Charleston County SCHOOL DISTRICT — excellence is our standard

CCSD BOARD OF TRUSTEES
COMMITTEE OF THE WHOLE
REVISED AGENDA

March 21, 2016
75 Calhoun St., Charleston, SC 29401

VISION 2016 — CHARLESTON ACHIEVING EXCELLENCE

EXECUTIVE SESSION 3:15 p.m.			
I.	**1.1:**	**Legal Update – Mr. John Emerson** *General Counsel will brief the Board on legal matters.*	**Information**
	1.2:	**Personnel Matters** *The board will discuss personnel matters.*	**Information**
	1.3:	**Teacher Appeal – Mr. John Emerson** *The board will discuss a hearing officers' recommendation regarding a teacher appeal.*	**Action**
	1.4:	**Contractual Matter – Charter Schools** *The board will discuss contractual matters related to charter schools.*	**Action**
OPEN SESSION 5:15 p.m.			
II.	**Call to Order, INVOCATION/MOMENT OF SILENCE, & PLEDGE OF ALLEGIANCE**		**Action**
III.	**Adoption of Agenda**		**Action**
IV.	**Approval of Minutes**		**Action**
	4.1:	**A. Open Session Minutes of February 22, 2016** *The board will consider a recommendation to approve the February 22, 2016 minutes.*	**Action**
		B. Open Session Minutes of March 7, 2016 Special Called Meeting *The board will consider a recommendation to approve the March 7, 2016 minutes.*	**Action**
		C. Open Session Minutes of March 14, 2016 Special Called Meeting *The board will consider a recommendation to approve the March 14, 2016 minutes.*	**Action**
	4.2	**Approval of Executive Session Items**	**Action**
V.	**SPECIAL RECOGNITIONS**		
	5.1:	**A. South Carolina Youth Volunteer Award**	**Recognition**
		B. South Carolina PTA Honorary Lifetime Membership Award	**Recognition**
VI.	**VISITORS/PUBLIC COMMENTS**		
VII.	**SUPERINTENDENT'S REPORT – Dr. Gerrita Postlewait – Superintendent of Schools**		
	7.2:	**Financial Report – Mr. Glenn Stiegman** *The board will receive the Financial Report as information.*	**Information**
VIII.	**COMMITTEE REPORT(S)**		
Transportation/Operations Committee			
	8.1:	**Ashley River Creative Arts Elementary School Gym - Mr. Jeff Borowy (Coats, Ducker, Staubes, & Wiles)**	**Action**

		The Board will consider the March 14, 2016 Special Called Meeting recommendation to approve a fundraising effort for the design and renovation of the Ashley River Creative Arts gym, subject to the district's facilities construction and use policy.	
Strategic Education Committee			
	8.2:	**N/A**	
Policy & Personnel Committee			
	8.3:	**A. Policy BEDB– Agendas – Mrs. Kate Darby** *The Board will consider a revised recommendation coming from the Policy & Personnel Committee to approve the first reading of policy BEDB.*	**Action**
		B. Policy BID – Board Member Travel Expenses; Policy DKE – Expense Authorization Reimbursement – Rev. Collins *The board will consider a recommendation coming from the Policy & Personnel Committee to approve the first reading of policy BID.*	**Action**
		C. Magnet/Choice Schools – Multiple Births – Mrs. Cindy Coats *The board will consider a recommendation coming from the Policy & Personnel Committee to clarify the board's intent regarding children of multiple births on the 2015-16 waiting list.*	**Action**
Audit & Finance Committee			
	8.4:	**N/A**	
POTENTIAL CONSENT AGENDA ITEMS			
IX.	**9.1:**	**A. Financial Minutes – February 22, 2016 – Mr. Glenn Stiegman** *The board will consider a recommendation to approve the February 22, 2016 Financial Minutes*	**Action**
		B. Financial Minutes – March 7, 2016 – Mr. Glenn Stiegman *The board will consider a recommendation to approve the March 7, 2016 Financial Minutes*	**Action**
		C. Financial Minutes – March 14, 2016 – Mr. Glenn Stiegman *The board will consider a recommendation to approve the March 14, 2016 Financial Minutes*	**Action**
Transportation Committee	**9.2**	**A. Fixed Cost of Ownership (FCO) FY16 Reallocation – Mr. Jeff Borowy** *The board will consider a recommendation coming from the Transportation/Operations Committee to reallocate Fixed Cost of Ownership FY-16 – Project funds in the amount of $798,814.*	**Action**
Transportation Committee		**B. Fixed Cost of Ownership (FCO) FY17 Project List – Mr. Jeff Borowy** *The board will consider a recommendation coming from the Transportation/Operations Committee to receive and approve the prioritized list of projects under the "Early Out" 2017-2022 Capital Program (Phase IV) FY17 Project List.*	**Action**

Transportation Committee		**C. Early Out 2017-2022 Capital Program (Phase IV) FY17 Project List – Mr. Jeff Borowy** *The board will consider a recommendation coming from the Transportation/Operations Committee to receive and approve the prioritized list of projects under the Early Out 2017-2022 Capital Program (Phase IV) FY17 Project List submitted.*	**Action**
Transportation Committee		**D. Early Out Capital Maintenance FY17 Project List – Mr. Ron Kramps** *The board will consider a recommendation coming from the Transportation/Operations Committee to receive and approve the prioritized list of projects under the Early Out Capital Maintenance FY17 Project List submitted.*	**Action**
Transportation Committee		**E. Sinking Fund FY17 Project List – Mr. Ron Kramps** *The board will consider a recommendation coming from the Transportation/Operations Committee to approve the prioritized list of projects under the Sinking Fund FY17 Project List submitted.*	**Action**
Transportation Committee		**F. District 1 Property Acquisition– Mr. Sean Hughes** *The Transportation/Operations Committee will vote on a recommendation to direct staff to review properties in Awendaw and provide an acquisition recommendation.*	**Action**
Transportation Committee		**G. E-Rate Resolution – Mr. John Lowe** *The Transportation/Operations Committee will vote on a recommendation to adopt a resolution to facilitate applications for funding per governing regulations.*	**Action**
Transportation Committee		**H. March 9, 2015 Board Meeting Minutes** *The board will consider a recommendation coming from the Transportation/Operations Committee to approve the amended minutes of March 9, 2015.*	**Action**
Transportation Committee		**I. Transportation/Operations Committee Charter – Mr. Jeff Borowy & Mr. John Emerson** *The board will consider a recommendation coming from the Transportation/Operations Committee to also include all operational matters and rename the standing committee, the operations committee.*	**Action**
Strategic Education Committee	**9.3:**	**A. Read to Succeed Plan – Dr. Valerie Harrison, Mrs. Sandy Brossard, Mrs. Betsy Reidenbach** *The board will consider a recommendation coming from the Strategic Education Committee to approve the Read to Succeed Plan for the 2016-2017 school year.*	**Action**
Strategic Education Committee		**B. District 23 Advanced Studies – Mrs. Terri Nichols** *The board will consider a recommendation coming from the Strategic Education Committee to add 4th grade to the Advanced Studies Program at Ellington Elementary.*	**Action**
Strategic Education Committee		**C. Buist Kindergarten Enrollment** *The board will consider a recommendation coming from the Strategic Education Committee to increase enrollment by one seat in each kindergarten class.*	**Action**
Strategic Education Committee		**D. North Charleston Promise Zone – Dr. Gerrita Postlewait** *The board will consider a recommendation coming from the Strategic Education Committee to approve the letter of support for the North Charleston Promise Zone.*	**Action**
Strategic Education Committee		**E. Textbook Adoption Recommendations – Dr. Valerie Harrison, Mrs. Sandy Brossard** *The board will consider a recommendation coming from the Strategic Education Committee to adopt recommendations from the Textbook Adoption Committee.*	**Action**

Policy & Personnel Committee	9.4:	**A. District 10 Constituent Board Vacancy** *The board will vote on a recommendation coming from the Policy & Personnel Committee to fill a District 10 Constituent Board vacancy.*	**Action**
Policy & Personnel Committee		**B. Policy BDE – Board Committees (Committee of the Whole) – Mrs. Kate Darby** *The board will consider a recommendation coming from the Policy & Personnel Committee to approve the second reading of Policy BDE.*	**Action**
Policy & Personnel Committee		**C. Policy XXX – Creation and Maintenance of the Capital Maintenance Plan – Mr. Tom Ducker** *The board will consider a recommendation coming through the Policy & Personnel Committee to approve the first reading of a policy regarding a five-year capital maintenance plan.*	**Action**
Policy & Personnel Committee		**D. Naming of Otranto Campus – Deer Park Middle School – Ms. Erica Taylor** *The board will consider a recommendation coming through the Policy & Personnel Committee to approve the naming of the Otranto Campus.*	**Action**
Policy & Personnel Committee		**E. Amend CCSD 2015-16 Academic Calendar – Mrs. Erica Taylor** *The board will consider a recommendation coming from the Policy & Personnel Committee to amend the 2015-2016 academic calendar to allow April 27, 2016 to become a full day for students instead of an early release/professional development day.*	**Action**
Policy & Personnel Committee		**F. Policy JFABD – Admission of Homeless Students** *The board will consider a recommendation to approve the second reading of policy JFABD.*	**Action**
Policy & Personnel Committee		**G. Policy KF – Community Use of School Facilities** *The board will consider a recommendation to approve the second reading of policy KF.*	**Action**
Policy & Personnel Committee		**H. Policy IHBH – Charter Schools** *The board will consider a recommendation to approve the second reading of policy IHBH.*	**Action**
Policy & Personnel Committee		**I. Policy IHBG – Home School** *The board will consider a recommendation to approve the second reading of policy IHBG.*	**Action**
Audit & Finance Committee	**9.5:**	**A. Capital Projects Report – January 2016 – Ms. Joyce Costello** *The board will consider a recommendation coming from the Audit & Finance Committee to receive the Capital Projects report of January 2016 as information.*	**Information**
Audit & Finance Committee		**B. Audit Report – Compensation and Classification Implementation** *The board will consider a recommendation coming from the Audit and Finance Committee to receive the Compensation and Classification Implementation Audit Report as information.*	**Information**
XIV.	**Adjournment**		

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BOARD AGENDA ACTION FORM
March 14, 2016

Section:	Audit & Finance	
Subject:	Donations for the Ashley River Creative Arts Elementary School Gym	
Name/Department:	Jeff Borowy / Capital Programs	
Agenda Item Number:	8.1	
Background:	Ashley River Creative Arts (ARCA) Elementary School (capacity of approximately 622 students) has an 10,600 square foot stand alone building which houses a gym (8,000 square foot), stage, restrooms and storage room. The building was part of the original campus middle school, but was not renovated when the school was updated in 2009. The replacement 2,253 square foot multi-purpose is short of the current district standard of 3,000 square foot (combined with the cafetorium space it meets the district standards). Projected costs to design and renovate the former gym are $200,000 and $2,000,000, respectively. This includes a roof repairs, and upgrades to the lighting, HVAC and bathrooms. Although additional multi-purpose space is warranted for ARCA, the project to renovate the former gym falls well below District funds available for the foreseeable future. If the gym were to be renovated, anticipate that the additional annual cost to the District would be $8,000 for energy and maintenance.	
Discussion:	ARCA Principal Cathy Middleton has identified donation interest for the project by outside agencies. She would be responsible to ensure that all efforts would be conducted in accordance with Board Policy KCD, Public Gifts / Donations to Schools. In accordance with Policy KCD, approval from the Board is required since the project would obligate the Board to continued funding. Principal Middleton is also exploring whether the gym building should be repurposed for dual use as a gym and performing arts venue.	
Goals & Budget:	District's continued ability to support the desired level of quality and equity across the District, for everything from technology to facility conditions and furnishings and equipment.	
This recommendation supports CCSD goal #:	#8 – Increase the number of students who are college, career, and citizenship ready	
Overall budget for implementing CCSD goal:		
Request approval for funds within that budget in the amount of $:	$8,000 annual utility and maintenance cost	**Funding Source** GOF

Resulting positive impact for students in our District will be:	Long term indoor space for ARCA physical education program.	
Potential impact of this decision on other budget areas will be:		
Future Fiscal Impact:		
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**

It is hereby recommended that the Board of Trustees approve a fundraising effort for the design and renovation of the ARCA gym.

