

I. EXECUTIVE SESSION			
5:00 p.m.			
	1.1:	Student Transfer Appeals <i>The Board will discuss a student transfer appeals received after September 9, 2014.</i>	Action
	1.2:	Home School Applications <i>The Board will discuss home school applications.</i>	Action
	1.3:	Legal Update – Mr. John Emerson, General Counsel <i>The Board will receive a legal update from General Counsel.</i>	Information
OPEN SESSION			
5:15 p.m.			
II.	CALL TO ORDER, INVOCATION/MOMENT OF SILENCE, & PLEDGE of ALLEGIANCE		
III.	ADOPTION OF AGENDA		Action
IV.	SPECIAL RECOGNITIONS (15 minutes) – Mrs. Erica Taylor, Executive Director of Strategy & Communications		Recognitions
	A. Wando Teacher Cadets		
V.	SUPERINTENDENT'S REPORT – Dr. Nancy J. McGinley, Superintendent of Schools		
VI.	VISITORS, PUBLIC COMMUNICATIONS		
VII.	APPROVAL OF MINUTES/EXECUTIVE SESSION AGENDA ITEMS		
	7.1:	Open Session Minutes of September 8, 2014 <i>The Board will vote on the open session minutes of September 8, 2014.</i>	Action
	7.2:	Executive Session Action Items of September 22, 2014 <i>The Board will vote on executive session action items of September 22, 2014.</i>	Action
	7.3:	Financial Minutes of September 8, 2014 <i>The Board will vote on the financial minutes of September 8, 2014.</i>	Action
VIII.	CAE UPDATE		Presentation
IX.	MANAGEMENT REPORT(S)		
X.	COMMITTEE REPORT(S)		
	10.1:	Audit & Finance Committee – Mr. Todd Garrett	
		A. Audit & Finance Committee Update <i>The Committee will provide information and receive input from Board members on the following:</i> <i>-Items that are currently before the committee that have not been brought forward to the Board;</i> <i>-Future topics the committee plans to bring forward; and</i> <i>-What is needed to move the item forward?</i>	Information
		B. Expansion of Lowcountry Tech Academy – Mr. Michael Bobby, Chief of Finance and Operations <i>The Board will vote on a recommendation regarding the Expansion of Lowcountry Tech Academy (LTA).</i>	Action
	10.2:	Policy & Personnel Committee – Mr. Tripp Wiles	
		A. Policy Committee Update <i>The Committee will provide information and receive input from Board members on the following:</i> <i>-Items that are currently before the committee that have not been brought forward to the Board;</i> <i>-Future topics the committee plans to bring forward; and</i>	Information

		<i>-What is needed to move the item forward?</i>	
		B. JFABC - Student Transfers - 1st Reading – Mr. John Emerson, General Counsel <i>The Board will vote on the first reading of policy JFABC – Student Transfers.</i>	Action
		C. HAC Bylaws - Proposed Revision to Current Bylaws – Mr. John Emerson, General Counsel <i>The Board will vote on proposed revisions to the HAC Bylaws.</i>	Action
	10.3:	Strategic Education Committee – Mr. Michael Miller	
		A. Strategic Education Committee Update <i>The Committee will provide information and receive input from Board members on the following:</i> <i>-Items that are currently before the committee that have not been brought forward to the Board;</i> <i>-Future topics the committee plans to bring forward; and</i> <i>-What is needed to move the item forward?</i>	Information
XI.	POTENTIAL CONSENT AGENDA ITEMS		
	11.1:	SCSBA Certification of Delegates for Delegate Assembly December 2014 <i>The Board will vote on a recommendation to choose a delegate and alternate to vote at the upcoming Delegate Assembly Meeting in December 2014.</i>	Action
	11.2:	APUSH Resolution - Ducker, Garrett, Wiles, and Moffly <i>The Board will vote on the APUSH resolution sponsored by the board members listed above.</i>	Action
XII.	NEW BUSINESS		

75 Calhoun Street
Charleston, SC 29401
**FINANCE & OPERATIONS
BOARD AGENDA ITEM**

TO: Board of Trustees

FROM: Michael L. Bobby

DATE: September 8, 2014

SUBJECT: Expansion of Lowcountry Tech Academy

RECOMMENDATION: To approve the expansion of the established and successful Lowcountry Tech Academy (LTA) curriculum and instruction into WAHS, NCHS, and Burke HS in order to more fully accomplish its mission that all students will have access to and experience innovative, collaborative and challenging programs. Key Points:

- Start in June of 2015, in order to allow time to facilitate the installation of equipment and technology within each of the receiving high schools to be complete no later than January 1, 2016.
- Each receiving institution will designate a specific area for the establishment of LTA within their walls, supervised by the LTA assistant principal as a precursor to the construction of CAS facilities in WAHS, NCHS, and as an expansion of CTE in Burke High School.
- No later than August 2016, the CCSMS lease will be expanded to include the entire Rivers Campus In order to prevent further construction costs for their middle school program.

