

Name	Email	Topic	Public Comment
Kristin J Adams	kristinadams@comcast.net	Thursday...9/8/22...CCSD...Opt Out...ALL Surveys...STOP Surveys...STOP Multiple Changing Tests...STOP Covid Contact Tracing...Focus On Reading, Writing, Arithmetic...Thanks!	<p>Thursday, September 8, 2022 Charleston County School District (CCSD) Written Notice: CCSD - OPT OUT - NO Climate Surveys - NO Surveys of Any Kind</p> <ul style="list-style-type: none"> - NO Climate Survey - NO Surveys of Any Kind <p>Charleston County School District (CCSD) NEEDS to:</p> <ul style="list-style-type: none"> - FOCUS On: Reading, Writing, Arithmetic - RAISE Teachers' Salaries: Move the Financial Resources from all the Surveys, Tests & "Covid Contact Tracing" (from Covid Tests that CCSD states cause "False Positives") to RAISE Teachers' Salaries <p>Dear Charleston County School District (CCSD): Superintendent Donald Kennedy, and Charleston County School District (CCSD) Board Members: Eric Mack, Courtney Waters, Kate Darby, Cindy Bohn-Coats, Joyce Green, Erica Cokley, Helen Frazier, Kristen French & Lauren Herterich:</p> <p>On Wednesday, 9/7/22 @ 6:48 PM Charleston County School District (CCSD) sent an email concerning "Climate Surveys" (CCSD's "Climate Survey" Email is listed below):</p> <ul style="list-style-type: none"> - "...Charleston County School District (CCSD) is planning to conduct a Climate Survey beginning September 21..." - "...Students in grades 3-12, and CCSD staff members complete the survey..." - "...The survey window is September 21-October 5..." - "...we understand if you do not want your child to participate..." - "...By completing the Opt Out Form (linked here), your child's name will be removed from the survey roster prior to survey administration..." - "...In order for your student to be removed from the survey roster and not participate in the survey, you must complete and submit the Opt Out Form no later than September 14, 2022..." <p>As of Today (Thursday - 9/8/22) the Opt Out Forms were completed for all our Children.</p> <p>Please note that our Children should NOT take any Surveys:</p> <ul style="list-style-type: none"> - NO Climate Survey - NO Surveys of Any Kind <p>Charleston County School District (CCSD) NEEDS to:</p> <ul style="list-style-type: none"> - FOCUS On: Reading, Writing, Arithmetic - STOP Wasting: Teachers' Time & Energy on Surveys - STOP Wasting: Teachers' Time & Energy on Multiple District Wide Tests (which change constantly - NOT able to compare results with changing tests) - STOP Wasting: Financial Resources on Surveys - STOP Wasting: Financial Resources on Multiple District Wide Tests (which change constantly - NOT able to compare results with changing tests) - STOP Wasting: Financial Resources on "Covid Contact Tracing" - (from Covid Tests that CCSD states cause "False Positives") - RAISE Teachers' Salaries: Move the Financial Resources from all the Surveys, Tests & "Covid Contact Tracing" (from Covid Tests that CCSD states cause "False Positives") to RAISE Teachers' Salaries <p>Thanks So Very Much! Kristin Adams Parent of - 3 CCSD Students</p>
Ryan Stone	ryan_stone@charleston.k12.sc.us	EL Curriculum	<p>My name is Ryan Stone and I am a Lead Teacher at North Charleston Elementary School. I would like to provide supporting evidence of the many benefits of the EL Curriculum that is implemented at our school. Not only does the EL Curriculum provide equitable and inclusive learning opportunities for all students, students own their learning and produce high-quality work using this curriculum. Furthermore, the social emotional learning and cross-discipline approach of this curriculum prepares our students to compete in a global economy as an informed, critical thinker.</p>

September 12, 2022 COW Meeting Public Comments

Name	Email	Topic	Public Comment
Tayler McCormack	tayler_mccormack@charleston.k12.sc.us	EL Curriculum	My name is Tayler McCormack and I am a fourth grade ELA teacher at North Charleston Elementary School. This is my second year teaching the EL curriculum. My students are more engaged than they have ever been in the classroom. The work they are engaged in is rigorous, demanding, and requires our students to be active learners each day. Our students have become critical thinkers and take pride in their work. The growth we saw from the beginning to the end of the year was transformational.
Sandra Stedjan	sandra_stedjan@charleston.k12.sc.us	EL Curriculum	My name is Sandie Stedjan and I am currently the 5th grade Math Teacher and Math Coach at North Charleston Elementary School. I wanted to say how much of an impact the EL Curriculum has had at our school, even for me as a math instructional leader. The academic vocabulary and morphology that is studied has had such an impact on students being able to decipher math word problems and be able to discuss strategies and explain their thinking in such a way that more students than ever received meets and exceeds on SC Ready in 2022.
Nancy Lewis	nwlewis1@icloud.com	SEL Survey	<p>Why are you giving students a survey on school climate when they have only been in school a few weeks? It's obvious that it's not about school climate! I expect my student to be working and not filling out surveys. Education, not indoctrination. Anything associated with Panorama is biased. The sample questions you provide are not all the questions asked. Teach my child how to think and not what to think.</p> <p>After having my registration form changed during the summer for Covid testing, I have lost trust in CCSD leadership. It's time for new leaders!</p>