Person(s) Responsible for Implementation:	Catherine Middleton	
Superintendent's Approval:		
Board Member(s) Approval:		
Attachment(s):	☐ **Yes**	☒ **No**

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BOARD AGENDA ACTION FORM

May 21, 2016 Board Meeting

Section:	Policy and Personnel Committee	
Subject:	Policy BEDB - Agenda	
Name/Department:	Kate Darby, Board of Trustees	
Agenda Item Number:	8.3A	
Background:	Policy JFAB outlines the provisions associated with preparation of board agendas and adherence to it.	
Discussion:	The proposed additions relate to the Committee of the Whole process. Information has been added regarding the use of the potential consent agenda. A reference to Policy BDE – Board Committees (Committee of the Whole) has been added stating only items approved by the COW or by an ad hoc committee of the Board, will appear on the agenda for any meeting of the Board.	
Goals & Budget:		
This recommendation supports CCSD goal #:	Priority Goal #2 – World Class Literacy.	
Overall budget for implementing CCSD goal:	NA.	
Request approval for funds within that budget in the amount of $:	NA.	**Funding Source**
Resulting positive impact for students in our District will be:	A productive and efficiently run board meeting will benefit the students of CCSD by allowing the board to focus on the many issues affecting our students.	
Potential impact of this decision on other budget areas will be:	NA.	
Future Fiscal Impact:	NA.	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**

It is hereby recommended that the Charleston County School District Board of Trustees approve **first** reading of the proposed revisions to Policy BEDB - Agenda.

Person(s) Responsible for Implementation:	John Emerson, Office of General Counsel	
Superintendent's Approval:	Jerry Pinckney	
Board Member(s) Approval:		
Attachment(s):	☒ **Yes**	☐ **No**

BOARD AGENDA

Code **BEDB** *Issued* **8/08**

Purpose: To establish the basic structure for board preparation of and adherence to its meeting agenda.

The superintendent shall prepare all agendas for board meetings. Each agenda shall comply with the Freedom of Information Act. The superintendent and board chairman shall confer about the agenda.

The Board will use a potential consent agenda to maximize the time for major issues of policy. The Superintendent, with review and concurrence by the Chair, will prepare a potential consent agenda for each meeting. Routine matters, as well as those that receive a unanimous vote of the Board members in attendance, and likely to require no debate, will be placed on the consent agenda. Recognizing that a Board member may wish to debate an item on the potential consent agenda, the Chair will ask at the beginning of each meeting if any Board member wishes to remove an item from the potential consent agenda. A majority of the Board must agree to remove an item from the potential consent agenda and place it in the appropriate category of the agenda. If there is no objection, after a proper motion and second, one vote will be taken on the entire potential consent agenda.

Any board member may request that the superintendent place an item of business on the agenda. The item must be identified and briefly described in writing by the member or the committee.

If requested by a committee or any four board members, an agenda item shall be placed on the agenda.

Except as indicated above and in Policy BDE, only items approved by the Committee of the Whole or by an ad hoc committee of the Board, will appear on the agenda for any meeting of the Board.

An item or issue decided by the board shall not be placed on the agenda for reconsideration for six months except by four board members, one of whom was on the prevailing side of the vote or was not present when the issue was decided.

Adopted 12/8/75; Revised 11/10/80, 12/8/86, 3/23/87, 11/11/91, 4/24/93, 3/10/03, 7/26/04, 8/25/08

Legal references:

A. S.C. Code, 1976, as amended:
   1. Section 30-4-80 - Posting of agendas.

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BOARD AGENDA ACTION FORM May 21, 2016 Board Meeting			
Section:	Policy and Personnel		
Subject:	Policy BID – Board Member Travel Expenses; Policy DKC Expense Authorization/Reimbursement		
Name/Department:	Rev. Chris Collins, Board of Trustees		
Agenda Item Number:	8.3B		
Background:	In their capacities as members of the CCSD Board of Trustees, board members travel to participate in meetings, professional development and for other District-related purposes. Expenses associated with meals vary substantially depending on the location of the event. Currently, Policy DKE Expense Authorization/Reimbursement, which sets out the limits on employee travel, is also used as the standard for board member travel, and does not take this in to consideration.		
Discussion:	Rev. Collins will discuss a recommendation to use the federal Government Services Administration guidelines for meal expense reimbursement. The guidelines are applied to all federal employees and take in to consideration the actual average expenses of dining in the city or location. No guidelines are set out in Policy BID and the guidelines in Policy DKE are set at specific figures that do not contemplate that expenses vary from one location to the next. The proposal is to incorporate the GSA standard in to either or both of these policies.		
Goals& Budget:			
This recommendation supports CCSD goal #:	Priority Goal		
Overall budget for implementing CCSD goal:	Unknown		
Request approval for funds within that budget in the amount of $:		**Funding Source**	
Resulting positive impact for students in our District will be:	As travel will become more affordable to members of the board of trustees, each will gain improved skills by having more opportunity for professional development and interaction with other leaders in the field of education.		
Potential impact of this decision on other budget areas will be:	Unknown		
Future Fiscal Impact:			
Recommendation:	☒**Action**	☐**Information**	
	☒**Open Session**	☐**Executive Session**	
It is hereby recommended that the Charleston County School District Board of Trustees determine what action, if any, is to be taken at this time.			
Person(s) Responsible for Implementation:	John F. Emerson		

Superintendent's Approval:		
Board Member(s) Approval:		
Attachment(s):	☒Yes	☐No

BOARD MEMBER COMPENSATION AND EXPENSES

Code **BID** *Issued* **5/11**

Purpose: To establish the basic structure for payment of board expenses.

Under state law, board members receive no compensation for their services, but may be paid a per diem and mileage for attendance at board meetings. No payment shall be made for any meeting the board member has not "substantially attended," meaning the member shall have considered, and voted upon, more than 50 percent of the issues presented at that meeting.

Board members may attend any in-state meeting or conference at their discretion within the limits of the budget. Each board member may utilize up to one-ninth of the board's travel budget allocation for the board. Out-of-state meetings, and expenditures by one member of more than one-ninth of the budget travel allocation for the board, require board approval. After any out-of-state meeting, the member shall report to the board about the meeting. Each board member may also choose to reallocate unused funds in the regular travel account by mutual consent of affected board members, i.e., those who have not expended their allocated amount; however, the total line item for this purpose must not be exceeded.

In accordance with the General Services Administration guidelines (found at http://www.gsa.gov/portal/content/104877) the district shall reimburse board members for all reasonable and necessary expenses incurred in attending any meeting or conference when on official business of the board or the Charleston County School District.

No payment shall be made without a receipt for the expenditure claimed and policy DKC applies. No board member may have a district credit card.

Such expenditures for each board member shall be published annually in August.

(Cf. DKC)

Adopted 10/25/82; Revised 7/26/04, 3/13/06, 2/11/08, 8/25/08, 5/9/11

Legal references:

A. S.C. Code, 1976, as amended:
   1. Section 8-15-10 - Compensation of public officials.
   2. Section 59-1-350 - Compensation of board members.

B. Acts and joint Resolutions:
   1. 1967 Act 340 - Creates the School District of Charleston County and abolishes the county board of education; sets forth the powers of the constituent district boards.
   2. 1975 Act 142, Section 3 - Amends 1967 Act 340 to increase per diem for boards.
   3. 1983 Act 230, Section 3 - Amends 1967 Act 340 to increase the number of meetings which the trustees may be paid for attending.

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BOARD AGENDA ACTION FORM March 21, 2016		
Section:	Policy and Personnel Committee	
Subject:	Magnet/Choice Schools – Multiple Births	
Name/Department:	Cindy Bohn Coats, Chairman; John F. Emerson, Office of General Counsel; and Mary Runyon, Interim Executive Director Secondary and Post-Secondary Learning Community.	
Agenda Item Number:	8.3C	
Background:	At its October 26, 2015, meeting, the CCSD Board of Trustees voted to approve staff's recommendation of Phase I regarding magnet choice schools. This includes Provision E, which relates to multiple births (twins, triplets, quadruplets) being treated as one, i.e. if one is accepted into a magnet school, the others are likewise accepted providing each of these siblings meets the established admissions criteria. This was proposed and approved for initiation during the 2016-2017 school year. See attached .	
Discussion:	Following consideration as to the impact on children of multiple births who applied in 14/15 and have been on the waiting list this year while a sibling of the same birth was enrolled, the Policy and Personnel Committee has revisited the action to more clearly define the intent of the action and the time period contemplated. The Committee clarified its intent for the provision to apply to such children who were placed on a waiting list in 2014/15 for the 2015/16 school year and remain there as of now.	
Goals & Budget:		
This recommendation supports CCSD goal #:	Priority Goal #	
Overall budget for implementing CCSD goal:	NA.	
Request approval for funds within that budget in the amount of $:	NA.	**Funding Source** NA.
Resulting positive impact for students in our District will be:	Supports standardization of the application process and addresses elements that impact the configuration of schools.	
Potential impact of this decision on other budget areas will be:	NA.	
Future Fiscal Impact:	NA.	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**
Recommend that the Board amend the action taken on October 26, 2015, regarding admission of children of multiple births to clearly state that any such child on the 2015-2016 waiting list, whose sibling has already been admitted, shall be admitted as well, as long as the latter student otherwise qualifies for admission. This provision does not apply to students who have submitted an application for the first time during the 2015-2016 school year.		
Person(s) Responsible for Implementation:		
Superintendent's Approval:		
Board Member(s) Approval:		

Attachment(s):	☒ **Yes**	☐ **No**

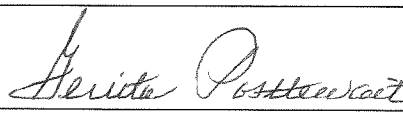
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BOARD AGENDA ACTION FORM
March 21, 2016

Section:	Audit & Finance	
Subject:	Stono Park Project - Hold	
Name/Department:	Jeff Borowy / Capital Programs	
Agenda Item Number:	8.5	
Background:	During a November 18, 2015 public meeting reviewing the upcoming capital programs projects in West Ashley, there was concern raised over the upcoming renovation project for Stono Park Elementary School. Staff agreed to complete a thorough records review of project planning projects and subsequent decisions and to conduct a community engagement meeting to discuss the project and public concerns. For the February 22, 2015 meeting, staff prepared a document summarizing the records review, community engagement, and enrollment projections, along with a recommendation to proceed. The Board of Trustees received the document as information and directed a brief be provided on March 14, 2016.	
Discussion:	During the March 14, 2016 Board workshop it was proposed by the Board of Trustees to put Stono Park project on hold. Additionally, the Board of Trustees directed staff to return in September 2016 with an updated assessment of revenues and recommendation for action on Stono Park.	
Goals& Budget:		
This recommendation supports CCSD goal #:		
Overall budget for implementing CCSD goal:		
Request approval for funds within that budget in the amount of $:		
Resulting positive impact for students in our District will be:	A more effective use of sales tax revenues on the Stono Park project.	
Potential impact of this decision on other budget areas will be:	None.	
Future Fiscal Impact:	Negligible	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**

It is hereby recommended that the Board approve a hold on further work on the Stono Park project and reassessment of revenues until September 2016.