The material is submitted for: ☒ Action ☐ Information

☒ Open ☐ Executive

Respectfully submitted:

Nancy J. McGinley, Ed.D
Superintendent of Schools



Michael L. Bobby
Chief of Finance & Operations

Todd Garrett, Chair
Audit & Finance Committee

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

FINANCE & OPERATIONS

September 8, 2014

SUBJECT:

Expansion of Lowcountry Tech Academy

BACKGROUND:

Lowcountry Technology Academy is a Charleston County School District program that promotes cutting-edge Career and Technology Education (CTE) opportunities to students within the district. The mission at Lowcountry Tech Academy is that all students will have access to and experience innovative, collaborative and challenging programs. Students will be prepared for a globally competitive, diverse, and technologically advanced society. The intent was to create a central location to serve all students in the north area, downtown Charleston, and West of the Ashley.

DISCUSSION:

Lowcountry Tech has accomplished its curricular and programmatic goal of bringing in and promoting cutting-edge Career and Technology Education. However, it has failed in its ability to reach a significant number of students. Despite the efforts and investment, it continues to only reach a fraction of the students for which it was intended. The result is an excellent program in an isolated location, with the vast majority of students never participating in it.

The logistics and planning have been problematic. Due to serving the many schools at a single location, it has failed to attract more than 130 total students in 2013-2014 (source CCSD website). Scheduling issues between the various institutions result in many students being unable to take advantage of the classes, without extending their day by an additional 2 hours. The choice often pits students' ability to participate in sports or other extra-curricular activities against their desire to participate in the program. The transportation time between locations also results in a loss of instructional time within the school day for the students.

The combined issues result in dramatically under-utilized assets and instruction. For example, Integrated Business Applications, or Mechatronics are both classes preparing students for work-based learning. Those two classes at WAHS alone attracted 529 students to take them last year, while the same students at WAHS only had 26 participate in Computer Service Technology and Green Building Solutions.

While being unable to reach the vast majority of students at a central location, the operational and technology investment has a minimal marginal effect on the educational outcome for students, but a high price tag. The overall investment has been \$3,747,548.00 thus far in operating costs

(2011-2014). Transportation costs are also higher than they would be if expanded to the three separate locations. These costs are \$137,639.00 annually or \$1,058.76 per student. While the expansion won't eliminate transportation costs from Baptist Hill or Military Magnet, it will reduce the cost and lost time in transit dramatically. This budget year, the projected per student cost, including transportation will be \$10,872.09 for instruction and an additional \$1,058.76 per student for transportation. The cumulative expense per student is \$11,930.85 per student, not including the per student cost of the sending institution.

With the approval of the building plan to include a new Garrett CAS at NCHS, a new CAS at WAHS, expanded CTE at Baptist Hill, and the D20 middle school moving to the Rhett building in 2015, each area will be creating more capacity to teach Career and Technology Education. In addition, by expanding to each area, the program will also allow CCSMS to move into the back wing of the Rivers campus, preventing an unnecessary use of resources (estimated at \$7.5 million) to build an additional middle school wing.

The expansion will better help LTA to meet its mission of reaching all students to give them access to and experience innovative, collaborative and challenging programs. The expansion will minimize the scheduling and logistical issues. It will increase overall participation. It will facilitate the expansion of CTE in each area, and it will reduce further capital expenditure at its current location. Finally, it will take full advantage of the cutting edge curriculum and instructional team that the district has put together by filling the classes that have been prepared.

RECOMMENDATION:

To approve the expansion of the established and successful Lowcountry Tech Academy (LTA) curriculum and instruction into WAHS, NCHS, and Burke HS in order to more fully accomplish its mission that all students will have access to and experience innovative, collaborative and challenging programs. Key Points:

- Start in June of 2015, in order to allow time to facilitate the installation of equipment and technology within each of the receiving high schools to be complete no later than January 1, 2016.
- Each receiving institution will designate a specific area for the establishment of LTA within their walls, supervised by the LTA assistant principal as a precursor to the construction of CAS facilities in WAHS, NCHS, and as an expansion of CTE in Burke High School.
- No later than August 2016, the CCSMS lease will be expanded to include the entire Rivers Campus in order to prevent further construction costs for their middle school program.

