative) will be evaluated to determine course effectiveness. Course goals (delivery of sport psychology principles, quality of life improvement, and college/career exploration) will be analyzed for future implementation. Future enrollment trends will be assessed to determine course interest.

What funds will be used to pay for this course?

Resources will be allocated from JICHHS funds.

Principal Signature

Date

Associate Superintendent IZLC or Secondary Learning Community

Date

Curriculum Specialist

Date

Chief Academic Officer

Date

Superintendent

Date

SPORTS PSYCHOLOGY

Textbook Rockwood, David L. *Closing the Gap "Applied Sport Psychology for High School"*

Course Description

This course is designed to introduce psychological principles that affect sport and competition performance. Students will be exposed to psychological factors such as motivation, concentrations, focus, mental toughness, emotional control, confidence, anxiety and stress management. They will also learn about visualization, goal setting, leadership, team harmony, and the power of positive attitude.

Course Goals

This course will help students improve actual performance by effectively applying sport psychology principles. It will also help improve the students' quality of life by learning to effectively apply these principles in all areas of life. Students will be instructed through critical thinking and analysis to explore topics relating to interpersonal growth and their own psychological development through sport, competition, cooperation, character development, and sportsmanship. Along with our State and National Standards, this course will serve in that students will be given opportunity to meet the Mission of James Island Charter High School. Our mission is to develop confident, responsible, life-long learners who can excel in society by creating a diverse curriculum and extracurricular experiences in a safe, nurturing environment supported by faculty, parents and community.

Specifically, students will be taught to:

- read and write critically
- speak clearly and communicate ideas accurately
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- take responsibility for their lifelong learning
- employ effective work skills in independent and collaborative settings
- demonstrate effective autonomy by appropriate decision making and goal setting
- demonstrate responsible behavior and citizenship
- respect human and cultural diversity for self and others
- make appropriate choices concerning personal health and well being.

This course also addresses the following content standards for grades 9-12 in English/
Language Arts, Social Studies and Science

English Language Arts:

Reading and Responding:

Exploring and Responding to Literature:

Communicating with Others:

Applying English Language Conventions:

Social Studies:

Applying History

Rights and Responsibilities of Citizens

Develop students' civic competence

Recognizing challenges and differing ideologies

Develop skills in making informed and reasoned decisions

Science:

Structure and Function

SPORTS PSYCHOLOGY

Assessments

Formative and summative assessments will be administered with each unit. Along with these assessments students will keep a daily journal. This journal will include personal reflections on assigned reading and class discussion. Group projects, class presentations, book reviews, and research papers will be assigned throughout the course.

Homework Expectations

Students will be assigned homework daily. All homework assignments are connected to the course of study. Plenty of notice will be given for every graded assignment.

Description of Projects, Assignments: Students will have no less than 2 weeks notice to complete projects and major assignments. Instructions are given verbally in class along with handouts outlining the criteria and rubric for each assignment. Students have the opportunity to ask questions and receive input from the teacher anytime prior to the due date. No projects or major assignments will be accepted after the due date unless given prior approval by the teacher.

Course Plan/Outline

History and Philosophy of Sport

TSWBAT:

- Define Games, Sports, Recreation, Work, athletics, and make connections to everyday life.
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- Evaluate Maslow's Hierarchy of Needs
- Compare and contrast activities into 3 game interactions
- Differentiate between play and participation.

Sociology of Sport

TSWBAT:

- Cite 3 historical accounts where politics and sport collided.
- Reproduce the model of the sport culture "monster"
- Defend critical theorists of youth sport.
- Assess the adult centered youth sport model and concur or critique it.
- Rank the ten Athlete's Bill of Rights with reference to personal importance.

The Brain and Mind

TSWBAT:

- Identify five centers of the brain and their functions
- List and explain the 3 stage of motor acquisition
- Compare the characteristics of right and left brained dominant thinkers
- Identify their own hemisphere dominance and learning style
- Characterize 3 different learning styles
- Examine the behaviors of the optimist, pessimist, introvert, extrovert, A/B and learned helplessness achievement styles.
- Identify their own personality type
- Diagram a motor pathway.

Arousal and Peak Performance

TSWBAT:

SPORTS PSYCHOLOGY

- Define the terms Peak Performance and Flow.
- Recount a personal peak performance.
- Define Stress and differentiate between the two types.
- Analyze the sources of stress during their own performance.
- Diagram 3 theories regarding stress in athletics.
- Apply 3 techniques which reduce the likelihood of over arousal.
- Analyze the Yerkes-Dodson Law of arousal.
- Refer to one historical case of choking or panic.
- List 7 physiological responses to stress.

Goal Setting

TSWBAT:

- Create measurable performance and process goals and learn skills how to evaluate and assess their performance over a defined period of time.
- Clearly articulate why goal setting is useful in performance settings.
- Positively link motivation to goal setting.
- Evaluate, adjust and narrow their goals after a single performance.
- Coach a peer through a goal setting session.

Relaxation, Visualization, and Mental Imagery

TSWBAT:

- Employ a variety of techniques to relax to reduce stress and anxiety when competing in sports.
- Practice visualization and mental techniques to raise physical performance.

Focus and Concentration

TSWBAT:

- Elaborate upon the terms concentration, focus, attentional control and how they interplay.
- Consider a variety of concentrations techniques, including how to maximize focus and minimize common distractions.
- Identify common distractions in their sport and develop techniques to help them quickly refocus during competition when it has been lost.

Anxiety and Confidence

TSWBAT:

- Create personalized positive affirmations to build confidence.
- Identify fear of failure, how fear of failure relates to perfectionism in sports, and learn techniques how to overcome fear of failure by developing trust and confidence in their training, preparation, and skills.

Leadership in Sports

TSWBAT:

- Examine the stories of successful leaders and identify the major qualities of what it takes to become and effective leader.
- Compare and Contrast the leadership qualities of successful high school, collegiate, and professional athletes and coaches.

Coping and Recovering from injuries

TSWBAT:

- Examine injury and healing techniques
- Students will develop a mental training program for dealing with injury.

SPORTS PSYCHOLOGY

Participating in High School and Collegiate Athletics

TSWBAT:

- Understand academic requirements to participate in high school and collegiate athletics.
- Identify the rules of being recruited to participate in collegiate athletics and the NCAA Clearing House.
- Examine the rigors (physical, mental, academic, and social) of a collegiate student-athlete.

Professional Sports in America

TSWBAT:

- Examine historical and contemporary controversies in organized and professional sports.

Evaluation Scale & Criteria: All class work and homework will be worth 100 points. The cumulative average of all class work and homework will be worth 25% of the final grade each 9 weeks. All quizzes will be worth 100 points. The cumulative average of all quizzes will be worth 25% of the final grade each 9 weeks. All tests and class projects will be worth 100 points. The cumulative average of all tests and class projects will be worth 50% of the final grade each 9 weeks. Semester exams count as 25% of the final semester average.

Make-Up Work

It is the students' responsibility to make up any work missed while absent. If the student misses a test they must set up a time and date with me to make up the test. Tests and other assignments must be made up within one week. **NO** makeup work will be accepted after this deadline. In order to make up a test the absence must be excused by administration.

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If you have a problem with a due date, speak with me in advance. Late assignments will be accepted one day late with an automatic 10 point deduction. No late work will be accepted after the assignment has been returned.

Class Rules

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4. NO Sleeping in class.
5. Be prepared: Books, Notebook, Paper, Pen, etc.
6. All school rules and district policies will be enforced.

Positives

1. Individual praise and privileges
2. Call/Email to Parents
3. Project/work displayed
4. Low grade dropped or allowed to redo.

Consequences

1. Verbal Warning
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I reserve the right to bypass any step and directly write the student a referral and/or remove the student from class.

- Academic Infractions:

Cheating/Plagiarism = Grade of a zero will be given to student, parent notification

Sports Psychology

1. Course Description and Overview

Students will be introduced to the intricacies of how the mind, body and spirit are inter-related during all types of performances. Students will gain an understanding of how to reach their "peak performance" through in-class and out-of-class activities which will encourage an introspective look at sports, games, athletics and play. Further, students will critically explore what role those concepts have in their personal lives, evaluating their own behavior, identity and choices.

2. Rationale and Linkage

There is ample evidence indicating that many youth participants come away from their sport experience with a negative outlook toward it, and even themselves. Sport Psychology is a vibrant branch of the larger psychological discipline. It is that branch of psychology which deals with the study and application of the psychological principles that enhance performance and interpersonal growth.