Person(s) Responsible for Implementation:	Jeffrey T. Borowy, P.E., Deputy for Capital Programs

Superintendent's Approval:	Gerrita Postlewait, Superintendent 	
Board Member(s) Approval:		
Attachment(s):	☐**Yes**	☒**No**

Charleston County SCHOOL DISTRICT

BOARD AGENDA ACTION FORM March 7, 2016	
Section:	Transportation/Operations
Subject:	FCO FY16 Reallocation
Name/Department:	Glenn Stiegman, Interim Chief Financial Officer Jeff Borowy, Deputy for Capital Programs
Agenda Item Number:	9.2A
Background:	On March 9, 2015 by Item 10.1.E, the Board of Trustees approved the FY16 Fixed Cost of Ownership (FCO) program in the amount of $23,593,345 and specific projects associated with that program.
Discussion:	Projects from the approved program have been completed below budget or deferred creating a savings of $548,814 • Project #5077 Information Technology $250,000; savings realized for the support of the active directory migration which came in below Microsoft's quote • Project #5083 Technology Upgrades $298,814; savings realized for the wireless network upgrades completed under budget for 16 highest priority sites. CCSD staff recommends approval of the following <u>New Projects</u> to be executed using the FY16 projected savings: • Project Otranto Campus. To equip the existing facility for CCSD students for Security Upgrades, IT End of Line (EOL), FF&E, Media Center, HVAC Replacement, Carpet Replacement and miscellaneous approved Capital Improvements. • Microsoft Desktop Client License - Project #5078 IT-Software. Currently, $250,000 in savings is realized for the postponed website redevelopment due to the need for a new RFP and solicitation. Requesting savings in the Software Project to be Reallocated to the Microsoft Desktop Client Licenses. This change in the new software protocol was not known at the time the FY16 Software Project list was created and approved. The change allowed the district to update and maintain windows operating systems district-wide rather than only on newly purchased computers. The expense is in the FY17 Project List but not FY16. This is a chance to use available funds to free FY17 funds for alternative approved list items.

	CCSD staff recommends approval of the following existing projects to be executed using the FY16 projected savings: • Future savings within the Technology Projects through the close of the FCO FY16 Program will be Reallocated to: Mastery Connect Software - Project #5078 Software. This software was not included in the approved FY16 Software Project List. The software has been purchased and paid for out of GOF. Any recognized savings will be used to offset the expense in GOF and properly reflected in the Software Project. • Smart Board Projector Replacements - Project #5083 Technology Upgrades. Continue with the Smart Board projector replacements as identified next in line on the approved FY16 Project List. The Reallocation of funds will be documented through a Board Update containing the Resolution Requesting Reallocation of Funding.	
Goals & Budget:	Provide the best Career and Technology Programs with the most up-to-date equipment and facilities available.	
This recommendation supports CCSD goal #:	#8 – Increase the number of students who are college, career and citizenship ready.	
Overall budget for implementing CCSD goal:	$7,926,950	
Request approval for funds within that budget in the amount of $:	$548,814	**Funding Source** Fixed Cost of Ownership – FY16
Resulting positive impact for students in our District will be:	District's continued ability to support the desired level of quality and equity across the District, for everything from technology to facility conditions and furnishings and equipment.	
Potential impact of this decision on other budget areas will be:	N/A	
Future Fiscal Impact:	N/A	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**

It is hereby recommended that the Board of Trustees approve Reallocation of funds in the amount of $548,814 of Fixed Cost of Ownership FY16 – Project funds as shown on the attached Resolution.

Person(s) Responsible for Implementation:	Glenn Stiegman, Interim Chief Financial Officer Jeff Borowy, Deputy for Capital Programs
Superintendent's Approval:	Gerrita Postlewait, Superintendent
Board Member(s) Approval:	

Attachment(s):	☒ Yes	☐ No
1. Fixed Cost of Ownership (FCO) FY16 Reallocation Resolution		

RESOLUTION REQUESTING REALLOCATION OF FUNDING
FIXED COST OF OWNERSHIP (FCO) FY16

FIXED COST OF OWNERSHIP (FCO) FY16				
PROJECT #	PROJECT	APPROVED BUDGET	PROPOSED BUDGET	VARIANCE
#5077	Information Technology	$1,437,500	$1,187,500	($250,000)
#5083	CR Technology upgrades	$6,489,450	$6,190,636	($298,814)
New	Otranto Campus	$0	$548,814	$548,814
	TOTAL	$7,926,950	$7,926,950	$0

* Reallocation within Project #5078 I

Microsoft Desk Client License - Project #5078 IT Software. Currently, $250K in savings are realized for the postponed website redevelopment due to the need for a new RFP and solicitation. Requesting savings in the Software Project to be Reallocated to the Microsoft Desktop Client Licenses. This change in the new software protocol was not known at the time the FY16 Software Project list was created and approved. The change allowed the district to update and maintain windows operating systems district-wide rather than only on newly purchased computers. This expense is in the FY17 Project List but not FY16. This is a chance to use available funds to free FY17 funds for alternative approved list items.

* *Future savings within the Technology Projects through the close of the FCO FY16 Program will be Reallocated to :*

Mastery Connect software - Project #5078 Software. This software was not included in the approved FY16 Software Project list. The software has been purchased and paid for out of GOF. Any recognized savings will be used to offset the expense in GOF and properly reflected in the Software Project.

Smart Board Projector Replacements - Project #5083 Technology Upgrades. Continue with the Smart Board projector replacements as identified next in line next in line on approved FY16 Project List

The Reallocation of funds will be documented through a Board Update containing the Resolution Requesting Reallocation of Funding.

Resolved this 14th day of March 2016

By: _____ 3-18-16
Glenn Stiegman
Interim Chief Financial Officer
Date

By: _____ 3/15/2016
Jeffrey Borowy
Deputy, Capital Programs
Date

Joyce Costello - Capital Programs Accounting 03/14/16

Charleston County SCHOOL DISTRICT excellence is our standard

BOARD AGENDA ACTION FORM March 7, 2016	
Section:	Transportation/Operations and Audit & Finance
Subject:	Fixed Cost of Ownership (FCO) FY17 Project List
Name/Department:	Jeff Borowy, P.E./Capital Programs
Agenda Item Number:	9.2B
Background:	Staff annually determines requirements for replacement, improvements, and construction across the county among all of the District's schools and support facilities. The Fixed Cost of Ownership (FCO) process is critical and important to our care of public assets and for providing quality educational experiences across the county and it has been supported by our Board of Trustees for many years.
Discussion:	The current status for fiscal year 2017's capital budget is such that the Board of Trustees has already approved the Series A, Series B, and Series C bond anticipation notes (BAN) to be issued in the Spring of 2016. Part of the general obligation bond issuance is to support the FCO projects. The FCO action item was also approved to support an issuance specific for FCO in the amount of $23,300,000. This will be the fifth year in which the District has utilized the Spring BAN to generate FCO funding such that it is available prior to the summer within which much of the work to prepare for the opening of the school year is accomplished. The amount of funding requested and approved matches the amount of the (BAN) funding in the current year. As has been done per Board request and direction, each of the areas that fall within the FCO realm have developed condition assessments, program requirements, individual building requests, etc. and prepared a prioritized list with estimated costs. Please find attached to this document in the following order the list of these projects: 1. Facilities Maintenance & Asset Management 2. Risk, Safety and Environmental Management 3. Information Technology a. Classroom Modernization b. IT Infrastructure 4. Furniture, Fixtures & Equipment 5. Curricular/Extra-Curricular Support: Career Technical Education (CTE), Arts, and Athletics There will also be an account set up for contingency utilization (to manage unforeseen, undeliverable needs), design and consulting. Note that the amount of funds is significantly less than needed to complete projects to support the desired level of quality and equity across the District.
Goals & Budget:	District's continued ability to support the desired level of quality and equity across the District, for everything from technology to facility conditions and furnishings and equipment.

This recommendation supports CCSD goal #:	#8 – Increase the number of students who are college, career, and citizenship ready	
Overall budget for implementing CCSD goal:	$23,300,000	
Request approval for funds within that budget in the amount of $:	N/A	**Funding Source** General Obligation Bond Anticipation Note (BAN) 2016
Resulting positive impact for students in our District will be:		
Potential impact of this decision on other budget areas will be:	N/A	
Future Fiscal Impact:	The ability to complete project replacement, improvement, etc. in a timely fashion reduces the future magnitude of costs for the same elements had they been ignored. The inability to address needs on a timely basis in a significant way will cause fiscal impacts that at some point in the future will be severely felt across the District.	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**
It is hereby recommended that Charleston County School District Board of Trustees receive and approve the prioritized list of projects under the Fixed Cost of Ownership (FCO) FY17 Project List as submitted and attached.		
Person(s) Responsible for Implementation:	Jeffrey T. Borowy, P.E., Deputy for Capital Programs	
Superintendent's Approval:	Gerrita Postlewait, Superintendent Gerrita Postlewait	
Board Member(s) Approval:		
Attachment(s): 1. Fixed Cost of Ownership (FCO) FY17 Project List	☒ **Yes**	☐ **No**

Charleston County School District
Fixed Cost of Ownership - FY2017 Budget Proposal

Fixed Cost of Ownership 2017 - Draft					
Category/Area	**FY2014 Budget**	**Fall FY2014 Budget**	**FY2015 Budget**	**FY2016 Budget**	**FY2017 Budget**
Facilities Maintenance & Asset Management	$ 2,475,000.00	$ -	$ 2,475,000.00	$ 4,850,000.00	$ 4,850,000.00
Risk, Safety & Environmental Management	$ 875,000.00	$ -	$ 875,000.00	$ 1,000,000.00	$ 1,000,000.00
Information Technology	$ 1,500,000.00	$ -	$ 1,500,000.00	$ 1,500,000.00	$ 1,500,000.00
Technology - Classroom Technology Upgrades	$ 4,251,000.00	$ -	$ 4,251,000.00	$ 6,251,000.00	$ 6,251,000.00
Technology - PC Replacement	$ 1,250,000.00	$ -	$ 1,250,000.00	$ 1,250,000.00	$ 1,250,000.00
Technology - Media Center	$ 1,100,000.00	$ -	$ 1,100,000.00	$ 1,100,000.00	$ 1,100,000.00
Technology - Sound system	$ 471,000.00	$ -	$ 471,000.00	$ 471,000.00	$ 471,000.00
Technology - Video (Printer Replacement)	$ 580,000.00	$ -	$ 580,000.00	$ 580,000.00	$ 580,000.00
Technology - Contingency	$ -	$ -	$ -	$ -	$ -
Technology - Software	$ 3,500,000.00	$ -	$ 3,500,000.00	$ 3,500,000.00	$ 3,500,000.00
Furniture, Fixtures & Equipment	$ 800,000.00	$ -	$ 800,000.00	$ 1,200,000.00	$ 1,200,000.00
Arts	$ 130,000.00	$ -	$ 130,000.00	$ 196,666.00	$ 197,000.00
Athletics	$ 184,000.00	$ -	$ 184,000.00	$ 250,667.00	$ 251,000.00
CTE	$ 184,000.00	$ -	$ 184,000.00	$ 250,667.00	$ 251,000.00
Design & Consulting	$ 200,000.00	$ -	$ 200,000.00	$ 200,000.00	$ 251,000.00
Contingency - Forms A-D	$ 200,000.00	$ -	$ 200,000.00	$ 600,000.00	$ 338,000.00
Program Contingency	$ 300,000.00	$ -	$ 300,000.00	$ 393,345.96	$ 300,850.56
FY2013 Projects	$ -	$ -	$ -	$ -	$ -
FY2014 Fall Projects					
J B Edwards Annex	$ -	$ 2,400,000.00	$ -	$ -	$ -
Belle Hall ES (security / engineering)	$ -	$ 250,000.00	$ -	$ -	$ -
Athletic Storage	$ -	$ 250,000.00	$ -	$ -	$ -
Security	$ -	$ 1,000,000.00	$ -	$ -	$ -
CD-4 (Improvement to existing CD-4 spaces)	$ -	$ 650,000.00	$ -	$ -	$ -
Wando Phone System Replacement	$ -	$ 250,000.00	$ -	$ -	$ -
Pinckney Unit Replacement	$ -	$ 200,000.00	$ -	$ -	$ -
FY2015 Projects					
District 10 Move - Facility & Technology	$ -	$ -	$ 2,500,000.00	$ -	$ -
CC Blaney - Facility	$ -	$ -	$ 1,300,000.00	$ -	$ -
Wando Cyber Security	$ -	$ -	$ 250,000.00	$ -	$ -
District 20 - TBD	$ -	$ -	$ -	$ -	$ -
District 2 Magnet- TBD	$ -	$ -	$ -	$ -	$ -
Hursey Facility & Technology - TBD	$ -	$ -	$ -	$ -	$ -
1:1 Technology - TBD	$ -	$ -	$ -	$ -	$ -
Frierson Technology - TBD	$ -	$ -	$ -	$ -	$ -
TBD	$ -	$ -	$ 950,000.00	$ -	$ -
FY2017 Projects					
Land Purchase	$ -	$ -	$ -	$ -	
TOTALS	**$18,000,000**	**$5,000,000**	**$ 23,000,000.00**	**$ 23,593,345.96**	**$ 23,290,850.56**