FUNDING SOURCE/COST:

Moving of equipment, possible additional teachers, net negative transportation costs.

Source FCO/GOF

FUTURE FISCAL IMPACT:

Savings of \$7.5M in capital expenditures.

Additional operating costs due to increased participation and teachers required.

DATA SOURCES:

CCSD website and budget.

PREPARED BY:

Todd Garrett

REVIEWED BY LEGAL SERVICES

N/A

REVIEWED BY PROCUREMENT SERVICES

N/A

75 Calhoun Street
Charleston, SC 29401
**OFFICE OF THE SUPERINTENDENT
BOARD AGENDA ITEM**

TO: Board of Trustees

FROM: Dr. Nancy McGinley

DATE: September 22, 2014

SUBJECT: Expansion of Lowcountry Tech Academy

RECOMMENDATION: We recommend that any decision concerning LTA be delayed until:

1. The district has a definitive decision on the potential continuation of the one penny sales tax for the Phase IV Capital Program.
2. The district has been given time to prepare and present a budget related to the overall capital funding needed to replicate these programs.
3. The district would need to project future General Operating Fund costs related to replicating these programs and determine the feasibility of finding qualified instructors for multiple sites.

The material is submitted for: ☒ Action ☐ Information

☒ Open ☐ Executive

Respectfully submitted:

Nancy J. McGinley, Ed.D
Superintendent of Schools

Michael L. Bobby
Chief of Finance & Operations

Todd Garrett, Chair
Audit & Finance Committee

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

SUBJECT:

Expansion of Lowcountry Tech Academy

BACKGROUND:

The CCSD school board action item entitled "Expansion of Lowcountry Tech Academy" dated September 8, 2014 (also attached) was approved by the Audit and Finance Committee on September 2, 2014. The resolution recommends dismantling the Lowcountry Tech (LTA) program at the Rivers Building and replicating the programs at West Ashley High School, North Charleston High School, and Burke High School.

Currently LTA serves students from multiple schools. The program and course offerings are very specialized and require classroom and lab space that does not exist in the targeted high schools. Additionally, given the support required from Information Technology, business partners, and specifically trained instructors, it would be difficult, if not impossible, to replicate "Green Technology" and "Cyber-security" in three dispersed locations.

Furthermore, once these programs are removed, high school students at Charleston Charter School of Math and Science will no longer have these CTE programs available at the Rivers Building. They, along with students from Military Magnet would require transportation to a new location.

The LTA was launched in January 2013 and the extensive building renovations were tailored to the above named CTE programs.

Awareness of, and enrollment in, LTA has been underway for just 18 months and is expected to build overtime.

DISCUSSION:

The resolution as presented does not reflect input from the CCSD staff and administration. No prior input was solicited to enable leaders to fully explore the impact on all schools named; ascertain the cost and feasibility of replicating the LTA programs; nor, consider the potential interruption to sequence completion by students who are currently enrolled in LTA.

RECOMMENDATION:

While the administration does not disagree with consideration of a long range plan to migrate the LTA offerings closer to, or on the campus of our community high schools, we recommend that any decision concerning LTA be delayed until:

4. The district has a definitive decision on the potential continuation of the one penny sales tax for the Phase IV Capital Program.

Included in the Phase IV project list, on the referendum, are a Center for Advanced Study (CAS) in both West Ashley and North Charleston.

Potentially, these sites could house programs from LTA in the future.

5. The district has been given time to prepare and present a budget related to the overall capital funding needed to replicate these programs. Additionally, if a decision is made to relocate these programs prior to construction of the West Ashley and North Charleston Center for Advanced Study facilities, the academic/CTE team would need to determine the impact on existing CTE offerings.
6. The district would need to project future General Operating Fund costs related to replicating these programs and determine the feasibility of finding qualified instructors for multiple sites.

Finally, we respectfully request the opportunity to place all of the critical information in front of the school board to help them make the best and most responsible decision for all students, parents, and stakeholders. While the decision may prove to have merit, we have yet to fully explore how much time it will actually take to transition these programs to new locations or have we allowed time and opportunity for public input regarding the future of Burke High School and the proposed District 20 Middle School.