The content of sport psychology facilitates this transition away from a learned helplessness attitude toward an ownership model. More than just sport performance enhancement, sport psychology teaches motor behavior, mature cognitive skills, affective discernment and healthy lifestyle choices which we seek to have match the quality of life the participant wishes to obtain. Students will exhibit responsible personal and social behaviors in physical activity settings which Sport Psychology directly addresses.

Course Goals

- Improve actual performance by effectively applying sport psychology principles in a performance context
- Improve quality of life by effectively applying sport psychology principles in all areas of life
- Generate interest in pursuing a career in sport psychology

What will be taught?

This class will cover a wide range of topics and skills that improve sport performance including the following list. The focus will be on the application of these principles:

- Mental Toughness
- Confidence
- Focus
- Motivation
- Goal Setting
- Visualization
- The Power of Positive Attitude
- The Power of Relaxation
- Stress Management
- Team Harmony
- Leadership
- Emotional Control

- Overcoming Fear & "Choking"
- Avoiding Burnout
- Intensity
- The NCAA Clearinghouse
- Good Sportsmanship
- understand and apply discipline-specific information to their individual performance;
- demonstrate leadership and cooperate in order to accomplish goals
- accept the decisions and respect the role of an official
- balance the goal of winning with other established goals of participation
- initiate responsible behaviors and function independently while being a positive influence on the behaviors of others in physical activity settings.

Along with our State and National Standards, this course will serve in that students will be given opportunity to meet the Mission of James Island Charter High School. Our mission is to develop confident, responsible, life-long learners who can excel in society by creating a diverse curriculum and extracurricular experiences in a safe, nurturing environment supported by faculty, parents and community.

Specifically, students will be taught to:

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Department of Education.

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SPORTS PSYCHOLOGY

Textbook Rockwood, David L. *Closing the Gap "Applied Sport Psychology for High School"*

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Received in G&C Office: 1/30/15
Routed to CS: 2/12/15
Routed to CAO: _____
Routed to Sr. Leadership: _____
Routed for Board action: _____

Pilot Course Evaluation/Application for Continuation

Application must be typed. Deadline for submission is February 1.

School: Academic Magnet High School

To be continued during the 20 15 -20 16 school year

☐ 1st Semester ☐ 2nd Semester ☒ Both

Application Prepared By: Krista Cornehl, Sully Johnston

Phone: 843-746-1300 ext. 26235 Email: Krista_cornehl@charleston.k12.sc.us, john_johnston@charleston.k12.sc.us

Course Title: Honors Multivariable Calculus

Course # 319905 HW

Grade Level(s): 9-12

Prerequisites: Successful completion of AP Calculus AB or BC

Subject Area:
(Circle)

English Language Arts

Mathematics

Science

Social Studies

Fine Arts

Physical Education

Career and Technology Education

Special Education

Type of Credit:

☐ Elective

☒ Core

☐ CTE / federally funded

Weight:

☐ College Prep

☒ Honors

Number of

Carnegie Units:

☐ Half

☒ Whole/One

☐ Two

☐ T/Three

Will a different teacher offer this course? ☐ YES (Complete information below.) ☒ NO

Teacher's Name:

Certificate #:

Certification Area:

Teacher's Name:

Certificate #:

Certification Area:

Overall evaluation of the course:

Please attach the final grade distribution for each class.

See attached for the grade distribution after the 1st semester. We do not have final grades yet since it is a year long course.

How do you plan to improve this course and course outcomes based on evaluation results?

We are currently at the first semester mark and have evaluated student performance with formative and summative assessments as well as informal interviews from AMHS graduates. They gave us the following information for which to improve and proceed with the current course. The pace of the course needed to increase at the beginning of the year. Since all students this year completed BC calculus prior to this year, it has allowed us to move more quickly. This has allowed us to move more quickly and allowed more time for difficult concepts and topics later in the year. In addition, more challenging applications will be added to the current curriculum enhancing the difficulty of the course and challenging students at a higher level than was initially anticipated based on student readiness and the prerequisite coursework. The scope of the course will remain the same as it provides the essence of multivariable calculus at the college level. Though student achievement is high in this course currently and will most likely remain high based on the student makeup and prerequisites for the course, these changes will better prepare students for the rigor of upper level mathematics coursework at the college level.

Evidence of need for continuation:

The initial pilot course had 6 students; this year we had 9 students, all who had BC Calculus, unlike the pilot year. Next year, we expect 12 students. As stated previously in the pilot application, students attending Academic Magnet High School need more options for upper level math courses. The school has seen an influx of students beginning their freshmen year taking Honors Algebra 2. By junior year, many successful mathematics students are enrolled in AP Calculus AB or BC. Many calculus students major in a STEM related field which requires advanced levels of calculus. Students are more successful in algebra based college courses if they are enrolled in an algebra based mathematics course up through their senior year. Our school does not currently offer any algebra based mathematics course above AP Calculus BC. These numbers continue to increase each year as we are accepting many more students in the 9th grade that already have a Geometry credit, and more with an additional Algebra 2 credit. Thus, each year the enrollment for multivariable calculus will be increasing. In addition, student motivation in mathematics has increased due to the possibility of being able to take multivariable calculus by their senior year. Students have been discussing it openly in school and have been talking with their teachers about how to get to that level in order to meet the prerequisites and enroll in the course.

Feedback from the students last year was all positive. The 5 we have talked to were unanimous in saying the class was "totally worth it" and was the key to preparing them for Calc 3 in college. Many said as a result of our course, their Calc 3 course was the easiest course they had this past semester.

Anticipated enrollment: 12 for next school year

Principal: Judith Peterson Date: 1/29/15

Assoc Superintendent SLC _____ Date: _____

Assoc Superintendent _____ Date: _____
Academic and Student Support Division

Superintendent _____ Date: _____

	Q1	Q2	S1	E0	Q3	Q4	S2	E7	M1	Parent Letter Aug 20, 2014 PTS 10 x 1.00	Q1 10-1 Aug 29, 2014 PTS 50 x 1.00	10.2 etc Sep 5, 2014 PTS 35 x 1.00	PS Arithmancy Sep 11, 2014 PTS 25 x 1.00	MVC Quiz 4 Sep 19, 2014 PTS 28 x 1.00	Chapter 1 Oct 7, 2014 PTS 100 x 1.00
Bruce	88 88%	89 89%	89 89%						89 89%	10	48	32	24	28	83
Helena	99 99%	99 99%	99 99%						99 99%	10	50	34	25	28	99
Valhalla	99 99%	97 97%	98 98%						98 98%	10	50	35	25	28	100
Reece	88 88%	91 91%	90 90%						90 90%	10	46	32	25	28	82
Sinan	97 97%	98 98%	98 98%						98 98%	10	49	35	25	28	94
Zachary	85 85%	84 84%	85 85%						85 85%	10	43	32	25	26	71
Valerie	99 99%	100 100%	100 100%						100 100%	10	49	35	25	28	96
Connor	96 96%	93 93%	95 95%						95 95%	10	49	35	23	26	93
Bertrand	99 99%	98 98%	99 99%						99 99%	10	50	35	25	28	98

Received in G&C Office: 2/9/15
Routed to CS: 2/18/15
Routed to CAO: _____
Routed to Sr. Leadership: _____
Routed for Board action: _____

Pilot Course Application

Application must be typed. Deadline for submission is February 1.

School: Academic Magnet High School

To be implemented during the 20 15 -20 16 school year ☐ 1st Semester ☐ 2nd Semester ☒ Both

Application Prepared By: Gwen Hooffstetter

Phone: 843-276-1300 ext. 26230 Email: Gwen_Hooffstetter@charleston.k12.sc.us

Course Title Honors Discrete Mathematics

Grade Level(s): 9-12 Prerequisites: Successful completion of Honors Algebra 2
(list or NA)

Subject Area:
(Circle) ☐ English Language Arts ☒ Mathematics ☐ Science ☐ Social Studies ☐ Fine Arts
☐ Physical Education ☐ Career and Technology Education ☐ Special Education

Type of Credit: ☒ Elective ☐ Core ☐ CTE* Weight: ☐ College Prep ☒ Honors
*Attach a completed State Department of Education Innovative Approach Application.

Number of Carnegie Units: ☐ Half ☒ Whole/One ☐ Two ☐ Three
Schedule: ☐ Traditional ☒ AB ☐ 4x4
Number of Minutes per class: 90

Teacher's Name: Krista Cornehl Certificate #:217846 Certification Area: Mathematics 9-12

Teacher's Name: Gwen Hooffstetter Certificate #:180686 Certification Area: : Mathematics 9-12

Evidence of need for this course: Students attending Academic Magnet High School need more options for upper level math courses. The school has seen an influx of students beginning their freshmen year taking Honors Algebra 2. By junior year, many successful mathematics students are enrolled in AP Calculus AB or BC and/or in AP Statistics. Many of our students major in a STEM related field which requires many advanced types of mathematics. Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision making using real world applications and mathematical modeling. Modeling and learner constructed mathematics are central to challenging higher level students and will directly impact performance in a post-secondary institution.