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Facilities Maintenance Asset Management

Project Description	Location	Estimated Amount	Explanation
Facility Services Procurement - Salary & Benefits	Procurement Office	$45,000	Required
FM & AM - Salary & Benefits	Maintenance Office	$500,000	Required
Contingency - Forms RAR	Various Schools	$200,000	Required
Professional Services	Various Schools	$150,000	Required
Contingency - Project	Various Schools	$107,500	Required
Trailer Renovations - District Wide	Various Schools	$348,500	Required
Demolish Mobile Classrooms (2)	James B Edwards	$15,000	
Demolish Mobile Classrooms (5)	Brentwood	$37,500	
Door Replacement, Portable	Ladson ES	$6,000	RAR - WO #328313
Paint trailers and lattice	Ladson ES	$30,000	RAR - WO #288791
Ramps, Handicap	Ladson ES	$13,000	RAR - WO #328312
Vehicle Replacement (13)	Maintenance	$461,500	Replenish aging fleet to meet policy guidelines
Comprehensive Maintenance Plan - Phase II	Charter Schools, Storm Water Assessment	$125,000	Charter School Assessments (East Cooper Montessori, JIHC, Chas. Math & Science, Schroder, McClellanville), Storm Water Assessment
Roof Maintenance Program	Maintenance Office	$440,000	Required - Annual Term Contract for Preventative Roof Maintenance Program
Roof Repairs/Replacement	Various Schools	$346,854	Required Repairs needed to Roof Structures
Roof Replacement/Retrofit	James Island ES	$28,146	
Capital Maintenance Equipment Replacement	Various Schools	$200,000	Age of equipment with in the District warrants Maintenance needing to cover these cost through GOF which we are not adequately funded.
Painting	Clark Academy	$50,000	
Painting	Lambs ES	$200,000	RAR - WO #289129
Paint (Door Frames and Hand Rails)	Various Schools	$215,000	GOF funding is not adequate to cover the number of requests we get annually to paint.
Flooring Replacement, Linoleum in front office	Child & Family Development Center	$15,000	RAR - WO #319547 - Head Start facility performance standard
Flooring Replacement	Belle Hall ES	$68,000	RAR - WO # 359583, 322214, 348778
Flooring Replacement	Cario MS	$55,000	RAR - WO #348789 Bus Trailer, #326959, #326955
Flooring Replacement	Ladson ES	$40,000	RAR - WO #347057, 328311,
Blind/Shades Replacement	Baptist Hill HS	$60,000	RAR - WO #288701 & 302222
Blind/Shades Replacement (Building)	West Ashley HS	$90,000	RAR - WO #369281
Blind/Shades Replacement	St. John's HS	$50,000	RAR - WO #365843
Storm Water Improvements	Various Schools	$100,000	Restructuring of Storm Water systems throughout the District
Energy Control Replacements	Various Schools	$125,000	Replacement of aged thermostat controls due to aged of units
Retention Pond	Liberty Hill Academy	$65,000	Retention pond is at critical stage. Significant amounts have eroded into the pond.
Re-establishment of Outdoor Classroom	Pepperhill Elem	$40,000	Outdoor Classroom was donated and erected without seeking Facility approval. Building had to be taken down due to violation of facility requirement. FM promised to rebuild structure once OSF approved.
Carpet Replacement - Media Center	West Ashley Middle	$80,000	
FF&E Pilot Assessment	School To Be Determined	$10,000	
Upgrade Electrical Power System	Bridge View Complex	$200,000	System is outdated and cannot accept additional capacity.
Tile Field Replacement	Frierson ES	$75,000	
Vehicle, Grounds Tractor Boom Arm	Facility Maintenance	$150,000	a roadside load of debris to pick up.
Vehicle, Sweeper Truck	Facility Maintenance	$93,000	Sweeper truck will allow FM to sweep campuses and parking lots as needed.
Football stadium PA system	Northwoods MS	$15,000	RAR - WO #358133

Total Amount	**$ 4,850,000**

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Facilities Maintenance Asset Management

Additional Projects Requested

Project Description	Location	Estimated Amount	Explanation
Blind/Shades Replacement	Cario MS	$55,000	RAR - WO #366679
Blind/Shades Replacement	James Island ES	$37,500	RAR - WO #306262
Blind/Shades Replacement	Mt. Zion ES	$70,000	RAR - WO #313426
Blind/Shades Replacement	North Charleston HS	$50,000	RAR - WO #252292
Sound System Replacement (Dance Studio)	Baptist Hill HS	$12,000	RAR - WO #345201
Sound System Replacement (Media Center)	Cario MS	$15,000	RAR - WO #327347
Sidewalk Additions	Wando HS	$40,000	RAR - WO #333879
Sidewalk Addition	Corcoran ES	$2,500	RAR - WO #323923
Basketball Court Surface	Ladson ES	$32,500	RAR - WO #328309
Basketball Court Resurfacing	Liberty Hill Academy	$25,000	
Flooring Replacement	Hursey ES	$55,000	RAR - WO #322699, 365662, 365656, 365655, 365654, 365653, 325731
Flooring Replacement	Mt. Zion ES	$20,000	RAR - WO #366398
Flooring Replacement, Gym	Dunston ES	$15,000	RAR - WO #326751
Flooring Replacement, Carpet	Dunston ES	$164,450	RAR - WO #289121
Flooring Replacement (Rm 2088)	Garrett Academy	$5,000	RAR - WO #303606 - Damaged beyond repair
Flooring, Replacement (Carpet)	Ladson ES	$165,000	RAR - WO #289213 (5)
Flooring	Lambs ES	$202,400	
Flooring (Entire Building)	St. James-Santee ES	$175,000	RAR - WO #307084
Paint, Epoxy Flooring	Wando HS	$75,000	RAR - WO #286821
VCT replacement	Frierson ES	$5,000	
Vehicle, Loaner (2)	Bridge View Complex	$70,000	#19 - 1995 at 200k miles; #69 - 1995 over 150k miles
Lighting, Theater Replacement	School of the Arts	$65,000	RAR - WO #327046
Column Restructure (Permanent)	Stall HS	$94,875	RAR - WO #324094
Window Replacement	West Ashley Head Start	$100,000	RAR - WO #254738 - Classrooms
Replace hand dryer that turn on by themselves	Mt. Pleasant Academy	$9,000	RAR - WO #351265
Resurfacing, Tennis & Basketball Court	CE Williams MS	$113,850	RAR - WO #254692
Restroom & Locker Room Upgrade	Cario MS	$379,500	RAR - WO #248258
Window Replacement	James B Edwards ES	$125,000	
Window/Door Replacement	Laurel Hill Primary	$10,000	RAR - WO #237170 - Inconvenient for students to access playground and restrooms.
Replacement of Restroom Partitions	Pinckney ES	$50,000	RAR - WO #330094 (Media Center)
Interior Signage	West Ashley HS	$37,950	RAR - WO #344095
Exterior Information Signage	West Ashley HS	$30,000	RAR - WO #344098
Ravenel field PA system	St. Andrews MS	$15,000	
Replace exterior windows	Lambs ES	$180,000	RAR - WO #229929
Flooring Replacement, Tile	Cario MS	$253,000	RAR - WO #277585
Track Reconditioning Maintenance Cycle	St. John's HS	$60,000	Tracks need to be maintained after they have been replaced to maintain their usable life cycle. Estimated life cycle 10 years. Recondition every 5 years.
Auditorium Seating Maintenance Program	Bridge View Complex	$60,000	
Digitize Drawings (Archival)	Bridge View Complex	$115,500	Majority of the District's architectural construction drawings are in hard copy form with no off site hard or electronic backups archived.
Truck, Dump Replacement	Bridge View Complex	$150,000	Cost of repairs for truck has exceeded $32,000.
Re-finish wooden stage floor	Dunston ES	$5,000	RAR - WO #326751

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Facilities Maintenance Asset Management