FUNDING SOURCE/COST: Unknown

FUTURE FISCAL IMPACT: Unknown

DATA SOURCES:

PREPARED BY: Nancy J. McGinley

REVIEWED BY LEGAL SERVICES

REVIEWED BY PROCUREMENT SERVICES

Charleston > excellence is our standard
County SCHOOL DISTRICT

75 Calhoun Street
Charleston, SC 29401

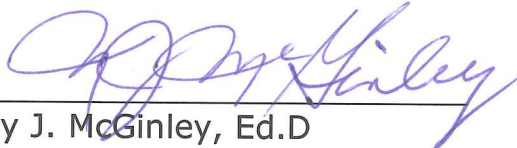
**OFFICE OF GENERAL COUNSEL
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: John F. Emerson, General Counsel
DATE: September 22, 2014
SUBJECT: Revision to policy JFABC

RECOMMENDATION:

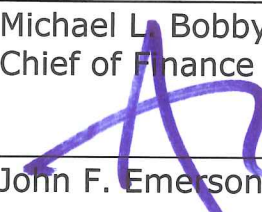
The material is submitted for: ☒ Action ☐ Information
☒ Open ☐ Executive

Respectfully submitted:



Nancy J. McGinley, Ed.D
Superintendent of Schools

NA

Michael L. Bobby
Chief of Finance & Operations


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 9/10/14

OFFICE OF GENERAL COUNSEL
September 22, 2014

SUBJECT: Revision of policy JFABC (Voluntary Student Transfers) to require families seeking a transfer to meet with an administrator of the school for which the student is actually zoned.

BACKGROUND: It is perceived by members of the Policy and Personnel Committee that many families seek for their children a transfer out of their neighborhood school based on assumptions and misinformation about the school for which the student is actually zoned. The Committee voted to approve a change in policy that would at least require families to meet with an administrator and see the school from which transfer is sought. At the same time, the revision divests of the sending constituent district board the authority to deny the transfer out.

DISCUSSION: Members of the Policy and Personnel Committee expressed the belief that families should at least become somewhat familiar with their neighborhood school before seeking a transfer to another school. It is perceived that many families seek a transfer from a high quality school only because they have not actually investigated the school or its staff and administration and may be basing a decision on assumptions, rumor or other incorrect information about the quality of the school and/or the facility. The Committee has adopted a revision of policy JFABC that would require families to at least visit the neighborhood school and talk to an administrator before making the decision to pursue transfer. The revision contemplates that many families will chose to keep their children in their neighborhood schools when they realize the quality of the relevant school. The revision of policy JFABC also takes away from the sending constituent district board the authority to deny students a transfer out of the constituent district.

RECOMMENDATION: Staff takes no position on the proposed revision except to note that, while supporters of school choice may view this as an obstacle to choice, it does, in the case of transfers between constituent districts, remove the right of the sending constituent district to prohibit the transfer. That action would leave to the receiving constituent district the decision whether to allow the transfer into their schools.

FUNDING SOURCE/COST: N/A

FUTURE FISCAL IMPACT: N/A

DATA SOURCES: Office of General Counsel

PREPARED BY: John F. Emerson

REVIEWED BY LEGAL SERVICES: Yes

REVIEWED BY PROCUREMENT SERVICES: N/A

STUDENT TRANSFERS

Code **JFABC** Issued **1/14**

Purpose: To establish criteria for student transfers within Charleston County School District.

Students are entitled to attend school in the school zone applicable to their residence, as established by the constituent school boards; however, when parents/legal guardians desire for their children to attend a different school than the one to which they are assigned, they may request a transfer to any other Charleston County school in which space is available.

Note: Space availability is calculated by comparing projected enrollment of the school to the district's annual assessment of the school's capacity.

If a situation arises in which a school has reached capacity, the district will use an enrollment lottery to create a waiting list from which seat(s) will be offered as they become available.

Parents/legal guardian must schedule an interview with the principal or designated representative of the school to which the student is/would be assigned prior to submitting a transfer request.

Deadlines

All transfer requests for the following school year must be submitted to the receiving constituent boards no later than the last working day of March. Transfer requests received after the deadline, if approved, will result in the student's name being added to the end of the list in the order in which it is received if such waiting list exists; otherwise, they will be granted the right to enroll.

Valid, non-discriminatory reasons to transfer include, but are not limited to, the following.

- to attend a career and technology program in another school or constituent district
- to attend a school that offers programs not offered at the home school
- documented health reasons
- for a hardship, such as to attend a school
 - closer to where a parent/legal guardian works
 - with one or more siblings
 - to better accommodate before or after school care needs (e.g., extended work hours or work related to travel that necessitates before or after school care of the child)
 - the child previously attended
 - in instances where the parents/legal guardians are planning to move to another district during the school year, so as to allow the student to attend that school from the beginning of the year
- for reasons that advise removing a student from the influence or presence of other students

This policy does not pertain to magnet, partial magnet, or charter schools.