Anticipated enrollment: 25

Attach a typed syllabus, which includes the criteria used for selecting students, curriculum standards/CTE competencies, scope and sequence, timeline, the teaching methodology, student performance requirements, assessments, and specific textbook titles and/or descriptions of other instructional materials to be used.

Proposed method of evaluating the effectiveness of the course: How will you assess that the course was a success? (This is not a description of how you will assess student work or award student grades.)

The decision to offer discrete mathematics was determined from communication and feedback from the graduates of Academic Magnet High School most of whom attend post-secondary institutions around the country. Most students will take a course similar to this one during their freshmen year in college. Continuing the communication among graduates through grades earned and informal surveys will allow us to adjust the curriculum of the course to better serve the needs of the students. Monitoring enrollments from year to year and interpreting these types of information will help assess the effectiveness and necessity of the course.

What funds will be used to pay for this course? No additional funding is necessary at this time. Discrete topics are best if modeled using real world scenarios and activities. School fees will be sufficient to pay for the materials necessary. No textbook will be used.

Judith Peterson

Principal Signature

2/9/15

Date

Associate Superintendent for Secondary Learning Community

Date

Catherine Demers

Curriculum Specialist

2/19/15

Date

Associate Superintendent for Academic Student Support and Intervention Services

Date

Superintendent

Date

Honors Discrete Mathematics Syllabus

Ms. Gwen Hooffstetter, Academic Magnet High School, 2015-2016

Course Prerequisites

Honors Discrete Mathematics is for any student who has successfully completed at least Honors Algebra II.

Course Description

Discrete Math describes all areas of mathematics involving only discrete (non-continuous) data or concepts. Subjects dealing with algebra generally focus on continuous, ideal concepts, while discrete math often focuses on topics that are more logic-based, developing from and relating to problems in the real world.

Scope and Sequence

Discrete Mathematics expands upon the topics of matrices, combinatorial reasoning, counting techniques, algorithms, sequences, series, and their applications. Students are expected to work in both individual and group settings to apply problem-solving strategies and to incorporate technological tools that extend beyond traditional instructional practices.

Course Evaluation and Assignment of Grades

The following percentages apply for grades. A quiz will be given once weekly, a test every 2 weeks (roughly).

Homework/Daily-10%

Quizzes-30%

Tests-60%

The State Department of Education grading scale is as follows:

A 100 – 93

B 92 – 85

C 84 – 77

D 76 – 70

F 69 – 0

*No midterm will be given, but a "Big Cumulative Test" will be given at the end of the first semester. It will count as two test grades for the first semester.

**A cumulative final project will be given and will count as 20% of your final grade.

Make-Up Work

The CCSD rules will apply. Ask a reliable student for any missed notes. You have 5 days to make up any graded assignment. All homework/daily work must be made up. Chapter test grades replace missed quiz grades; therefore you do not make up quizzes. If you are present on an announced test or quiz day, YOU MUST TAKE THE TEST. Prior approval for missed work/tests is always recommended.

Materials

TI-84+ Graphing Calculator

3-Ring Notebook, Pencil, and Paper

Learning Objectives

Upon successful completion of the Discrete Mathematics Course, students will

- Be able to use matrices to model and solve problems, including display and interpret data and write/evaluate matrix expressions to solve problems.
- Be able to use graph theory to model relationships.
- Describe data to solve problems, including applying data collection methods, interpreting graphical displays, use the normal distribution, etc.
- Be able to use theoretical and experimental probability to model and solve problems, including expected values, discrete and random variables, etc.
- Be able to model and solve problems involving fair outcomes, including apportionment, election theory, fair division, voting patterns, etc.
- Be able to use recursion to model and solve problems, including finding sums of finite and infinite sequences, determining end behavior of sequences, verify explicit definition with inductive proof.

Timeline of Course Content

1st Nine Weeks

Fair Outcomes: Apportionment
Fair Outcomes: Election Theory
Fair Outcomes: Voting Power
Fair Outcomes: Fair Division
Election Theory Investigations

2nd Nine Weeks

Matrices
Graph Theory
Fair Outcomes: Apportionment

3rd Nine Weeks

Graph Theory
Data and Statistics

4th Nine Weeks

Matrices
Data and Statistics
Theoretical and Experimental Probability
Recursion

Behavior

I will be quiet while others are talking and/or working.
I will respect others' property, person, and feelings.
I will be responsible for my work and my actions.
I will clean up after myself.
I will be prompt, prepared, attentive, and actively participate in class activities.
I will follow all AMHS and CCSD rules.

Consequences

1st Violation Verbal Warning
2nd Violation Lunch detention/Notify Parent
3rd Violation Administrative Referral
Severe Clause--Immediate Administrative Referral

Office hours/times for help and advisement

B-days at lunch. Other times are by appointment.

Contact me

Email: Gwen_Hooffstetter@charleston.k12.sc.us

Cell: 843-813-4918

School phone number: Call 746-1300, ext. 26230 (leave a message)

Website: http://amhs.ccsdschools.com/departments_and_staff_listings/mathematics/gwen_hooffstetter

Honors Discrete Mathematics Sample Assignment

Scheduling Math Classes

Downtown Utopian High is a small, private, high school has only one mathematics teacher who teaches five classes each day. One hundred students register to take one of three mathematics courses: 51 students sign up for tenth-grade geometry, 30 for eleventh-grade algebra, and 19 for twelfth-grade calculus. The school advertises small class sizes, and all classes have previously been less than 22 students.

a. Use each of the following methods to determine a quota and apportionment (number of sections) for each math class based on a class size of 22 students.

1. Jefferson Method

2. Hamilton Method

3. Webster Method

4. Hill Method

5. Adams method

Then determine the class size under each apportionment method.

Course	Number of Students	Quota	Apportionment				
			Jefferson	Hamilton	Webster	Hill	Adams
Geometry	52						
Algebra	33						
Calculus	15						
Totals:	100						

Course	Number of Students	Class Size				
		Jefferson	Hamilton	Webster	Hill	Adams
Geometry	52					
Algebra	33					
Calculus	15					
Totals:	100					

b. Which method provides the "best" distribution of the five math classes. Justify your answer.

c. Suppose that when the semester begins, the actual "Opening Day" enrollments in the three math courses have changed to Geometry - 52, Algebra - 33, and Calculus - 15. How would this change the course distribution for each of the above methods? Would this change the method you would want to use?

Received in SLC: 11/27/15

Routed to CS: 11/28/15

Routed to Assoc Sup for Academic Student Support
& IS: 2/2/15

Routed to Sr. Leadership: _____

Routed for Board action: _____

RECEIVED

FEB 02 15

Pilot Course Application

Chief Academic
Office

Application must be typed. Deadline for submission is February 1.

School: St. John's High School

To be implemented during the 20 ¹⁵ - 20 ¹⁶ school year

☒ 1st Semester ☐ 2nd Semester ☐ Both

Application Prepared By: Nathan Roder, Leigh Taylor, Darwin Shorters

Phone: (843) 559-6400

Email: nathan_roder@charleston.k12.sc.us, leigh_taylor@charleston.k12.sc.us,
darwin_shorters@charleston.k12.sc.us

Course Title Structures of Mathematical Literacy

Grade Level(s): 9th

Prerequisites: NA
(list or NA)

Subject Area:
(Circle)

English Language Arts

Mathematics

Science

Social Studies

Fine Arts

Physical Education

Career and Technology Education

Special Education

Type of Credit:

☒ Elective ☐ Core ☐ CTE*

*Attach a completed State Department of Education
Innovative Approach Application.

Weight:

☒ College Prep
☐ Honors

Number of Carnegie Units:

☐ Half
☒ Whole/One
☐ Two
☐ Three

Schedule:

☐ Traditional
☐ AB
☒ 4x4

Number of
Minutes per
class: 85-90

Teacher's Name: Nathan Jeremy Roder

Certificate #: 256723

Certification Area: Mathematics and
Middle Level Mathematics

Teacher's Name: Leigh Dozier Taylor

Certificate #: 109264

Certification Area: Mathematics

Teacher's Name: Darwin Keith Shorters

Certificate #: 255609

Certification Area: Mathematics, Middle
Level Mathematics, Computer
Technology

Evidence of need for this course: Historical data at our school has shown that some students entering 9th grade have deficiencies in mathematical knowledge needed to be successful in Algebra 1. Going back to 2010, students showing weaknesses in Real and Complex Number Systems, as well as Algebraic Thinking, on their MAP and PASS Tests have had difficulties passing Algebra 1. This course would offer remediation needed to help students to develop structures of mathematical literacy and allow students a more successful transition into Algebra 1.