Vehicles, Emergency Trucks (3)	Bridge View Complex	$140,000	
Marquee	Ladson ES	$25,300	RAR - WO #288788
Painting (Interior)	Mitchell ES	$124,821	
Blind/Shades Replacement (Cafe)	Corcoran ES	$12,000	RAR - WO #323922
Extend Car Traffic Stacking Loop to alleviate road congestion and increase parking.	Hursey ES	$750,000	RAR - WO #258533
Expand Parking Lot	Ladson ES	$650,000	RAR - WO #328310
Weight Room Addition	Wando HS	$1,500,000	RAR - WO #333899
Band Room Addition	Wando HS	$1,500,000	RAR - WO #333997
Replacement of Existing Dance Floor with Marley Coating	Wando HS	$75,000	RAR - WO #368622
Athletic Room Improvements	West Ashley HS	$500,000	RAR - WO #369290
Door addition from Special Area Room to Sensory Room	West Ashley HS	$15,000	RAR - WO #353653
Replace front wall of Palmetto Conference Room in front Office with glass dividers	West Ashley HS	$50,000	RAR - WO #369287
Convert rooms to commercial kitchen and dining facility for Culinary Arts Program	West Ashley HS	$200,000	RAR - WO #255601
Convert Health Science Lab to half hospital room and half teaching space	West Ashley HS	$250,000	RAR - WO #255617
Doors and Hardware	Laurel Hill Primary	$150,774	30% Contingency FCA Sales Tax
Doors and Hardware	Ashley River ES	$12,359	30% Contingency FCA Sales Tax
Doors and Hardware	Pinehurst ES	$114,934	30% Contingency FCA Sales Tax
Doors and Hardware	Burke HS	$307,727	30% Contingency FCA Sales Tax
Doors and Hardware	Baptist Hill HS	$242,227	30% Contingency FCA Sales Tax
Doors and Hardware	Garrett Academy	$813,189	Capital Projects Scheduled for Execution but No Funds to Execute
Doors and Hardware	CE Williams MS	$374,463	Capital Projects Scheduled for Execution but No Funds to Execute
Doors and Hardware	St. Andrews MS	$279,302	Capital Projects Scheduled for Execution but No Funds to Execute
Doors and Hardware	Angel Oak ES	$203,915	Capital Projects Scheduled for Execution but No Funds to Execute
Doors and Hardware	Blaney ES	$296,604	Capital Projects Scheduled for Execution but No Funds to Execute
Elevator Replacement	Mitchell ES	$49,145	Capital Projects Scheduled for Execution but No Funds to Execute
Exterior Envelope Repairs	Stall HS	$69,069	30% Contingency FCA Sales Tax
Exterior Envelope Repairs	CE Williams MS	$78,367	30% Contingency FCA Sales Tax
Exterior Envelope Repairs	East Cooper Montessori	$55,787	30% Contingency FCA Sales Tax
Exterior Envelope Repairs/Windows	St. Andrews MS	$281,589	30% Contingency FCA Sales Tax
Exterior Envelope Repairs/Windows	Angel Oak ES	$107,588	30% Contingency FCA Sales Tax
Exterior Envelope Repairs	Blaney ES	$21,252	30% Contingency FCA Sales Tax
Flooring Replacement	Garrett Academy	$426,368	30% Contingency FCA Sales Tax
Flooring Replacement	Mt. Zion ES	$102,576	30% Contingency FCA Sales Tax
Flooring Replacement	CE Williams MS	$418,953	30% Contingency FCA Sales Tax
Flooring Replacement	St. Andrews MS	$236,047	30% Contingency FCA Sales Tax
Flooring Replacement	Angel Oak ES	$211,330	Capital Projects Scheduled for Execution but No Funds to Execute
Flooring Replacement	Blaney ES	$198,972	Capital Projects Scheduled for Execution but No Funds to Execute
HVAC Replacement	Garrett Academy	$5,945,247	30% Contingency FCA Sales Tax
HVAC Replacement	James Island Charter	$53,130	30% Contingency FCA Sales Tax
HVAC Replacement	St. Andrews MS	$152,749	30% Contingency FCA Sales Tax
HVAC Replacement	Angel Oak ES	$2,530,316	30% Contingency FCA Sales Tax
HVAC Replacement	Blaney ES	$799,607	30% Contingency FCA Sales Tax

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Facilities Maintenance Asset Management

Lighting Replacement	Baptist Hill HS	$25,237	Capital Projects Scheduled for Execution but No Funds to Execute
Lighting Replacement	Mt. Zion ES	$241,742	Capital Projects Scheduled for Execution but No Funds to Execute
Lighting Replacement	Lambs ES	$261,665	Capital Projects Scheduled for Execution but No Funds to Execute
Lighting Replacement	Pinehurst ES	$205,879	Capital Projects Scheduled for Execution but No Funds to Execute
Lighting Replacement	Brentwood MS	$34,535	Capital Projects Scheduled for Execution but No Funds to Execute
Lighting Replacement	Ashley River ES	$54,458	Capital Projects Scheduled for Execution but No Funds to Execute
Lighting Replacement	Murray-LaSaine ES	$132,825	Capital Projects Scheduled for Execution but No Funds to Execute
Lighting Replacement	Ft. Johnson MS	$382,536	Capital Projects Scheduled for Execution but No Funds to Execute
Widen entrance driveway and improve storm water system	Ladson ES	$800,000	RAR - WO #358534 - Widen entrance driveway to allow two lanes for incoming traffic.
Convert classroom into dance studio	Baptist Hill HS	$50,000	RAR - WO #357581
Specific schools to be determined	School Relocations	$200,000	
Rivers Trailer Renovations for Head Start	Rivers Campus	$500,000	
Move two EHS classes from Palmetto Action (formerly Charleston County Human Services) to Thomas Myers and terminate Palmetto Action lease	Palmetto Action EHS	$25,000	
Relocate Child Find staff from Thomas Myers facility to former St Andrews MS	Child Find	$100,000	
Install new decorative fence to match existing on one side, and to enclose playground for safety purposes	Mitchell ES	$350,000	
Mill and overlay parking lot	West Ashley MS	$250,000	
Construct fine arts storage building	Wando HS	$75,000	RAR - WO #352399 - Metal storage building needed for ever-growing fine arts programs.
Storage Shed	Pinckney ES	$44,275	RAR - WO #283284 -
Construct outdoor storage shed	Laing MS	$15,000	RAR - WO #340780 - Need an outdoor storage shed for a stockpile of 2x4, garden tools, and other outdoor supplies.
Construct car traffic stacking loop, parking lot and drainage improvements	Mt. Zion ES	$750,000	RAR - WO #358528
Traffic improvements to improve parking and reduce congestions and stacking on side streets	Goodwin ES	$1,000,000	RAR - WO #358531
Add outdoor basketball court	School of the Arts	$31,625	RAR - WO #317975
Add restrooms to cafeteria	West Ashley MS	$800,000	
Phase IIb Renovation - Build vestibule, build/renovate bathrooms, finishes	East Cooper Montessori	$800,000	
Seismic mitigation	CE Williams MS	$500,000	Will depend on results of the seismic survey of 4 schools
Seismic mitigation	West Ashley MS	$500,000	
Seismic mitigation	Northwoods MS	$500,000	
Seismic mitigation	Mary Ford ES	$500,000	
Seismic mitigation	St. Andrews MS	$500,000	
Re-build Fraser as Early Educ Center	Fraser ES	$2,000,000	May find alternative funding
Design	Alternative School Design	$400,000	Assumes new construction at Jenkins; estimate does not include operating costs
CTE Lab Addition	Baptist Hill HS	$101,200	
Enclose covered play area	Pepperhill ES	$1,500,000	RAR - WO #287975
Media Center, Extension	Military Magnet HS	$44,275	RAR - WO #326259
Enclose courtyard to add onto cafeteria	Moultrie MS	$2,000,000	RAR - WO #287695
Athletic field improvements	Zucker MS	$750,000	Install: irrigation, lighting, track, fencing, restrooms, concessions, and FF&E.
Construct new driveway and car stacking loop	Drayton Hall ES	$750,000	RAR - WO #358529 - To alleviate road congestion on Hwy 61.
Add parking and pave CFDC gravel car drop off loop	Mary Ford ES	$500,000	

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Facilities Maintenance Asset Management

Parking Lot Execution	West Ashley Head Start	$125,000	Design already developed.
Design - playground/parking improvements; similar to Belle Hall	James B Edwards ES	$125,000	
Sidewalk Extensions	Cario MS	$90,000	RAR - WO #326393
Storm Water Remediation	Cario MS	$33,206	RAR - WO #326395
Lighting Upgrade - Parking Lot	Military Magnet HS	$12,650	
Sidewalk construction	Wando HS	$125,000	RAR - WO #333879 - Install additional sidewalks to prevent walking in street
Parking Improvements	Mitchell ES	$350,000	
Power Quality Improvement	North Charleston HS	$55,440	
Acoustical Tiles for sound control	Baptist Hill HS	$19,000	RAR - WO #327149
Sound System for auditorium	McNair Building	$10,000	RAR - WO #327149
Install electronic marquee	Ft. Johnson MS	$25,000	RAR - WO #327305
Cut wall opening between 313 and 315	Hursey ES	$15,000	RAR - WO #365644
Outdoor basketball court Addition	James B Edwards ES	$20,000	RAR - WO #319005
Canopy to trailers	Wando HS	$400,000	RAR - WO #229942
Demo science lab work station	Pepperhill ES	$6,600	RAR - WO #348811
Install washer and dryer	Lambs ES	$8,500	RAR - WO #353897
Install washer and dryer	Frierson ES	$8,000	RAR - WO #347679
Construct Outdoor Meeting Space	Bridge View Complex	$66,000	
Concept - Traffic Improvements	A C Corcoran ES	$664,000	
Concept - Traffic Improvements	Midland Park ES	$664,000	
Field House Renovation	Baptist Hill HS	$1,600,000	RAR - WO #324093
Athletic Storage	Baptist Hill HS	$300,000	
Awnings, Elementary School	Bridge View Complex	$763,000	
Relocate existing hallway lockers to classrooms	Baptist Hill HS	$41,000	RAR - WO #327224
Renovation of Culinary Arts Class	Baptist Hill HS	$66,000	RAR - WO #368538
Field Restructuring, Soccer	North Charleston HS	$47,000	RAR - WO #323904
Warehouse Storage Building, Metal	Bridge View Complex	$333,200	
Provide private office for SRO	Dunston ES	$119,000	RAR - WO #324965
Concept - Traffic Improvements	Dunston ES	$265,000	
Press Box Window Renovation	North Charleston HS	$16,000	RAR - WO #329272
Sound suppression board in main office	Cario MS	$5,700	RAR - WO #326960
Sound System Addition, Gym	Cario MS	$13,800	RAR - WO #366964
Exterior lighting addition to canopy and near fine arts building	Cario MS	$71,600	RAR - WO #366960
Install air curtain at cafeteria door	Harbor View ES	$6,500	RAR - WO #358978
Add carpet to band room to reduce sound levels	Haut Gap MS	$10,000	RAR - WO #357157
Playground/Parking Improvements - Phase III	Belle Hall ES	$2,328,250	RAR - WO #232347
Renovate classrooms for Head Start	Midland Park ES	$350,000	RAR - WO #344241
Facility Renovation, Phase III	East Cooper Montessori	$1,000,000	
Construction	Alternative School Location	$7,600,000	Assumes new construction at Jenkins; estimate does not include operating costs

Total Additional Projects	**$ 58,904,430**

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Risk, Safety and Environmental Management

Project Description	Location	Estimated Amount	Explanation
Security Projects			
School-Based Radio (CP200) Accessory Replacement	District Wide	$ 22,000	Each school has been given radios for emergency communications on campus. This funding allows us to repair and/or replace accessories associated with the radios as they fail. This includes batteries, antennas, belt clips, and chargers.
Student ID Printers Replacement (Middle/High)	Middle and High Schools	$ 28,000	Replacement of 1/3 of student ID printer inventory and start-up supplies; end-of-life for existing inventory.
Visitor Management (Raptor) Replacement Scanners	District Wide	$ 20,000	Replacement of aging scanners used to capture information from visitors' state-issued ID cards.
Surveillance System Upgrades	Wando, Northwoods, Daniel Jenkins, Laurel Hill, Military Magnet, Liberty Hill, Morningside, West Ashley Middle	$ 450,000	Replacement of aging surveillance systems in the listed schools. This will update these schools from an older analog system to a new digital IP system. As the District investigates new video management solutions, this funding will be used to replace the surveillance systems at as many of the schools listed as possible.
Contingency	District Wide	$ 80,000	Funding will be utilized to fulfill Resource Allocation Requests submitted by schools.
Risk Management Projects			
Roll Coat	Various Locations	$ 15,000	Maintenance of rubber fall protection surfaces.
2-5yr old playground replacement	Angel Oak ES	$ 50,000	Replacement of playground equipment for 2-5yr old playground area in conjunction with Capital Projects Renovation.
5-12yr old playground replacement	James B. Edwards ES	$ 70,000	Replacement of 5-12yr playground area
2-5yr old playground replacement	Laurel Hill Primary	$ 25,000	Upgrade playground equipment for 2-5yr old playground area
5-12yr old playground replacement	Laurel Hill Primary	$ 75,000	Upgrade playground equipment for 5-12yr old playground in two (2) areas.
2-5yr old playground replacement	Hursey ES	$ 50,000	Replacement of 2-5yr playground area.
Asbestos Abatement	Mt Zion ES	$ 50,000	Removal of Asbestos Containing Building Material and replace with tile/carpet accordingly (cafeteria $11k, clinic $1500, 3 classrooms $9k).
Engineered Wood Fibers	Various Locations	$ 25,000	Additional engineered wood fibers for new playgrounds.
Contingency	Various Locations	$ 40,000	Completion of incoming RAR requests.