PAGE 2 - JFABC - STUDENT TRANSFERS

This policy does not govern requests for school placement by virtue of a voluntary transfer for students of CCSD employees. Policy JFAB governs for that purpose.

Appeals

Requests denied by the constituent board may be appealed to the county board or its designee(s). The appeal process can be found by clicking on the link below or by selecting "Voluntary Transfer" on the district home page (ccsdschools.com).

<http://www.ccsdschools.com/choice/VoluntaryTransfer/index.php>

Adopted 11/10/97; Revised 6/24/02, 1/23/06, 1/13/14

Legal references:

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

1. Section 59-19-90(9) - Transfer and assignment pupils.
2. Section 59-19-90(10) - Prescribe conditions and charges for attendance.
3. Section 59-63-30 - Qualifications for attendance.
4. Section 59-63-31 - Additional qualifications for attendance at public school.
5. Section 59-63-40 - Discrimination on account of race, creed, color or national origin prohibited.
6. Section 59-63-210 - Grounds for which trustees may expel, suspend or transfer pupils; petition for readmission.
7. Section 59-63-250 - Transfer of pupils.
8. Section 59-63-470 - Transfer of pupils when enrollment of such pupils threatens to disturb peace.
9. Section 59-63-480 - Attendance at schools in adjacent county.
10. Section 59-63-490 - Transfer to adjoining school district.
11. Section 59-63-500 - Transfer without consent of school district of residence.
12. Section 59-63-510 - County board of education authorized to order transfer.
13. Section 59-63-520 - Consent required for transfer.

B. State Board of Education Regulations:

1. R43-273 - Transfers and withdrawals.
2. R43-279 - Minimum standards of student conduct and disciplinary enforcement procedures to be implemented by local school districts.

Charleston > excellence is our standard
County SCHOOL DISTRICT

75 Calhoun Street
Charleston, SC 29401

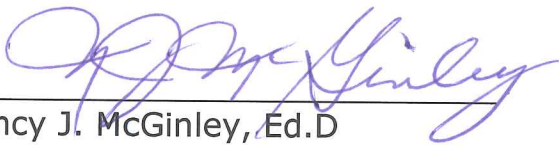
**OFFICE OF GENERAL COUNSEL
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: John F. Emerson, General Counsel
DATE: September 22, 2014
SUBJECT: Health Advisory Committee appointments

RECOMMENDATION: See below.

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

Respectfully submitted:



Nancy J. McGinley, Ed.D
Superintendent of Schools

NA
Michael L. Bobby
Chief of Finance & Operations



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 _____

OFFICE OF GENERAL COUNSEL

September 22, 2014

SUBJECT:

Appointments to fill vacancies on Health Advisory Committee

BACKGROUND:

The Health Advisory Committee is created by statute to review curriculum materials associated with reproductive health education, family life education and pregnancy prevention education. The committee is to be composed of 13 members including health professionals, clergy, parents, students, community members, and teachers. These are to be appointed by the CCSD Board of Trustees. The terms run for three years with the option of one additional three-year term upon approval of the Board. Despite the fact that we are well into the school year, due to resignations and other circumstances, there are a number of vacancies that still need to be filled. Further, the original bylaws did not provide for the staggering of seats. This creates a situation that could lead to a complete committee turnover in one year, which can compromise the effectiveness of the entity. By chance there are seats that are set to expire this year, next year and in 2016. See attachment. These are, in many cases, occupied by members appointed to fill terms vacated by resignation. These seats could be grouped into three classes and identified on a permanent basis so that each seat has a specific term start date and completion date.

DISCUSSION:

First, according to the bylaws the slate of candidates is proposed to the Board by a sub-committee. In the interests of time, staff is recommending that staff be permitted, on this occasion only, to recommend the slate. This would require the Board to temporarily suspend the bylaws for that purpose. Second, by chance, the current members fall, for the most part, into three groups with term expiration in 2014 (Group A), 2015 (Group B), and 2016 (Group C). There are five seats in Group A, three seats in Group B, and three seats in Group C. In addition, there are two seats for students that, by their very nature can only last one or two years at the most. They are not included in these groups. In an effort to address the lack of a provision for a staggered board, staff is suggesting that the Board codify these groups and seat numbers. By doing so, the seats, and the terms, could be tracked more easily. In addition, staff is suggesting that the Board create one-time, special two-year terms for empty seats 10 and 11 in Group C, so that all terms in Group C would expire in 2016.

RECOMMENDATION:

Staff recommends that the Board suspend the HAC bylaws to:

1. Allow staff to recommend a slate of candidates to fill the empty seats on the HAC.

2. Codify, or make permanent, numbered seats that fall into identified groups for purposes of tracking individual time of service and term expiration dates for each group.