Anticipated enrollment: 20 students

Attach a typed syllabus, which includes the criteria used for selecting students, curriculum standards/CTE competencies, scope and sequence, timeline, the teaching methodology, student performance requirements, assessments, and specific textbook titles and/or descriptions of other instructional materials to be used.

Proposed method of evaluating the effectiveness of the course: How will you assess that the course was a success? (This is not a description of how you will assess student work or award student grades.)

Initial success will be measured by student growth in Real and Complex Number Systems, as well as Algebraic Thinking, on their 9th grade MAP tests. Long term successes will be measured based on the students' performance in Algebra 1, on the Algebra 1 EOC, and their progression through the Algebra track following this course.

What funds will be used to pay for this course?

Standard teacher allocation points would be used for this course as it would replace a pre-existing course.

And M. Osh

1/27/15

Principal Signature

Date

Laf. M. H.

1/27/15

Associate Superintendent for Secondary Learning Community

Date

Catherine D. Dimeus

2/2/15

Curriculum Specialist

Date

[Signature]

2/2/15

Associate Superintendent for Academic Student Support and Intervention Services

Date

Superintendent

Date

Structures of Mathematical Literacy Course Syllabus

Course Information

Course Title: Structures of Mathematical Literacy

Course Number: TBA

of Carnegie Units: 1 Unit

Room Location:

Meeting Days: M-F

Instructor Information

Name of Teacher:

Contact Information: 559-6400 (school)

Time and Opportunities for Help and Support: _____ afternoons from 2:45 pm – 3:45 pm

Course Description

This course is a requirement of all freshmen who have not met the standard in the areas of The Number System: Expressions and Equations on their 8th grade PASS test nor Primary Indicator Real & Complex Number Systems and Secondary Indicator Algebraic Thinking on their 8th grade MAP test. Structures of Mathematical Literacy will strengthen student performance in The Number System, Ratios and Proportional Relationships, Expressions Equations and Inequalities, Geometry and Measurement, Data Analysis, and Statistics and Probability. Students will develop problem-solving skills through small group activities and Project Based Learning. Prerequisite: 8th grade PASS and MAP test scores below standard. This course counts as an elective credit.

Instructional Philosophy

Students will be engaged in a variety of challenging real-world problems and assignments to show how math is used in everyday life. They will be held to high expectations regarding their quality of work and personal behavior. Students will be given opportunities to receive extra help. Students will be engaged in a variety of learning activities such as individualized work, hands-on activities, data collection, and open-ended problem solving. Students will often work in groups, but will be expected to complete individual assignments in relation to their group's work. There will be frequent opportunities to use technology. Instruction will be modified and adjusted based upon ongoing student performance data.

Power Standards/Course Goals:

1. The student will understand numbers, ways of representing numbers, relationships among numbers, and number systems.
2. The student will compute with rational numbers and make reasonable estimates in applied situations.
3. The student will understand and apply patterns, relations, and functions.
4. The student will represent, analyze, and model situations using mathematical structures and algebraic symbols.
5. The student will apply appropriate techniques, tools, and formulas to determine measurements and solve problems.
6. The student will analyze characteristics of two- and three-dimensional geometric shapes, understand geometric relationships, and apply spatial relationships using coordinate geometry.

7. The student will use appropriate statistical methods to analyze data and apply basic concepts of probability.
8. Students will effectively communicate an understanding of mathematical processes and content through writing.
9. Students will use technology and a variety of resources to conduct research and make presentations.

8 MATHEMATICAL PRACTICES

- (1) Make sense of problems and persevere in solving them.
- (2) Reason abstractly and quantitatively.
- (3) Construct viable arguments and critique the reasoning of others.
- (4) Model with mathematics.
- (5) Use appropriate tools strategically.
- (6) Attend to precision.
- (7) Look for and make use of structure.
- (8) Look for and express regularity in repeated reasoning.

Assignments

Daily Classwork and Homework

Students will complete daily in-class assignments and frequent homework assignments. To encourage literacy and reflection on learning, students will regularly complete exit slips and "Warm-Ups".

Small Group and/or PBL Projects

Students will complete projects related to each unit of instruction.

Assessments

Quizzes are given as formative assessments throughout course development. Projects will be used as summative assessments. A final exam is also given and is comprehensive.

Major Assessments and Grading Practices:

All assignments are designed to show whether students have met the standards for the course. Students will be expected to attend tutoring sessions after school if their individual academic performance falls below D (70%).

Distribution of Grading Components

Grades are determined by dividing the points earned by the total number of points available in the grading period. Each major project and assignment commands an approximate percentage of the total points for the grading period as follows:

Classwork/Homework	20%
Quizzes, Journals, and Small Projects	40%
Tests and Major Projects	40%

The Final Exam counts 20% of the semester class grade.

Make-Up Policy

All assignments will be turned in according to the St. Johns High School Grading Policy.

Description of Grading and Quality Work in Structures of Mathematical Literacy

Grade	Scale	Description of Work
A	93-100%	Consistently demonstrates an exceptional level of quality and effort. Having all work in on time and completed to exceed expectations. Mastery in applying the principles of Structures of Mathematical Literacy.
B	85-92%	Consistently demonstrates proficient knowledge with a good effort and quality of work. All assignments are complete and on time. Demonstrates the ability to apply the principles of Structures of Mathematical Literacy.
C	77-84%	Demonstrates proficient knowledge and the ability to apply the principles of Structures of Mathematical Literacy. Work shows average effort. A few assignments may be missed or late.
D	70-76%	Work shows minimal effort and some assignments are late. Demonstrates a basic understanding of recalling or comprehending the principles of Structures of Mathematical Literacy.
F	Below 70%	Understanding is below basic in relation to the principles of Structures of Mathematical Literacy. Work is of poor quality and does not meet standards or expectations.

Extra Help

Extra help is available after school during teacher office hours and in the Homework Center. I will have office hours after school on _____ from 2:35-3:35 pm. Any student who falls below a D for any Interim Report or 9-week Report Card will receive a parent phone call and an explanation of the reasons for the drop in grade.

Suggested Materials:

3-Ring Binder with paper and/or math notebook, pencils, folder for storing papers and iPad.

Structures of Mathematical Literacy

Three indicators have been selected from the PASS and MAP Standard assessments administered to middle school, 8th grade, students. The selected indicators will provide educators with data to identify students in need of the basic fundamental concepts of mathematics that are necessary to acquire advanced mathematical knowledge and concepts.

Student Selection Criteria

Students' averages of their Fall/Winter/Spring MAP scores from their 8th grade year for the following categories:

- Primary Indicator Real & Complex Number Systems (220-229 Low/230-239 Average/240+ High)
- Secondary Indicator Algebraic Thinking (220-229 Low/230-239 Average/240+ High)

Students' PASS levels in the category, The Number System: Expressions and Equations, from their 8th grade year:

- Shows strengths (High)
- May benefit from additional activities (Average)
- Shows weakness and a need for further instruction (Low)

Students must have at least a total of six points in order to be considered exempt from Structures of Mathematical Literacy (Low=1, Average=2, High=3). If a student is low with any one indicator, then there must be a high indicator to offset that deficiency.

Table of Selection Criteria			
MAP (Real & Complex Number Systems)	MAP (Algebraic Thinking)	Pass (The Number System: Expressions and Equations)	Structures of Mathematical Literacy Needed
Low	Low	Low	Yes
Low	Low	Average	Yes
Low	Low	High	Yes
Low	Average	Low	Yes
Low	Average	Average	Yes
Low	Average	High	No
Low	High	Low	Yes
Low	High	Average	No
Low	High	High	No
Average	Low	Low	Yes

Average	Low	Average	Yes
Average	Low	High	No
Average	Average	Low	Yes
Average	Average	Average	No
Average	Average	High	No
Average	High	Low	No
Average	High	Average	No
Average	High	High	No
High	Low	Low	Yes
High	Low	Average	No
High	Low	High	No
High	Average	Low	No
High	Average	Average	No
High	Average	High	No
High	High	Low	No
High	High	Average	No
High	High	High	No

Structures of Mathematical Literacy
Course Outline, Scope and Sequence, Timeline, and Standards

This course is designed to strengthen foundations in basic mathematics. This course is based on the South Carolina College and Career-Ready Standards for Mathematics 2015.

Students selected for this course have weak foundations in basic skills and need remediation prior to entering the High School Algebra I course. Specific criteria can be found on the previous page. This course is designed to be taught in a semester long 90 minute class but could be extended to a year long course for 45 minutes a day.