Total Amount	**$ 1,000,000**

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Risk, Safety and Environmental Management

Additional Projects Requested

Project Description	Location	Estimated Amount	Explanation
Security Additional Projects			
Front Door Access Control	District Wide	$ 115,000	This funding would allow us to install electronic access control on the front doors of schools currently lacking this equipment. This will give us the ability to let in after-hours visitors/contractors from a remote site. It will also help public safety better respond to a school during a campus emergency.
Surveillance System	75 Calhoun and Bridge View	$ 50,000	This funding would build out the surveillance system at 75 Calhoun St., while installing a system in the main building at Bridge View.
Vestibule Installation	Wando Main, West Ashley HS	$ 40,000	This funding would allow for the installation of a security vestibule at West Ashley High and the Wando main building (contingent upon OSF approval).
Way finding Signage	District Wide	$ 50,000	This funding would begin the process of designing and installing way finding signage in CCSD schools. This signage will assist public safety personnel during a critical incident response.
Risk Management Projects			
Asbestos Abatement	Lambs ES	$ 75,000	Removal of Asbestos Containing Building Material and replace with tile/carpet accordingly.
5-12yr old playground	Oakland ES	$ 92,000	Cover the existing protection surfacing with artificial turf to extend life line of the bonded rubber.
2-5yr old playground	Belle Hall ES	$ 80,000	Add artificial turf around the existing rubber fall protection inside the 4ft playground fence.
Underground Storage Tanks	District-wide	$ 50,000	Removal of underground storage tanks from schools.
2-5yr old playground	MPA	$ 30,000	Provide more age appropriate equipment for students.
5-12yr old playground	AC Corcoran ES	$ 50,000	Upgrade playground equipment for 5-12yr old playground area
2-5yr old playground	Ashley River Creative Arts	$ 50,000	Upgrade playground equipment for 2-5yr old playground area
5-12yr old playground	Goodwin ES	$ 75,000	Upgrade playground equipment for 5-12yr old playground area
2-5yr old playground	Lambs ES	$ 50,000	Upgrade playground equipment for 2-5yr old playground area
5-12yr old playground	Lambs ES	$ 75,000	Upgrade playground equipment for 5-12yr old playground area
2-5yr old playground	Mitchell ES	$ 50,000	Upgrade playground equipment for 2-5yr old playground area
2-5yr old playground	Mary Ford ES	$ 50,000	Upgrade playground equipment for 2-5yr old playground area
5-12yr old playground	Mary Ford ES	$ 75,000	Upgrade playground equipment for 5-12yr old playground area
2-5yr old playground	Pepperhill ES	$ 50,000	Upgrade playground equipment for 2-5yr old playground area
5-12yr old playground	Pepperhill ES	$ 75,000	Upgrade playground equipment for 5-12yr old playground area

Additional Projects Total	**$ 1,182,000**

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Information Technology

Project Description	Location	Estimated Amount	Explanation
Apple Caching Servers	IT Network Operations	$ 15,000	Novell to Microsoft Network OS Migration including licensing, consulting, and training
Telephone System Replacements	IT Network Operations	$ 500,000	C-4 Phone Systems that are out of warranty and replacement parts are unavailable
Server Replacements	IT Network Operations	$ 80,000	C-4 School and data center servers that are out of warranty and replacement parts are unavailable
Network Electronics Replacements	IT Network Operations	$ 325,000	C-4 School and data center network electronics that are out of warranty and replacement parts are unavailable
PA System Replacements	IT Network Operations	$ 100,000	C-4 PA Systems that are out of warranty and replacement parts are unavailable
UPS Replacements	IT Network Operations	$ 30,000	C-4 UPS that are out of warranty and replacement parts are unavailable for PA, Sever, Network Racks
Data Center Servers / Storage	IT Network Operations	$ 100,000	C-4 Data Center servers or Storage arrays that are out of warranty and replacement parts are unavailable
Summer Mobiles	Technology and Information System	$ 75,000	MTE setup for mobile classrooms - includes SMART Boards, Sound System, Document Cameras, etc.
Data Cabling	Technology and Information System	$ 200,000	Miscellaneous cabling requests and building modifications (tech rel.)
Contingency	Technology and Information System	$ 75,000	5% IT Contingency

Total Amount	**$**	**1,500,000**

Additional Projects Requested

Project Description	Location	Estimated Amount	Explanation
Deferred Telephone System Replacements	IT Network Operations	$ 250,000	Deferred C-4 Phone Systems that are out of warranty and replacement parts are unavailable
Deferred Server Replacements	IT Network Operations	$ 100,000	Deferred C-4 School and data center servers that are out of warranty and replacement parts are unavailable
Deferred Network Electronics Replacements	IT Network Operations	$ 550,000	Deferred C-4 School and data center network electronics that are out of warranty and replacement parts are unavailable
Deferred PA System Replacements	IT Network Operations	$ 25,000	Deferred C-4 PA Systems that are out of warranty and replacement parts are unavailable
Deferred UPS Replacements	IT Network Operations	$ 40,000	Deferred C-4 UPS that are out of warranty and replacement parts are unavailable for PA, Sever, Network Racks
Deferred Vehicle Replacement	Technology and Information System	$ 60,000	Deferred IT Vehicle Replacements
Deferred Technical Support Services	Technology and Information System	$ 51,250	Deferred 5% IT Contingency

Additional Projects Total	**$**	**1,076,250**

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Classroom Modernization

Project Description	Location	Estimated Amount	Explanation	
Classroom Technology Upgrades			District-wide Classroom Technology Upgrades	$6,251,000
Projector/Bulb Replacement	IT Customer Support	$ 590,000		
Technology Backfill: SMART Boards, projectors, teacher laptops/iPads/Chrome books, doc cams, etc.	Technology & Information System	$ 100,000		
Digital Learning Cohorts (student devices 55 schools+Media Ctr Groups [50@4-8 stations]): iPads, Chrome books, cases, carts, district-wide apps	Educational Technology	$ 1,847,700		
1:1 Learning Break-fix and Maintenance	IT Customer Support	$ 310,000		
1:1 Deployment and Support Technicians	IT Customer Support	$ 192,000		
Teacher Laptops (16 schools)	Educational Technology	$ 1,898,750		
Wireless Upgrades	Technology & Information System	$ 1,000,000		
Transfer to Project Contingency	Technology & Information System	$ 312,550		
PC Replacement			District-wide PC Replacement	$1,250,000
Administrative Computer Replacement	Technology & Information System	$ 237,500		
General Lab Replacement	Technology & Information System	$ 441,750		
Career and Technology Education (CTE) Labs	Technology & Information System	$ 475,000		
Future Lab Pilots	Technology & Information System	$ 33,250		
Transfer to Project Contingency	Technology & Information System	$ 62,500		
Media Center Technology Upgrades			District-wide Media Center Technology Replacement	$1,100,000
Media Center Technology	Central Media Services	$ 37,000		
Media Center Lab Replacement (36 labs)	Technology & Information System	$ 1,008,000		
Transfer to Project Contingency	Technology & Information System	$ 55,000		
Video Distribution System Replacements			District-wide Sound and Video Distribution	$471,000
Video System Replacement	Technology & Information System	$ 397,450		
Boardroom A/V Upgrade	Technology & Information System	$ 50,000		
Transfer to Project Contingency	Technology & Information System	$ 23,550		
Printer Replacement			District-wide Media Center Technology Replacement	$580,000
Printer Replacement	Technology & Information System	$ 550,000		
Transfer to Project Contingency	Technology & Information System	$ 30,000		
Classroom Modernization Contingency	483,600		5% Classroom Modernization Contingency	
Project Management, Implementation, and Deployment	Chief Information Office			

Total Amount	**$ 9,652,000**

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Classroom Modernization

Additional Projects Requested

Project Description	Location	Estimated Amount	Explanation
Classroom Technology Upgrades			Deferred District-wide Classroom Technology Upgrades
Projector/Bulb Replacement	IT Customer Support	$ 590,000	
Technology Backfill: SMART Boards, projectors, teacher laptops/iPads/Chrome books, doc cams, etc.	Technology & Information System	$ 100,000	
Digital Learning Cohorts (student devices additional schools): iPads, Chrome books, cases, carts, district-wide apps	Educational Technology	$ 1,847,700	
1:1 Learning Break-fix and Maintenance	IT Customer Support	$ 310,000	
1:1 Deployment and Support Technicians	IT Customer Support	$ 192,000	
Teacher Laptops (16 schools)	Educational Technology	$ 1,898,750	
Wireless Upgrades	Technology & Information System	$ 1,000,000	
Transfer to Project Contingency	Technology & Information System	$ 312,550	
PC Replacement			Deferred District-wide PC Replacement
Administrative Computer Replacement	Technology & Information System	$ 237,500	
General Lab Replacement	Technology & Information System	$ 475,000	
Career and Technology Education (CTE) Lab Replacement	Technology & Information System	$ 475,000	
Transfer to Project Contingency	Technology & Information System	$ 62,500	
Media Center Technology Upgrades			Deferred District-wide Media Center Technology Replacement
Presentation Systems South Materials	Central Media Services	$ 265,000	Continued support of the equipment purchased for schools via Media Modernization funds several years ago.
Printers	Central Media Services	$ 180,000	According to the Media Modernization 5 year plan, updating the printers in the media centers is a necessity at this point.
Production Equipment	Central Media Services	$ 100,000	According to the Media Modernization 5 year plan, updating the video production equipment in the media centers is a necessity at this point.
Digital Collection Updates	Central Media Services	$ 100,000	In order to keep up with the state standards, the digital collections that were purchased several years ago, via Media Modernization funds, is in need of weeding and updating.
Library Security Systems	Central Media Services	$ 100,000	Security Systems within current libraries need to be updated to include equipment, software, and warranty coverage.
Library Technology Upgrades	Central Media Services	$ 300,000	Current computes located in the media centers are going out of warranty this year. Due to budget restraints this year, this project will need to continue over into 2017.
Transfer to Project Contingency	Technology & Information System	$ 55,000	
Sound and Video System Replacement			Deferred District-wide Sound and Video Distribution
Video System Replacement	Technology & Information System	$ 447,450	
Transfer to Project Contingency	Technology & Information System	$ 23,550	
Printer Replacement			Deferred District-wide Printer Replacement
Printer Replacement	Technology & Information System	$ 551,000	
Transfer to Project Contingency	Technology & Information System	$ 29,000	
Classroom Modernization Contingency	482,600		Deferred 5% Classroom Modernization Contingency
Project Management, Implementation, and Deployment	Chief Information Office		