FUNDING SOURCE/COST:

N/A

FUTURE FISCAL IMPACT:

N/A

DATA SOURCES:

Office of General Counsel

PREPARED BY:

Office of General Counsel

REVIEWED BY LEGAL SERVICES

Yes

REVIEWED BY PROCUREMENT SERVICES

HAC Member No.	HAC Group	Term	Name	Category
1	A	2014 - 2017	Pastor Henry Goodwin*	Clergy
2		2014 - 2017	Mr. Will Klauber*	Clergy
3		2014 - 2017	Mr. Daniel Lovasz*	Parent
4		2014 - 2017	Ms. Emma Ball	Teacher
5		2014 - 2017	Pastor Leon R. Maxwell	Clergy
6	B	2012 - 2015	Ms. Janet Segal	Community
7		2012 - 2015	Dr. Louis Weinstein	Medical
8		2012 - 2015	Ms. Lisa Van Bergen	Community
9	C	2013 - 2016	Ms. Ashley Redmond	Parent
10		2014 - 2016	Vacant (Schirduan)**	Medical
11		2014 - 2016	Vacant (Dilgren)**	Teacher
12	D	2014 - 2015	Mr. Samuel Hayes	Student
13		2014 - 2015	Vacant	Student

*Able to serve a second term. Have not indicated whether they are interested in serving additional term.

**Proposing special two-year terms.



The South Carolina School Boards Association



RECEIVED

9/8/14

TO: Board Chairmen and District Superintendents

FROM: Dr. Paul Krohne, Executive Director *P.K.*

RE: **Certification of Delegates for the
2014 Delegate Assembly**

DATE: September 5, 2014

SCSBA's annual business meeting will take place on **Saturday, December 6, 2014**, at 2 p.m., at Sonesta Hotel in Hilton Head, SC. This meeting is being held in conjunction with the Legislative and Advocacy Conference.

According to the SCSBA Constitution, *Article V*, the Delegate Assembly is the policy-making body of the association and is composed of certified voting delegates from active member boards. The number of votes allocated to each board is based on pupils enrolled in public elementary and secondary schools as per the ADM from the State Department of Education.

Enclosed is the official voting delegate certification form. On the form, you will find how many votes your district is allowed and the rules of the Delegate Assembly from SCSBA's Constitution.

Please take a moment to list the name(s) of your delegate(s) and designate how many votes each delegate will represent. Please choose alternate delegates as well. Anyone who is not a certified voting delegate or a certified alternate delegate will **not** be allowed to vote during the Delegate Assembly. **There will be strict adherence to this rule.**

Please discuss this information at your next board meeting. All certification forms must be received in the SCSBA office by **Friday, November 14, 2014**. You may email your signed form to Judy LeGrand at jlegrand@scsba.org, mail a hard copy, or fax to 1.877.859.6439.

Thank you for your attention to this important matter. I look forward to hearing from you soon.

PK/jl

cc: Board Secretaries

Enclosure

//.

2014 SCSBA Delegate Assembly

Official Voting Delegates Certification Form

CHARLESTON
Your district is allowed **15 votes**.

Certification deadline: Friday, November 14, 2014

Certification of Delegates from SCSBA's Constitution:

Article V, Section 4. Each active member board will certify its voting delegate to SCSBA before the deadline date for such certification. An alternate delegate for each voting delegate will also be named and certified. **In no case will a member of a member board be allowed to serve as an official delegate unless certified by the member board as a delegate or alternate prior to the designated deadline for certification.**

Official Voting Delegates

The following board members have been designated as official voting delegates at the annual business meeting on Saturday, December 6, 2014. Please list each delegate attending along with an alternate. Include name and number of votes assigned to each delegate.

Check one (if a delegate is also serving as an alternate, check both boxes)

	Name	Number of votes
<input type="checkbox"/> delegate <input type="checkbox"/> alternate		
<input type="checkbox"/> delegate <input type="checkbox"/> alternate		
<input type="checkbox"/> delegate <input type="checkbox"/> alternate		
<input type="checkbox"/> delegate <input type="checkbox"/> alternate		
<input type="checkbox"/> delegate <input type="checkbox"/> alternate		
<input type="checkbox"/> delegate <input type="checkbox"/> alternate		
<input type="checkbox"/> delegate <input type="checkbox"/> alternate		
<input type="checkbox"/> delegate <input type="checkbox"/> alternate		
<input type="checkbox"/> delegate <input type="checkbox"/> alternate		
<input type="checkbox"/> delegate <input type="checkbox"/> alternate		

This form is not official until we have the appropriate signatures listed below.