This course is designed to remediate basic skills and prepare students for the Algebra I course taught in High School.

Students will add, subtract, multiply, divide and compare whole numbers, decimals, fractions, and percentages, work with exponents, ratios and proportions, combine similar terms, solve basic two step equations and inequalities, find perimeter and area of 2-D figures, find surface area and volume of 3-D figures, work with basic probability and statistics concepts, and solve real world problems such as best buy, taxes, tips, total cost, and percent of change.

Outline of course:

Topics	Grade 6	Grade 7	Grade 8	Course	Allotted Time
THE NUMBER SYSTEM					5 weeks
Number Sense Base Tens					2 weeks
Whole Numbers	6NS.2, 6NS.4	7NS.5		Whole numbers: add, subtract, multiply, divide, and compare	
Integers	6NS.5, 6NS.9	7NS.3, 7NS.5	8NS.3	Integers:	
Add/Subtract		7NS.1		Add/Subtract	
Multiply/Divide	6NS.1, 6NS.2	7NS.2		Multiply/Divide	
Compare	6NS.7	7NS.4		Compare	
Decimals	6NS.3, 6NS.9	7NS.3, 7NS.4, 7NS.5	8NS.3	Decimals:	
Add/Subtract		7NS.1		Add/Subtract	
Multiply/Divide		7NS.2		Multiply/Divide	
Compare	6NS.7	7NS.4		Compare	
Number Sense and Operations					3 weeks
Fractions	6NS.1, 6NS.9	7NS.3, 7NS.4, 7NS.5	8NS.3	Fractions:	
Add/Subtract		7NS.1		Add/Subtract	
Multiply/Divide	6NS.1	7NS.2		Multiply/Divide	
Compare	6NS.7	7NS.4		Compare	
Percent	6NS.9	7NS.5	8NS.3	Percent	

RATIOS AND PROPORTIONAL RELATIONSHIPS				FUNCTIONS	3 weeks
Ratios and Proportions	6RP.1, 6RP.2, 6RP.3	7RP.1, 7RP.2, 7RP.3		Ratios and Proportions	
Functions			8F.1, 8F.2, 8F.3	Functions	
EXPRESSIONS, EQUATIONS, AND INEQUALITIES					4 weeks
Exponents	6EEI.1	7EEI.5	8EEI.1, 8EEI.2,	Exponents	1 week
Algebraic Thinking and Operations					3 weeks
Combining Similar Terms	6EEI.2, 6EEI.3, 6EEI.4	7EEI.1		Combining Similar Terms	
Solving Equations	6EEI.5, 6EEI.6, 6EEI.7, 6EEI.9	7NS.5		Solving Equations	
Solving Inequalities	6.EEI.8	7NS.5		Solving Inequalities	
Real World Applications		7EEI.2, 7EEI.3, 7EEI.4	8NS.1, 8NS.2, 8F.4,	Real World Applications	
GEOMETRY AND MEASUREMENT					3 weeks
Graphing points	6NS.6, 6NS.8, 6GM.3		8GM.1, 8GM.2	Graphing points	
Segment lengths	6GM.3		8GM.6, 8GM.8	Segment lengths	
2-D Perimeter and Area	6GM.1	7GM.1, 7GM.6	8GM.9	2-D Perimeter and Area	
3-D Surface Area and Volume	6GM.2, 6GM.4	7GM.3, 7GM.6	8GM.9	3-D Surface Area and Volume	
Circles		7GM.4		Circles	
DATA ANALYSIS, STATISTICS, AND PROBABILITY					2 weeks
Sample Size, Mean, Median, Mode, Range, shape	6DS.5			Sample Size, Mean, Median, Mode, Range, shape	
Probability of chance events, predict outcomes		7DSP.5, 7 DSP.6, 7DSP.7, 7DSP.8		Probability of chance events, predict outcomes	
Scatter plot, line of best fit			8.DSP.4	Scatter plot, line of best fit	

Grade 6

Key Concepts Standards

THE NUMBER SYSTEM

The student will:

6.NS.1 Use a variety of procedures to compute and represent quotients of positive rational numbers, including fractions divided by fractions. Include visual models, equations, and real-world situations.

6.NS.2 Fluently compute the division of multi-digit whole numbers using a standard algorithmic approach.

6.NS.3 Fluently compute the addition, subtraction, multiplication, and division of multi-digit decimal numbers using a standard algorithmic approach.

6.NS.4 Perform computations with two whole numbers.

A. Compute the greatest common factor (GCF) within 100.

B. Compute the least common multiple (LCM) within 12.

C. Express sums of two whole numbers, each within 100, using the distributive property to factor out the GCF of the original addends.

6.NS.5 Understand that the positive and negative representations of a number are opposites in direction and value. Use these numbers to represent quantities in real-world situations and explain the meaning of zero in each situation.

6.NS.6 Associate rational numbers with a location on a number line and extend to the coordinate plane.

A. Understand the concept of opposite numbers, including zero, and their relative locations on the number line.

B. Understand that the signs of the coordinates in ordered pairs indicate their location on an axis or in a quadrant on the coordinate plane.

C. Understand that (a,b) , $(-a,b)$, $(a,-b)$, and $(-a,-b)$ are reflections of each other on the coordinate plane across one or both axes.

D. Plot rational numbers on number lines and ordered pairs on coordinate planes.

6.NS.7 Understand and apply the concepts of comparing, ordering, and absolute value to rational numbers.

A. Interpret statements using less than ($<$), greater than ($>$), and equal to ($=$) as relative locations on the number line.

B. Use concepts of equality and inequality to write and explain real-world and mathematical situations.

C. Use absolute value of a rational number to represent real-world situations and understand that absolute value represents a number's distance from zero on the number line.

D. Recognize the difference between comparing absolute values and ordering rational numbers. For negative rational numbers, understand that as the absolute value increases, the value of the negative number decreases.

6.NS.8 Extend knowledge of the coordinate plane to solve real-world and mathematical problems.

A. Plot points in all four quadrants.

B. Find the distance between two points when ordered pairs have the same x-coordinates or same y-coordinates.

C. Relate finding the distance between two points in a coordinate plane to absolute value using a number line.

6.NS.9 Translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Fractions should be limited to those with denominators of 2, 3, 4, 5, 8, and 10.

RATIOS AND PROPORTIONAL RELATIONSHIPS

The student will:

6.RP.1 Interpret the concept of a ratio as the relationship between two quantities including part to part and part to whole.

6.RP.2 Investigate relationships between ratios and rates.

A. Translate between multiple representations of ratios (a/b , $a:b$, a to b).

B. Recognize that a rate is a type of ratio involving two different units.

C. Convert from rates to unit rates.

6.RP.3 Apply the concepts of ratios and rates to solve real-world and mathematical problems.

A. Create a table consisting of equivalent ratios and plot the results on the coordinate plane.

B. Use multiple representations including tape diagrams, tables, double number lines, and equations to find missing values of equivalent ratios.

C. Use two tables to compare related ratios.

D. Apply concepts of unit rate to solve problems including unit pricing and constant speed.

E. Understand that a percentage is a rate per 100 and use this to solve problems involving wholes, parts, and percentages.

F. Use unit rates to solve one-step dimensional analysis problems.

EXPRESSIONS, EQUATIONS, AND INEQUALITIES

The student will:

6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.

6.EE.2 Extend the concepts of numerical expressions to algebraic expressions.

A. Translate between verbal phrases involving variables and algebraic expressions.

B. Investigate and identify parts of algebraic expressions using mathematical terminology including term, coefficient, constant, and factor.

C. Evaluate real-world and algebraic expressions for specific values using the Order of Operations.

6.EE.3 Apply mathematical properties (e.g., commutative, associative, distributive) to generate equivalent expressions.

6.EE.4 Apply mathematical properties (e.g., commutative, associative, distributive) to justify that two expressions are equivalent.

6.EE.5 Understand that the solution set for an equation or inequality consists of values that make the equation or inequality true.

6.EE.6 Write expressions using variables to represent quantities in real-world and mathematical situations. Understand the meaning of the variable in the context of the

situation.

6.EE.7 Write and solve one-step linear equations in one variable involving nonnegative rational numbers for real-world and mathematical situations.

6.EE.8 Extend knowledge of inequalities used to compare numerical expressions to include algebraic expressions.

A. Write an inequality of the form $ax + b > c$ or $ax + b < c$ and graph the solution set on a number line.

B. Recognize that inequalities have infinitely many solutions

6.EE.9 Investigate multiple representations of relationships in real-world and mathematical situations.