Additional Projects Total	**$ 9,652,000**

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Software

Project Description	Location	Estimated Amount	Explanation
AppliTrack	Human Resources	$ 9,350	Applicant tracking
SafeSchools.com	Risk Management	$ 19,250	Annual training and testing
Raptor Visitor Management	Public Safety Office	$ 40,000	School visitor screening
School Dude	Facilities Maintenance	$ 49,317	Operations work order system
HealthOffice Web	Health Services Office	$ 64,000	Nursing software
Digital Media Center Content	Media Services	$ 225,000	Online media center database subscriptions
Destiny Library Manager	Media Services	$ 94,000	Media Center Automation Software
ERP system and business applications	Business Intelligence	$ 298,000	Fund accounting and employee related systems
Infrastructure software support/renewal	IT Network Operations	$ 508,000	Single Sign On, UPS monitoring, Microsoft server licenses, Google Apps IDM, Active Directory Support, Barracuda, SIF, AV, VMWare, CommVault, ARC Mail/Nexic, Packet Shaper, Solar Winds, HEAT, Cache Licensing, SAN, Infoblox, Solar Winds, Kemp renewal, Virus/Malware protection, JAMF MDM
E2020	Assessment & Evaluation	$ 498,000	Credit recovery
Sharp School Learning Mgt System (LMS)	Communications	$ 125,000	Web-hosting, student e-mail, LMS
Emergency Communication System	Communications	$ 120,000	School-to-Home Communication System
Human Capital Management System - FUEL	Chief Information Office	$ 365,000	Expand Human Capital Management System
Level Data	Chief Information Office	$ 3,500	Decommission Data Integration Solution
Voyager Learning	Curriculum & Instructions	$ 200,000	Literacy Software
DIAL-4	Child Development Office	$ 11,400	Early Childhood Testing Software
TransACT	ESOL	$ 10,588	Language translation service
Redesign ccsdschools.com	Business Intelligence	$ 250,000	Internet and intranet website redesign
Smart Choice	Assessment & Evaluation	$ 12,500	School Choice application management
Help Desk	IT Customer Support	$ 20,695	Upgrade Help Desk software
ACL	Internal Audit	$ 17,600	Audit Software
Brain Pop	Media Services	$ 18,800	Educational Software
Excent RTI	Student Intervention Services	$ 95,000	Response to Intervention Software
Microsoft Client	Technology & Information System	$ 270,000	Client licenses for district-wide desktops
Contingency	Technology & Information System	$ 175,000	5% Contingency for Project Management and Implementation

Total Amount	**$ 3,500,000**

Additional Projects Requested

Project Description	Location	Estimated Amount	Explanation
Review 360	Professional Development	$ 200,000	Student Incident Management System
Personal Mastery Software	Professional Development	$ 300,000	Content Mastery Tracking System
GIS for Facilities Software	Facilities Maintenance	$ 300,000	GIS Facilities Management System
Help Desk Software	IT Customer Support	$ 130,000	Upgrade Help Desk software
Digital Media Center Content	Media Services	$ 35,000	
ALEKS Math Adaptive	Educational Technology	$ 180,000	Personalized software for middle school students
Contingency	Technology & Information System	$ 48,250	Deferred 5% Contingency for Project Management and Implementation

Additional Projects Total	**$ 1,193,250**

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Furniture, Fixtures and Equipment

Project Description	Location	Estimated Amount	Explanation
Construction Procurement - Salary & Benefits	Procurement Office	$ 150,000	
Montessori Addition	Various Schools	$ 20,000	
Classroom Inventory	CCSD Inventory	$ 60,000	
Furniture RAR - Mid Cycle Request	Various Schools	$ 100,000	
Furniture Upgrade (Media Center and Classrooms)	Lambs Elementary School	$ 35,000	
Fixed Seating Replacement	Wando High School	$ 335,000	
Classroom Replacement	Morningside Elementary School	$ 20,000	
Classroom Replacement	AC Corcoran Elementary	$ 75,000	
Classroom Furniture Replacement	Frierson Elementary School	$ 75,000	
Classroom Furniture Replacement	Minnie Hughes Elementary School	$ 35,000	
Chair Replacement	Hunley	$ 20,000	
CD Furniture	Various Schools	$ 15,000	
Cafeteria Furniture	Various Schools	$ 40,000	
Kiln Retrofit	Various Schools	$ 220,000	

Total Amount	$ 1,200,000

Additional Projects Requested

Project Description	Location	Estimated Amount	Explanation
FF&E RAR Request	Various Schools	$ 60,000	
Classroom Furniture Replacement	Frierson Elementary School	$ 35,000	
Appliances	Various Schools	$ 20,000	

Additional Projects Total	$ 115,000

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Arts

Project Description	Location	Estimated Amount	Explanation
Orchestra/Strings Equipment			During the 2015-2016 school year CCSD began to address the needs of the Orchestra/Strings program across the entire district. This is the second phase of a three phase request to complete this project. In order to provide equitable access to orchestra/strings instruction, it is necessary to improve the instrument inventory to a functional level.
	West Ashley Elem/James Island Elem	$ 25,100	Priority 6-Year 2
	WAMS	$ 44,780	Priority 7-Year 2
	C.E.Williams MS/Haut Gap MS	$ 88,848	Priority 8 -year 2
	Lambs/Burns/Goodwin/Stono Park	$ 37,100	Priority 9- Year 2
Contingency		$ 1,172	

Total Amount	**$ 197,000**

Additional Projects Requested

Project Description	Location	Estimated Amount	Explanation
Orchestra/Strings Equipment	JIMS/FT J MS	$ 32,200	Priority 10- Year 3
	WAHS	$ 44,715	Priority 11- Year 3
	Belle Hall/Jennie Moore/Whitesides	$ 29,700	Priority 12- Year 3
	Moultrie/MPA/JBE/SIE	$ 27,150	Priority 13- Year 3
	Laing	$ 14,957	Priority 14- Year 3
	Pinckney/Cario	$ 28,400	Priority 15 - Year 3
	Wando	$ 16,695	Priority 16- Year 3

Additional Projects Total	**$ 193,817**

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Athletics

Project Description	Location	Estimated Amount	Explanation
Baseball Equipment and Mat Replacement	Baptist Hill High School	$ 35,000	
Track, Football and Mat Replacement	West Ashley High School	$ 25,000	
Football and Weight Room Equipment Replacement	Garrett Academy	$ 120,000	
Basketball Equipment	Academic High School	$ 25,000	
Baseball, Track and Weight Equipment Replacement	Military Magnet Academy	$ 10,000	
Weight Equipment Replacement	St. Johns High School	$ 10,000	
Weight Equipment Replacement	Wando High School	$ 21,000	
Volley Ball and Chair Replacement	North Charleston High School	$ 4,000	
Contingency		$ 1,000	

Total Amount	$ 251,000

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
CTE

Project Description	Location	Estimated Amount	Explanation
Execution of Culinary Arts equipment purchased FY16	St. John's High	$ 50,000	Design, gas line, execution of purchased equipment
Gateway to Technology - lab and wiring	Zucker Middle School (Rm 146)	$ 14,000	wiring - add cable power for 30 computers
Gateway lab and wiring	Baptist Hill Middle High School (Rm 116 or Rm 188)	$ 19,000	current Gateway lab moves to room 116 or 188 wiring and switch
PLTW T1700 Computers x 25	Baptist Hill Middle High School (current Gateway lab)	$ 41,474	25 PLTW T1700 computers
PLTW chairs x 25	Baptist Hill Middle High School (current Gateway lab)	$ 4,000	25 PLTW chairs for old Gateway room (current chairs move to room 116 or 188)
PLTW 2 storage cabinets	Baptist Hill Middle High School (current Gateway lab)	$ 1,000	Double Door Wall Cabinet
Barbering Chairs	Baptist Hill Middle High School	$ 2,500	replace 5 chairs w/5 S Harlety Professional Reclining Barbering Chairs(SalonCA)
Computer Lab- electrical wiring	Baptist Hill Middle High School (Rm 327/333)	$ 2,800	plugs in floor move to wall
Culinary Arts Chairs x 56	St. Johns High School (Rms V118-V119)	$ 3,000	chairs, Zuma series 4 leg 18" H Seat, Nylon Glides, Silver Mist, no wheels
Culinary Arts Tables x 14	St. Johns High School (Rms V118-V119)	$ 2,500	table, Occasional tables, no wheels
Gateway to Technology - lab and wiring	James Island Middle School (TBA)	$ 18,000	pending room and project implementation (suggested current Art room vs. Science lab)
Gateway to Technology Computers T1700 x 25	James Island Middle School (TBA)	$ 41,474	pending room and project implementation (suggested current Art room vs. Science lab)
Gas hook ups, hood, gas ranges	Military Magnet Academy	$ 50,000	Design, gas line, gas ranges, hood
Contingency		$ 1,252	

Total Amount	$ 251,000

Additional Projects Requested

Project Description	Location	Estimated Amount	Explanation
Computers OptiPlex 720 Dell x 3	Lincoln Middle High School (rm. 1)	$ 2,566	3 OptiPlex 720 Dell Computers

Additional Projects Total	$ 2,566

Fixed Cost of Ownership/Classroom Modernization - Fiscal Year 2017 Projects
Design and Consulting

Project Description	Location	Estimated Amount	Explanation
Design and Consulting		$ 251,000	

Total Amount	**$ 251,000**

Contingency A - D

Project Description	Location	Estimated Amount	Explanation
Contingency A-D		$ 338,000	

Total Amount	**$ 338,000**

Program Contingency

Project Description	Location	Estimated Amount	Explanation
Program Contingency		$ 300,851	

Total Amount	**$ 300,851**

FCO/CM FY17 Grand Total	**$ 23,290,851**

Additional Project Needs Grand Total	**$ 72,319,313**

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BOARD AGENDA ACTION FORM March 7, 2016		
Section:	Transportation/Operations and Audit & Finance	
Subject:	Early Out 2017-2022 Capital Program (Phase IV) FY17 Project List	
Name/Department:	Jeff Borowy, Deputy for Capital Programs	
Agenda Item Number:	9.2C	
Background:	On November 4, 2014, Charleston county voters passed a referendum to extend the current education capital improvement sales and use tax from January 1, 2017 to December 31, 2022. The referendum included a list of Projects. On January 12, 2015, the Board of Trustees approved the Early Out Projects.	
Discussion:	Attachment 1 includes the Early Out Projects which will be initially funded by the 2016 General Obligation Bond Anticipation Note (BAN). The primary reason to fund and the amount to fund are also listed on the attachment.	
Goals & Budget:	District's continued ability to support the desired level of quality and equity across the District, for everything from technology to facility conditions and furnishings and equipment.	
This recommendation supports CCSD goal #:	#8 – Increase the number of students who are college, career, and citizenship ready	
Overall budget for implementing CCSD goal:	$28,250,000	
Request approval for funds within that budget in the amount of $:	N/A	**Funding Source** 2017-2022 Capital Program (Phase IV) Sales Tax Referendum / initially funded with General Obligation Bond Anticipation Note (BAN) 2016
Resulting positive impact for students in our District will be:		
Potential impact of this decision on other budget areas will be:	N/A	
Future Fiscal Impact:	N/A	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**
It is hereby recommended that Charleston County School District Board of Trustees receive and approve the prioritized list of projects under the Early Out 2017-2022 Capital Program (Phase IV) FY17 Project List as submitted and attached.		
Person(s) Responsible for Implementation:	Jeffrey T. Borowy, P.E., Deputy for Capital Programs	

Superintendent's Approval:	Gerrita Postlewait, Superintendent Gerrita Postlewait	
Board Member(s) Approval:		
Attachment(s): 1. "Early Out" 2017-2022 Capital Program (Phase IV) FY17 Project List	☒ **Yes**	☐ **No**

PROJECT	TOTAL BUDGET	EARLY OUT	PRIMARY REASON
Sewee Academy	$ 41,000,000.00	$ 20,693,666.00	Construction
New District 2 HS	$ 81,900,000.00	$ 3,434,873.00	Abatement/Demolition & Design
Burns ES	$ 25,800,000.00	$ 1,900,000.00	Advance Design & Swing-Space
James Simons 3rd Floor	$ 2,500,000.00	$ 471,461.00	Construction
Ft. Johnson MS	$ 43,000,000.00	$ 1,000,000.00	Advance Design
C E Williams MS	$ 44,200,000.00	$ 1,000,000.00	Advance Design
TOTALS	**$ 238,400,000**	**$ 28,500,000**	