Superintendent

Board Chairman

For delegates to be certified, this form must be returned by November 14, 2014 to:
Judy LeGrand, SCSBA, 111 Research Drive, Columbia, SC 29203; email: jlegrand@scsba.org
Or fax: 1-877-859-6439. Thank you.

75 Calhoun Street
Charleston, SC 29401

**OFFICE OF THE SUPERINTENDENT
BOARD AGENDA ITEM**

TO: Board of Trustees
FROM: Nancy J. McGinley
DATE: September 22, 2014
SUBJECT: AP U.S. History

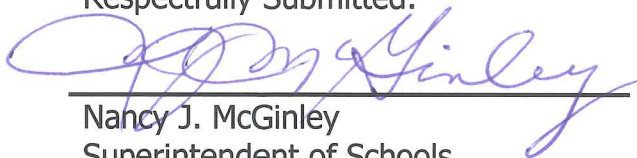
Recommendation: Continue to support the new APUSH Framework (AP U.S. History).

The material is submitted for:

☐ Action
☐ Open

☐ Information
☐ Executive

Respectfully Submitted:



Nancy J. McGinley
Superintendent of Schools

Michael Bobby
Chief of Finance, Operations &
Human Resources

Cindy Bohn-Coats - Chair, Audit &
Finance Committee

DEPARTMENT: Office of the Superintendent

DATE: September 22, 2014

TOPIC: AP U.S. History

BACKGROUND: CCSD Board members (4) submitted the following resolution (also attached).

Resolution Demanding Implementation Delay, and Rewrite, of AP U.S. History Curriculum Framework

The Charleston County School Board of Trustees request that the South Carolina Superintendent of Education and the South Carolina Department of Education delay the implementation of the new College Board's AP US History (APUSH) Curriculum Framework for South Carolina students for at least a year and that during this time a committee be convened to draft an APUSH Framework that is consistent both with the APUSH course's traditional mission and with the U.S. History and Constitution Standards mandated by the State of South Carolina; and absent such a redrafting, that an alternative to the College Board APUSH program be sought which provides benefits to students, universities and parents as heretofore provided by past APUSH courses and tests.

DISCUSSION: This resolution was thoroughly reviewed by CCSD's administration and Social Studies Curriculum Specialist. The following points support our position. Please see attached document for additional details.

The most important thing to understand is that the redesigned APUSH course is a **framework** for how to teach the course, not a **curriculum** comprised of names, dates, and places.

Of course, content knowledge is important because students must have something to think about. The APUSH course provides a concept outline but gives teachers latitude in deciding the content details to use in teaching important topics and time eras.

The framework focuses on the development of 4 categories of "historical thinking skills":

- Chronological reasoning
- Comparing and contextualizing
- Developing historical arguments using historical evidence

- Interpreting and synthesizing multiple sources

This is not only best practice for college level courses, it is exactly what we are supporting as good teaching in CCSD Social Studies classrooms...

Those concerned that our AP students will no longer study our nation's founders are encouraged to look at the released AP exam and see that the Founding Fathers and our nation's important documents are very much present throughout.

Nothing has been "left out" and our teachers will teach the content needed to ensure that students are able to think and understand more deeply. On the APUSH exam, every question requires students to demonstrate understanding of America's important historical documents and leaders.

Anyone concerned that our AP teachers may not be prepared for teaching this newly redesigned course can rest assured that our CCSD APUSH teachers have participated in several training sessions here in Charleston, in other parts of the state, and also participated in additional professional development in surrounding states.

RECOMMENDATION: CCSD Administration continue to support the redesigned APUSH framework and do not believe a delay is in the best interest of our students.

FUNDING SOURCE/COST:

FUTURE BUDGET IMPACT

Resolution Demanding Implementation Delay, and Rewrite, of AP U.S. History Curriculum Framework

The Charleston County School Board of Trustees request that the South Carolina Superintendent of Education and the South Carolina Department of Education delay the implementation of the new College Board's AP US History (APUSH) Curriculum Framework for South Carolina students for at least a year and that during this time a committee be convened to draft an APUSH Framework that is consistent both with the APUSH course's traditional mission and with the U.S. History and Constitution Standards mandated by the State of South Carolina; and absent such a redrafting, that an alternative to the College Board APUSH program be sought which provides benefits to students, universities and parents as heretofore provided by past APUSH courses and tests.