A. Write an equation that models a relationship between independent and dependent variables.

B. Analyze the relationship between independent and dependent variables using graphs and tables.

C. Relate graphs and tables to equations.

GEOMETRY AND MEASUREMENT

The student will:

6.GM.1 Solve real-world and mathematical problems involving area of polygons.

A. Compute the area of right triangles by composing two triangles into a rectangle.

B. Compute the area of other triangles by composing two triangles into a parallelogram.

C. Compute the area of special quadrilaterals and polygons by decomposing these figures into triangles and rectangles.

6.GM.2 Pack a right rectangular prism (fractional edge lengths) with unit cubes of fractional edge lengths to discover the formulas for volume () are the same for whole or fractional edge lengths. Apply these formulas to solve real-world and mathematical problems.

6.GM.3 Apply the concepts of polygons and the coordinate plane to real-world and mathematical situations.

Given coordinates of the vertices, draw a polygon in the coordinate plane.

Find the length of an edge if the vertices have the same x-coordinates or same y-coordinates.

6.GM.4 Unfold three-dimensional figures into two-dimensional rectangles and triangles (nets) in order to find the surface area and solve real-world and mathematical problems.

DATA ANALYSIS AND STATISTICS

The student will:

6.DS.1 Differentiate between statistical questions and non-statistical questions.

6.DS.2 Use center, spread, and shape to describe the distribution of a set of data collected to answer a statistical question.

6.DS.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

6.DS.4 Select and create an appropriate display for numerical data including dot plots, histograms, and box plots.

6.DS.5 Describe numerical data sets in relation to their real-world context.

A. State the sample size.

B. Describe the qualitative aspects of the data (e.g., how it was measured, units of measurement).

- C. Give measures of center (median, mean).
- D. Give measures of variability (interquartile range, mean absolute deviation).
- E. Describe the overall pattern (shape) of the distribution.
- F. Justify the choices for measure of center and measure of variability based on the shape of the distribution.
- G. Describe the impact that inserting or deleting a data point has on the measures of center (median, mean) for a data set.

Grade 7

Key Concepts Standards

THE NUMBER SYSTEM

The student will:

7.NS.1 Extend prior knowledge of operations with positive rational numbers to add and subtract all rational numbers and represent the sum or difference on a number line.

A. Understand that the additive inverse of a number is its opposite and their sum is equal to zero.

B. Understand that the sum of two rational numbers () represents a distance from p on the number line equal to $|q|$ where the direction is indicated by the sign of q.

C. Translate between the subtraction of rational numbers and addition using the additive inverse, $p - q = p + (-q)$.

D. Demonstrate that the distance between two rational numbers on the number line is the absolute value of their difference.

E. Apply mathematical properties (e.g., commutative, associative, distributive, or the properties of identity and inverse elements) to add and subtract rational numbers.

7.NS.2 Extend prior knowledge of operations with positive rational numbers to multiply and divide all rational numbers.

A. Understand that the multiplicative inverse of a number is its reciprocal and their product is equal to one.

B. Understand rules for multiplying signed numbers.

C. Understand rules for dividing signed numbers and that a quotient of integers (with a non-zero divisor) is a rational number.

D. Apply mathematical properties (e.g., commutative, associative, distributive, or the properties of identity and inverse elements) to multiply and divide rational numbers.

E. Understand that some rational numbers can be written as integers and all rational numbers can be written as fractions or decimal numbers that terminate or repeat.

7.NS.3 Apply the concepts of all four operations with rational numbers to solve real-world and mathematical problems.

7.NS.4 Understand and apply the concepts of comparing and ordering to rational numbers.

A. Interpret statements using less than ($<$), greater than ($>$), less than or equal to (\leq), greater than or equal to (\geq) and equal to ($=$) as relative locations on the number line.

B. Use concepts of equality and inequality to write and explain real-world and mathematical situations.

7.NS.5 Translate among multiple representations of rational numbers (fractions, decimal numbers, percentages).

RATIOS AND PROPORTIONAL RELATIONSHIPS

The student will:

- 7.RP.1 Compute unit rates including those involving complex fractions with like or different units.
- 7.RP.2 Identify and model proportional relationships given multiple representations, including tables, graphs, equations, diagrams, verbal descriptions, and real-world situations.
 - A. Determine when two quantities are in a proportional relationship.
 - B. Recognize or compute the constant of proportionality.
 - C. Understand that the constant of proportionality is the unit rate.
 - D. Use equations to model proportional relationships.
 - E. Investigate the graph of a proportional relationship and explain the meaning of specific points (e.g., origin, unit rate) in the context of the situation.
- 7.RP.3 Solve real-world and mathematical problems involving ratios and percentages using proportional reasoning (e.g., multi-step dimensional analysis, percent increase/decrease, tax).

EXPRESSIONS, EQUATIONS, AND INEQUALITIES

The student will:

- 7.EE1.1 Apply mathematical properties (e.g., commutative, associative, distributive) to simplify and factor linear algebraic expressions with rational coefficients.
- 7.EE1.2 Recognize that algebraic expressions may have a variety of equivalent forms and determine an appropriate form for a given real-world situation.
- 7.EE1.3 Use appropriate procedures to efficiently solve multi-step real-world and mathematical problems involving rational numbers. Determine the reasonableness of the solution.
- 7.EE1.4 Apply the concepts of linear equations and inequalities in one variable to real-world and mathematical situations.
 - A. Write and fluently solve linear equations of the form $ax + b = c$ and $a(x + b) = c$.
 - B. Write and solve multi-step linear equations that include the use of the distributive property and combining like terms.
 - C. Write and solve two-step linear inequalities. Graph the solution set on a number line and interpret its meaning.
 - D. Identify and justify the steps for solving multi-step linear equations and two-step linear inequalities.
- 7.EE1.5 Understand and apply the laws of exponents to simplify numerical expressions that include whole-number exponents.

GEOMETRY AND MEASUREMENTS

The student will:

- 7.GM.1 Determine the scale factor and translate between scale models and actual measurements (e.g., lengths, area) of real-world objects and geometric figures using proportional reasoning.
- 7.GM.2 Construct triangles and other geometric figures.
 - A. Construct triangles given all measurements of either angles or sides.
 - B. Decide if the measurements determine a unique triangle or no triangle.
 - C. Construct other geometric figures given specific parameters about angles or sides.

7.GM.3 Describe two-dimensional cross-sections of three-dimensional figures, specifically right rectangular prisms and right rectangular pyramids.

7.GM.4 Investigate the concept of circles.

A. Demonstrate an understanding of the proportional relationships between diameter, radius, and circumference of a circle.

B. Know that the constant of proportionality between the circumference and diameter is π .

C. Explore the relationship between circumference and area using a visual model.

D. Use the formulas for circumference and area of circles appropriately to solve real-world and mathematical problems.

7.GM.5 Write equations to solve problems involving the relationships between angles formed by intersecting lines including supplementary, complementary, vertical, and adjacent.

7.GM.6 Apply the concepts of two- and three-dimensional figures to real-world and mathematical situations.

A. Understand that the concept of area is applied to two-dimensional figures such as triangles, quadrilaterals, and polygons.

B. Understand that the concepts of volume and surface area are applied to three-dimensional figures such as cubes, right rectangular prisms, and right triangular prisms.

C. Use the formulas for area, volume, and surface area appropriately.

DATA ANALYSIS, STATISTICS, AND PROBABILITY

The student will:

7.DSP.1 Investigate concepts of random sampling.

A. Understand that a sample is a subset of a population and both possess the same characteristics.

B. Differentiate between random and non-random sampling.

C. Understand that generalizations from a sample are valid only if the sample is representative of the population.

D. Understand that random sampling is used to gather a representative sample and supports valid inferences about the population.

7.DSP.2 Draw inferences about a population by collecting multiple random samples of the same size to investigate variability in estimates of the parameter (characteristic of interest).

7.DSP.3 Visually compare the centers, spreads, and overlap of two displays of data that are graphed on the same scale.

7.DSP.4 Compare the numerical measures of center and variability from two random samples to draw inferences about the populations.

7.DSP.5 Investigate the concept of probability of chance events.

A. Determine probabilities of simple events.

B. Understand that probability measures likelihood of a chance event occurring.

C. Understand that the probability of a chance event is a number between 0 and 1.

D. Understand that a probability closer to 1 indicates a likely chance event.

E. Understand that a probability close to $\frac{1}{2}$ indicates that a chance event is neither likely nor unlikely.

F. Understand that a probability closer to 0 indicates an unlikely chance event.

7.DSP.6 Investigate the relationship between theoretical and experimental probabilities.