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Alexandra Balcom	alexandra_balcom@charleston.k12.sc.us	EL/ ALL Block	<p>My name is Alexandra Balcom and I am a 4th grade teacher at Chicora. Last year we implemented the EL Curriculum, and this year we have continued the EL curriculum coupled with the ALL Block portion.</p> <p>From my personal experience, this curriculum, if executed with fidelity, can be the cause for change we so often speak about within our district, and acceleration schools regarding ELA. Last year, I was able to see first hand how influential this curriculum can be in positively impacting students to fall in love with reading, and writing, and leave students feeling confident in their abilities. Many of us have been taught to meet our students where they are, but in reality that is doing students a large disservice. EL's foundation is deeply rooted in equity. This notion demands teachers to hold students accountable and raise the bar rather than bringing the bar down to them. I was genuinely brought to tears when I saw not only the academic growth but the personal growth this curriculum allowed my students to make. It demands teachers to hold all students to a grade level standard. Initially my students gave significant push back, there were tears shed, and a lot of "I can't do this" expressed, however, due to the consistency of the format of the lessons, and language used, students slowly began to feel confident and comfortable. I watched a student go from refusing to take the Mid-Unit 1 Assessment, to calling himself the "persevere king". EL is designed in a way that promotes productive struggle. However, over the course of each unit, I saw students change their mindset, and start to fall in love with reading and writing because of how successful they were. Each unit is designed to build on the next, and because of this, when a new task was introduced, students approached it with confidence because of the foundational knowledge they had from the unit prior. The modules offer students a chance to explore interesting, engaging, and relative content, and because of this my students were highly engaged and participative in each lesson. We know that the one doing the talking is the one doing the learning, and EL has curated appealing content within each module that resulted in a significant amount of student discourse. Between the classroom culture we were able to build around the 'Becoming Ethical People' anchor charts and the Learning Targets regarding perseverance, my students started the year full of self-doubt, and left 4th grade with a new found confidence. EL not only brings students to grade level, but it teaches students to believe in themselves, and allows them to learn how to speak to others respectfully, how to ask for help in an effective manner, and how to be responsible for their learning. I can't speak enough about this curriculum and how firmly I believe this is the way to ensure all students are career and college ready.</p> <p>This year I have continued my use of the EL curriculum in my 4th grade classroom, however we have now implemented the ALL Block. I was initially hesitant to how this could foster academic growth and spent the summer struggling to figure out how best to implement it so it would be most effective for students. Although I have spent an unfathomable amount of hours outside of my contract hours curating powerpoints, binders, and student support materials- this curriculum has already proven to be successful. My students this year are genuinely excited to come to English class because of ALL Block. They come into my room and everyday, the first thing they ask me is, "Are we going to get to ALL Block today?!" ALL Block, if explained clearly and</p> <p>specific language is used repetitively, can be highly impactful for academic and personal growth within our students. Due to the nature of the independent reading component, I am watching my students fall in love with reading, and they don't even realize it. Students are constantly being told what to read and how to read it, and ALL Block gives students choice, and they love being able to read genres of their choosing, while exploring ones they don't normally gravitate towards. They are experiencing what it means to be a supportive person, and how to ask for help. Students think they are building their reading, speaking and writing fluency skills and that is true, but they are also learning how to speak kindly to each other, they are learning how to advocate for themselves and ask for help without fear of judgment, they are learning how to be independent and take responsibility for their education. This curriculum stretches far beyond academics, it serves as a way for teachers to create a positive classroom environment, and subconsciously students are learning and practicing skills they will need for the rest of their lives to be successful members of our community. I feel lucky to have this curriculum, and words can not express how proud I feel of my students willingness to "embrace the struggle", and the happiness both myself and my students have felt as each unit assessment was completed and their scores increased each time.</p> <p>I firmly believe that if CCSD continues to support this curriculum, this will undoubtedly yield the results we speak of. However, it is imperative that teachers implement with fidelity, and do not scaffold unnecessarily. It is often more work for the teachers, and requires extreme amounts of patience, willingness to support students and provide positive restorative conversations in the beginning. But if we all hold our students to the standard for each grade level that this curriculum demands, we absolutely will continue to see incredible academic growth across grade levels as well as schools.</p> <p>Thank you,</p>