Adopted by the Charleston County School Board

Signed: _____

Date: _____

To: Dr. Nancy J. McGinley, Superintendent of Schools

Re: **AP U.S. History Resolution (APUSH)**

Date: September 16, 2014

From: Barbara Hairfield, CCSD Social Studies Curriculum Specialist

As the CCSD Curriculum Specialist for Social Studies, I wholeheartedly support the revised AP U.S. History Curriculum Framework and am not in favor of the proposed resolution requesting the SC Superintendent of Education and the SC Department of Education to delay the implementation of the new APUSH Framework developed by College Board. My position is based on thoroughly examining the new framework, researching position statements from the National Council for the Social Studies and the National Council for History Education, as well as, talking with many experienced APUSH teachers.

Advanced Placement courses are college courses with criteria set by colleges and universities, unlike our K-12 courses developed by the SC State Department of Education. Designing AP courses and exams is informed by data collected from colleges and universities to ensure coursework reflects current scholarship in the discipline. Current scholarship emphasizes that the selection of specific events, people, topics and theme to create course “content” is, and always has been, a process that that involves competing interests and values of different communities. Instead, research says that teaching the best practices in the study of history is most important. The point of education is not to simply acquire a laundry list of facts that make up a body of information, but instead, to teach our students to know how to locate information, to read critically, to be able to process what they read, and to know how to convey their understanding – either orally or in writing.

The most important thing to understand is that the redesigned APUSH course is a **framework** for how to teach the course, not a **curriculum** comprised of names, dates, and places. Instead, history educators have talked and written about the importance of using “historical thinking skills”, such as, forming questions, conducting research, separating fact from fiction, arguing from evidence, and being able to convey findings to others. In the revised APUSH exam, students will now be asked to analyze historical evidence (documents, political cartoons, images, and maps) to answer questions instead of simple recall of facts – questions that require students to think! These are skills that will serve our students well throughout their lives.

Of course, content knowledge is important because students must have something to think about. The APUSH course provides a concept outline but gives teachers latitude in deciding the content details to use in teaching important topics and time eras. Essential details are included, as well as, multiple important founding documents in the concept outline, but the real beauty of the APUSH redesign is that teachers will now be able to explore the key concepts of each time period in depth by using relevant historical evidence of their own choosing instead of having to “cover” an ocean of minute details at

breakneck speed. Specific content samples are included in the APUSH concept map, but they are only suggestions as teachers have the flexibility to choose which and how many examples to use.

The framework focuses on the development of 4 categories of “historical thinking skills”:

- Chronological reasoning
- Comparing and contextualizing
- Developing historical arguments using historical evidence
- Interpreting and synthesizing multiple sources

This is not only best practice for college level courses, it is exactly what we are supporting as good teaching in CCSD Social Studies classrooms – using multiple sources to show our students how to read critically, to analyze documents, formulate opinions, state claims and back them up with evidence from what they have read. Tied closely to this, is teaching our students how to be able to articulate what they know – either orally or in writing – using evidence to back up their claims.

Those concerned that our AP students will no longer study our nation’s founders are encouraged to look at the released AP exam and see that the Founding Fathers and our nation’s important documents are very much present throughout. Teachers who teach AP have a command of their content knowledge and are very capable of determining what is needed for our students to have deep understanding of the concepts of this discipline. Nothing has been “left out” and our teachers will teach the content needed to ensure that students are able to think and understand more deeply. On the APUSH exam, every question requires students to demonstrate understanding of America’s important historical documents and leaders.

Anyone concerned that our AP teachers may not be prepared for teaching this newly redesigned course can rest assured that our CCSD APUSH teachers have participated in several training sessions here in Charleston, in other parts of the state, and also participated in additional professional development in surrounding states. This group of teachers has also developed a strong collegial bond, and I know that they continually share ideas and resources with each other to build a strong AP program in CCSD. They are excited about the redesign of the AP U.S. History course as they will now be able to teach important historical concepts in depth, and I am excited about being able to support and work with them as they strive for the highest levels of student achievement.

Resolution Demanding Implementation Delay, and Rewrite, of AP U.S. History Curriculum Framework

The Charleston County School Board of Trustees request that the South Carolina Superintendent of Education and the South Carolina Department of Education delay the implementation of the new College Board's AP US History (APUSH) Curriculum Framework for South Carolina students for at least a year and that during this time a committee be convened to draft an APUSH Framework that is consistent both with the APUSH course's traditional mission and with the U.S. History and Constitution Standards mandated by the State of South Carolina; and absent such a redrafting, that an alternative to the College Board APUSH program be sought which provides benefits to students, universities and parents as heretofore provided by past APUSH courses and tests.

Adopted by the Charleston County School Board

Signed: _____

Date: _____