A. Predict outcomes using theoretical probability.

B. Perform experiments that model theoretical probability.

C. Compare theoretical and experimental probabilities.

- 7.DSP.7 Apply the concepts of theoretical and experimental probabilities.
 - A. Differentiate between uniform and non-uniform probability models (distributions).
 - B. Develop both uniform and non-uniform probability models.
 - C. Perform experiments to test the validity of probability models.
- 7.DSP.8 Extend the concepts of simple events to investigate compound events.
 - A. Understand that the probability of a compound event is between 0 and 1.
 - B. Identify the outcomes in a sample space using organized lists, tables, and tree diagrams.
 - C. Determine probabilities of compound events using organized lists, tables, and tree diagrams.
 - D. Design and use simulations to collect data and determine probabilities.

Grade 8

Key Concepts Standards

THE NUMBER SYSTEM

The student will:

- 8.NS.1 Explore the real number system and its appropriate usage in real-world situations.
 - A. Recognize the differences between rational and irrational numbers.
 - B. Understand that all real numbers have a decimal expansion.
 - C. Model the hierarchy of the real number system including natural, whole, integer, rational, and irrational numbers.
- 8.NS.2 Estimate and compare the value of irrational numbers by plotting them on a number line.
- 8.NS.3 Translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Extend to include the conversion of repeating decimal numbers to fractions.

FUNCTIONS

The student will:

- 8.F.1 Understand the definition of a function.
 - A. Relate inputs (x) and outputs (y) to independent and dependent variables.
 - B. Recognize that a function has multiple representations including mappings, tables, graphs, equations, and verbal descriptions.
 - C. Graph a function from a table of values. Understand that the graph and table both represent a set of ordered pairs of that function.
- 8.F.2 Compare two functions using multiple representations including tables, graphs, equations, and verbal descriptions in order to draw conclusions.
- 8.F.3 Investigate the differences between linear and nonlinear functions.
 - A. Define an equation in slope-intercept form () as being a linear function.
 - B. Recognize that the graph of a linear function has a constant rate of change.
 - C. Provide examples of nonlinear functions.
- 8.F.4 Apply the concepts of linear functions to real-world and mathematical situations.
 - A. Understand that slope is the constant rate of change and the y-intercept is the point where $x = 0$.
 - B. Determine the slope and y-intercept of a linear function given multiple representations including two points, tables, graphs, equations, and verbal descriptions.
 - C. Construct a function that models a linear relationship between two quantities.

- D. Interpret the meaning of the slope and y-intercept of a linear function.
- 8.F.5 Apply the concepts of linear and non-linear functions to graphs.
- A. Analyze and describe attributes of graphs of functions (e.g., increasing/decreasing, linear/nonlinear).
- B. Sketch the graph of a function from a verbal description.

EXPRESSIONS, EQUATIONS, AND INEQUALITIES

The student will:

- 8.EE1.1 Understand and apply the laws of exponents to simplify numerical expressions that include integer exponents.
- 8.EE1.2 Investigate concepts of square and cube roots.
 - A. Find the exact and approximate solutions to equations of the form $x^2 = p$ and $x^3 = p$ where p is a positive rational number.
 - B. Evaluate square roots of perfect squares.
 - C. Evaluate cube roots of perfect cubes.
 - D. Recognize that square roots of non-perfect squares are irrational.
- 8.EE1.3 Explore the relationship between quantities in decimal and scientific notation.
 - A. Express very large and very small quantities in scientific notation in the form $a \times b^{10} = p$ where a is a single digit and b is an integer.
 - B. Translate between decimal notation and scientific notation.
 - C. Estimate and compare the relative size of two quantities in scientific notation.
- 8.EE1.4 Apply the concepts of decimal and scientific notation to solve real-world and mathematical problems.
 - A. Perform operations using numbers expressed in scientific notation. Include problems using both decimal and scientific notation.
 - B. Select appropriate units of measure when representing answers in scientific notation.
 - C. Translate how different technological devices display numbers in scientific notation.
- 8.EE1.5 Apply concepts of proportional relationships to real-world and mathematical situations.
 - A. Graph proportional relationships.
 - B. Interpret unit rate as the slope of the graph.
 - C. Compare two different proportional relationships given multiple representations including tables, graphs, equations, diagrams, and verbal descriptions.
- 8.EE1.6 Apply concepts of slope and y-intercept to graphs, equations, and proportional relationships.
 - A. Explain why the slope, m , is the same between any two distinct points on a non-vertical line using similar triangles.
 - B. Derive the slope-intercept form ($y = mx + b$) for a non-vertical line.
 - C. Relate equations for proportional relationships ($y = kx$) with the slope-intercept form ($y = mx + b$) where $b = 0$.
- 8.EE1.7 Extend concepts of linear equations and inequalities in one variable to more complex multi-step equations and inequalities in real-world and mathematical situations.
 - A. Solve linear equations and inequalities that include the use of the distributive property, combining like terms, and variables on both sides.
 - B. Recognize the three types of solutions to linear equations: one solution ($x=a$), infinitely many solutions ($a=a$), or no solutions ($a=b$).
 - C. Generate linear equations with the three types of solutions.
 - D. Justify why linear equations have a specific type of solution.

8.EE.8 Investigate and solve real-world and mathematical problems involving systems of linear equations in two variables with integer coefficients.

A. Graph systems of linear equations and estimate their point of intersection.

B. Understand why a solution to a system of linear equations is represented on a graph as the point of intersection of the two lines.

C. Solve systems of linear equations algebraically, including methods of substitution and elimination, or through inspection.

GEOMETRY AND MEASUREMENT

The student will:

8.GM.1 Investigate the properties of rigid transformations (rotations, reflections, translations).

A. Verify that lines are mapped to lines, including parallel lines.

B. Verify that corresponding angles are congruent

C. Verify that corresponding line segments are congruent.

8.GM.2 Apply the properties of rigid transformations (rotations, reflections, translations).

A. Recognize that two-dimensional figures are only congruent if a series of rigid transformations can be performed to map the pre-image to the image.

B. Given two congruent figures, describe the series of rigid transformations that justifies this congruence.

8.GM.3 Use coordinate geometry to describe the effect of transformations (rotations, reflections, translations, dilations) on two-dimensional figures.

8.GM.4 Apply the properties of transformations (rotations, reflections, translations, dilations).

A. Recognize that two-dimensional figures are only similar if a series of transformations can be performed to map the pre-image to the image.

B. Given two similar figures, describe the series of transformations that justifies this similarity.

8.GM.5 Extend previous knowledge of angles to properties of triangles, similar figures, and parallel lines cut by a transversal. Discover that the three angles in a triangle sum to 180 degrees.

A. Discover the relationship between interior and exterior angles of a triangle.

B. Identify congruent and supplementary pairs of angles when two parallel lines are cut by a transversal.

C. Recognize that two similar figures have congruent corresponding angles.

8.GM.6 Use models to demonstrate a proof of the Pythagorean Theorem and its converse.

8.GM.7 Apply the Pythagorean Theorem to model and solve real-world and mathematical problems in two and three dimensions involving right triangles.

8.GM.8 Find the distance between any two points in the coordinate plane using the Pythagorean Theorem.

8.GM.9 Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres and the surface area of cylinders.

DATA ANALYSIS, STATISTICS, AND PROBABILITY

The student will:

8.DSP.1 Investigate bivariate data.

A. Collect bivariate data.

B. Graph the bivariate data on a scatter plot.

C. Describe patterns observed on a scatter plot including clustering, outliers, and association

including positive, negative, or no correlation and linear or non-linear.

8.DSP.2 Draw an approximate line of best fit on a scatter plot that appears to have a linear association and informally assess the fit of the line to the data points.

8.DSP.3 Apply concepts of an approximate line of best fit in real-world situations.

A. Find an approximate equation for the line of best fit.

B. Interpret the slope and intercept.

C. Solve problems using the equation.

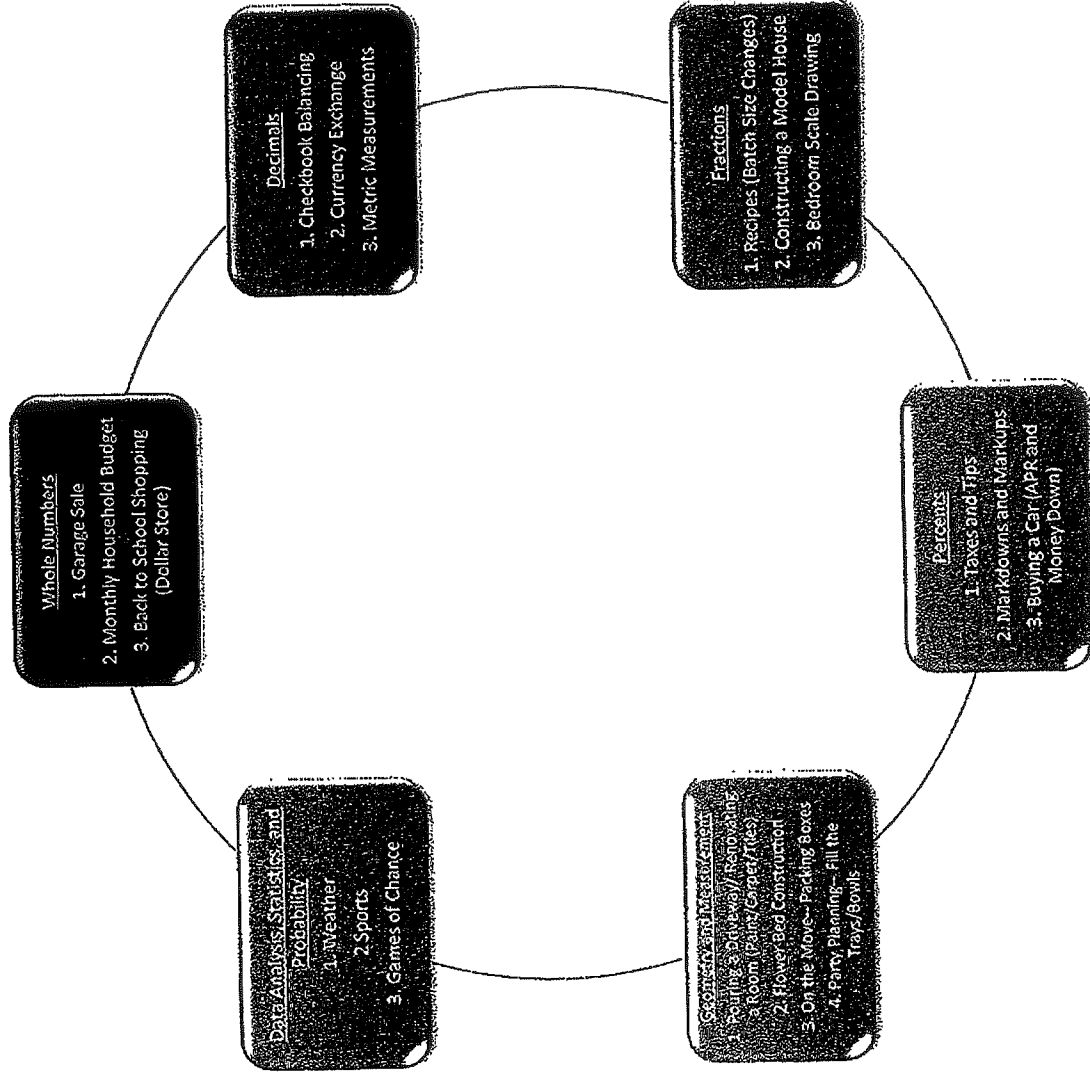
8.DSP.4 Investigate bivariate categorical data in two-way tables.

A. Organize bivariate categorical data in a two-way table.

B. Interpret data in two-way tables using relative frequencies.

C. Explore patterns of possible association between the two categorical variables.

Structures of Mathematical Literacy Pilot Course Projects



Each project will include: 1. Comparing Values; 2. The Four Basic Operations (+, -, x, ÷); 3. Presentation Component.

Structures of Mathematical Literacy Pilot Course Projects

Key Methods

We are proposing Structures of Mathematical Literacy as a class to help struggling students get closer to being able to analyze, comprehend, and synthesize on grade level mathematical ideologies. In order to help students grow in their mathematical knowledge, it is important that appropriate supports are available. We hope to offer a class where students' academic growth is enhanced by small group activities and Project Based Learning. Not only will students complete projects, they will also have to present them. This component will help students by challenging them to think and communicate mathematically.

By working in small groups, students will be able to learn and grow together. As students learn to communicate with their peers and work toward a common goal, they should be able to develop higher level thinking skills. According to "Marzano's Nine Instructional Strategies for Effective Teaching and Learning," cooperative learning can have positive effects on overall learning.

Combined with the small group learning strategy, we also plan to have the content supported by projects. Supporting the curriculum with projects allows students to apply content to real life scenarios. The projects posed above will help students to see the relevance of the content as they gain more mathematical knowledge that will help them in future mathematics courses and in everyday life. The proposed projects will encourage students to work their way up Bloom's Taxonomy. Students will need to remember, understand, apply analyze, evaluate, and create mathematically significant work in order to problem solve. These projects will evoke critical thinking and answer the often asked question of "When will we ever use this?" Having students present this information to their peers forces students to be knowledgeable and accountable.

Any good curriculum has multiple components integrated into it. These components allow for knowledge to be obtained, misconceptions to be addressed, and continuous growth to be shown through verbal and written work. Working in small groups will allow students to talk to their peers, work through hardships, and learn and grow together. As the students grow together, they must also show their individual growth. The prescribed projects will allow for individual assessment to occur in a manner that is authentic to the curriculum and real life.

Each project will include: 1. Comparing Values; 2. The Four Basic Operations (+, -, x, ÷); 3. Presentation Component.

Assessment Plan

Along with the specific key methods above, it is important that the class consists of multiple layers through which students can learn and grow. There will need to be multiple checkpoints throughout each unit. Each unit will consist of the following components:

- Information Attainment—Students will partake in guided lessons that present needed information with embedded examples.
- Frequent Checks for Knowledge—Students will be frequently checked for understanding by completing classwork and homework assignments.
- Communicating Knowledge and Working Through Misconceptions
 - Teacher Led Discussions—The teacher will facilitate discussions in order to guide students in the desired direction.
 - Student Led Discussions
 - Students will lead small group discussions to help each other communicate mathematically, while creating a safe and supportive environment.
 - Students will lead large group discussions in order to share small group and individual thoughts that can assist the entire class in learning and growing.
- Formative and Summative Assessments
 - Students will have quizzes made up of open ended questions in order to check the students' abilities to comprehend and apply important mathematical knowledge.
 - Students will complete projects, as stated above, in order to show comprehension of the content in a manner that is beneficial to the students' growth in class as a math student, as well as an educated member of society.

By following the methodology and assessment plan listed in this document, students should gain a better understanding of the structures of mathematics and in effect gain a working knowledge of mathematics. Improving basic mathematical literacy starts with understanding the basic structures of mathematics and using that as scaffolding for the future.

Charleston > excellence is our standard
County SCHOOL DISTRICT

75 Calhoun Street, Charleston, SC 29401


**STRATEGIC EDUCATION COMMITTEE
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Strategic Education Committee
DATE: June 8, 2015
SUBJECT: District 20 Constituent Board Resolution

RECOMMENDATION: Resolution submitted by District 20 Constituent Board as information.

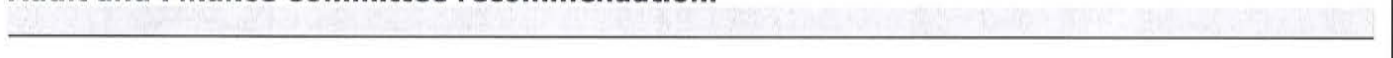
The material is submitted for: ☒ Action ☒ Information
☒ Open ☐ Executive

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

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

8.3E

Strategic Education Committee
June 2, 2015

SUBJECT: District 20 Constituent District Board Resolution

BACKGROUND:

DISCUSSION:

RECOMMENDATION:

Resolution submitted by District 20 Constituent Board as information.

FUNDING SOURCE/COST:

FUTURE FISCAL IMPACT:

DATA SOURCES:

PREPARED BY:

REVIEWED BY LEGAL SERVICES

REVIEWED BY PROCUREMENT SERVICES

ATTACHMENTS

WHEREAS, Charleston County is undergoing the process of becoming a “choice-only” district which undermines the provision of a quality public education for all students; and

WHEREAS, various community and statewide organizations are organizing to make Burke Middle and High School, a historically public and black school and the last comprehensive public high school on the peninsula of Charleston, into a charter school; and

WHEREAS, the present charter school and school choice movement does not incorporate the aspirations and interests of all constituents, particularly those who Burke historically serves;

NOW THEREFORE, BE IT RESOLVED, the Constituent Board of District 20, Charleston County, South Carolina, affirms a commitment to preserving the integrity of Burke Middle and High School as a traditional, non-charter, local, comprehensive public school, as opposed to a charter, magnet or private school; commits to building a model of high quality (non-charter) PK-16 public education that serves all students on the peninsula; and seeks to identify the means to create a more transparent, publically accountable and locally-controlled governing structure consisting of parents, faculty and community leaders.