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BOARD AGENDA ACTION FORM
March 7, 2016

Section:	Transportation/Operations	
Subject:	Early Out Capital Maintenance FY17 Project List	
Name/Department:	Ronald Kramps, Facilities Maintenance and Asset Management	
Agenda Item Number:	9.2D	
Background:	On November 4, 2014, Charleston County voters passed a referendum to extend the current education capital improvement sales and use tax from January 1, 2017 to December 31, 2022. The referendum included the cost of capital maintenance at school facilities of Charleston County School District.	
Discussion:	Attached is the list of proposed early out projects for FY17. The primary reason for execution of early out projects is to begin capital maintenance on multiple facility systems at multiple schools that are in need of repair. The listed projects come directly from the Board approved Capital Maintenance plan, with the exception of a project to replace HVAC units at Simmons Pinckney MS. Simmons Pinckney is a new CCSD school. Projects identified for capital maintenance at that facility had been included under the heading of "Burke HS". The creation of this new middle school will necessitate occasional addition of specific projects for the school, such as this one.	
Goals & Budget:	District's continued ability to support the desired level of quality and equity across the District, for everything from technology to facility conditions and furnishings and equipment.	
This recommendation supports CCSD goal #:	#8 – Increase the number of students who are college, career, and citizenship ready.	
Overall budget for implementing CCSD goal:	$3,500,000	
Request approval for funds within that budget in the amount of $:	N/A	**Funding Source** 2017-2022 Capital Program (Phase IV) Sales Tax Referendum / initially funded with General Obligation Bond Anticipation Note (BAN) 2016
Resulting positive impact for students in our District will be:	Well maintained facilities and building systems provide CCSD students a safe and healthy environment in which they can prepare for higher education opportunities learn to function in the working environment and develop into model citizens.	
Potential impact of this decision on other budget areas will be:	N/A	
Future Fiscal Impact:	N/A	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**

It is hereby recommended that Charleston County School District Board of Trustees receive and approve the prioritized list of projects under the Early Out 2017-2022 Capital Program (Phase IV) – Capital Maintenance FY17 Project List as submitted and attached.

Person(s) Responsible for Implementation:	Ronald Kramps, Executive Director of Facilities Maintenance and Asset Management	
Supervisor's Approval:	Jeffrey T. Borowy, P.E., Deputy for Capital Programs	
Superintendent's Approval:	Gerrita Postlewait, Superintendent	
Board Member(s) Approval:		
Attachment(s):	☒**Yes**	☐**No**

FY17 Early Out Funding Request

Project Category Legend

ROOF-Roof Replacement
PAVE-Paving Repairs
ENV-Building Envelope Repairs
ELV-Elevator
DOOR-Doors and Hardware
RR-Restrooms Renovations
HVAC-HVAC Replacement
PAINT-Interior or Exterior Painting
FLOOR- Flooring Replacement

Project Category	Category Priority	Dist.	Location	Grade Level	Task Description	Overall Task Estimate
SALARY		ADM	Bridge View	ADM	Salaries Associated with 1% Sales Tax Early-Out Projects	$368,000
DOOR	1	1	Lincoln	HS	Doors and Hardware	$219,981
DOOR	2	9	Mt. Zion	ES	Doors and Hardware	$127,293
ELV	1	4	Mary Ford	ES	Handicap Lift Replacement	$33,206
ELV	2	ADM	Bridge View	ADM	Elevator Replacement	$53,130
ENV	1	10	West Ashley	HS	Exterior Envelope Repairs	$85,008
ENV	2	4	Toole Military	HS	Exterior Envelope Repairs	$49,145
ENV	3	4	Goodwin	ES	Exterior Envelope Repairs/Windows	$265,650
ENV	4	9	Frierson	ES	Exterior Envelope Repairs	$21,252
FLOOR	1	3	Septima Clark	HS	Flooring Replacement	$262,000
FLOOR	2	4	Hunley Park	ES	Flooring Replacement	$64,264
FLOOR	3	4	Ladson	ES	Flooring Replacement	$84,038
HVAC	1	20	Simmons Pinckney	MS	HVAC Replacement - OAU's	$700,000
PAINT	1	10	West Ashley	HS	Painting (Interior)	$783,529
PAVE	3	4	Corcoran	ES	Paving Repairs	$79,094
PAVE	4	2	Belle Hall	ES	Paving Repairs	$23,481
PAVE	5	4	Midland Park	ES	Paving Repairs	$13,594
RR	1	2	Cario	MS	Restrooms Partitions/Counters	$120,871
RR	2	2	Pinckney	ES	Restrooms Partitions/Counters	$83,680
					Total	$3,437,217

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BOARD AGENDA ACTION FORM March 7, 2016		
Section:	Transportation/Operations	
Subject:	Sinking Fund FY17 Project List	
Name/Department:	Ronald Kramps, Facilities Maintenance and Asset Management	
Agenda Item Number:	9.2E	
Background:	Each year the County Treasurer collects property taxes resulting from the District's debt service millage and holds the taxes in a sinking fund to pay the District's general obligation (GO) bonds. In December 2014, Staff, in coordination with District Auditors, determined that there was currently approximately $20 million in the sinking fund in excess of the amount needed to pay debt service on outstanding bonds. State law mandates that amounts held in the sinking fund can only be used to pay debt service on general obligation debt. However, the District can access these funds to pay for the projects by issuing short-term debt which will be retired by funds on hand in the sinking fund. On February 9, 2015, the Charleston County School District Board of Trustees authorized utilizing $12 million of sinking funds for approved projects, thus leaving a balance of $8 million.	
Discussion:	The attached list shows all projects which reflect additions or enhancements to facilities. These projects are not associated with a need for maintenance, but are associated with growth or relocation, or with requested or recommended enhancements to CCSD facilities. The first $8M of projects do the following: -Place trailers at Drayton Hall ES, Stall HS, Northwoods MS, and the Otranto Campus to address capacity needs. -Complete renovations of the Otranto Campus facilities to allow for commencement of CCSD classes in August 2016. -Complete a design/build kitchen addition at the Otranto Campus by August 2017. -Complete a second phase of repairs (Phase II) for the renovation of Simmons Pinckney MS. -Complete the modification of several classrooms at Baptist Hill HS/MS to allow more efficient use of space. -Complete the relocation of CCSD Adult Education from the Brentwood campus to allow for expansion of the Meeting Street ES at Brentwood. -Complete renovations of East Cooper Montessori Charter School (at Old Whitesides) that will enhance security and modify classrooms to allow more effective use of space. Additional projects are listed, beyond the $8M cutline, that reflect requests from principals or recommendations from staff for improvements, relocations, additions, or other enhancements to facilities.	
Goals & Budget:	District's continued ability to support the desired level of quality and equity across the District, for everything from technology to facility conditions and furnishings and equipment.	
This recommendation supports CCSD goal #:	#8 – Increase the number of students who are college, career, and citizenship ready.	
Overall budget for implementing CCSD goal:	$8,000,000	
Request approval for funds	N/A	**Funding Source**

within that budget in the amount of $:		General Obligation Bond Anticipation Note (BAN) 2016
Resulting positive impact for students in our District will be:		
Potential impact of this decision on other budget areas will be:	N/A	
Future Fiscal Impact:	N/A	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**

It is hereby recommended that Charleston County School District Board of Trustees receive and approve the prioritized list of projects under the Sinking Fund FY17 Project List as submitted and attached.

Person(s) Responsible for Implementation:	Jeffrey T. Borowy, P.E., Deputy for Capital Programs Ronald Kramps, Executive Director of Facilities Maintenance and Asset Management	
Supervisor's Approval:	Jeffrey T. Borowy, P.E., Deputy for Capital Programs	
Superintendent's Approval:	Gerrita Postlewait Gerrita Postlewait, Superintendent	
Board Member(s) Approval:		
Attachment(s):	☒**Yes**	☐**No**

2016-17 (FY17)

	Project Name	Project Description	$ Amount	Funding Source	By Whom	By When	Comments
	Priority a						
1	Drayton Hall RR trailer	Buy new and install restroom trailer	$125,000	Sinking Fund	Kramps, R	2017	
2	Drayton Hall Purchase and	Buy new and install 2 doubles,	$500,000	Sinking Fund	Kramps, R	2017	
3	Stall HS Relocate and	Relocated and install restroom trailer	$100,000	Sinking Fund	Kramps, R	2017	
4	Northwoods MS Trailer	Buy new and install 1 double	$150,000	Sinking Fund	Kramps, R	2017	RAR - WO #328322
5	Stall HS Purchase and	Buy new and install 6 doubles	$900,000	Sinking Fund	Kramps, R	2017	RAR - WO #364536
6	Otranto Campus Purchase and Install 4 Trailers	Buy new and install 4 doubles	$600,000	Sinking Fund	Borowy, J	2017	
7	Otranto MS Design-Build Addition/Kitchen	Addition/Kitchen design - build	$2,200,000	Sinking Fund	Borowy, J	2017	
8	Otranto Campus Renovations	HVAC, IT, stormwater, finishes, FFE in preparation for standing up new CCSD school.	$1,225,000	Sinking Fund	Borowy, J	2017	
9	Simmons Pinckney MS	Middle school conversion (Phase II);	$1,200,000	Sinking Fund	Kramps, R	2017	
10	Baptist Hill HS Demolish	Demo partition walls to create larger	$200,000	Sinking Fund	Kramps, R	2017	RAR - WO #327221
11	Adult Education Relocation and New Testing Center Certification	Relocated Adult Ed from Brentwood Campus; setup and certify Adult Ed State GED testing center	$200,000	Sinking Fund	Kramps, R	2017	
12	East Cooper Montessori	Security window and creation of	$600,000	Sinking Fund	Kramps, R	2017	
				$8,000,000	Total a		
	Priority b						
1	Ladson ES Widen	Widen entrance driveway and improve	$800,000	Sinking Fund	Kramps, R	2017	RAR - WO #358534 -
2	Baptist Hill HS Convert	Convert classroom into dance studio	$50,000	Sinking Fund	Kramps,	2017	RAR - WO #357581
3	School Relocations	Specific schools to be determined	$200,000	Sinking Fund	Kramps, R	2017	
4	Rivers Campus Trailer Conversion for Head Start Use	Rivers Trailer Renovations for Head Start	$500,000	Sinking Fund	Kramps, R	2017	
5	Palmetto Action EHS Classroom Relocation to Thomas Myers	Move two EHS classes from Palmetto Action (formerly Charleston County Human Services) to Thomas Myers and terminate Palmetto Action lease	$25,000	Sinking Fund	Kramps, R	2017	
6	Child Find Relocation from	Relocate Child Find staff from	$100,000	Sinking Fund	Kramps, R	2017	

7	Julian Mitchell ES Playground Enclosure Fencing	Install new decorative fence to match existing on one side, and to enclose playground for safety purposes	$350,000	Sinking Fund	Kramps, R	2017	
8	Projector Replacement	Replace defective projectors	$1,200,000	Sinking Fund	McCarron,	2017	Replace out of warranty
9	West Ashley MS	Mill and overlay parking lot	$250,000	Sinking Fund	Kramps, R	2017	
10	Wando HS Construct Fine	Construct fine arts storage building	$75,000	Sinking Fund	Kramps, R	2017	RAR - WO #352399 -
11	Pinckney ES Construct	Storage Shed	$44,275	Sinking Fund	Kramps, R	2017	RAR - WO #283284 -
12	Laing MS Construct	Construct outdoor storage shed	$15,000	Sinking Fund	Kramps, R	2017	RAR - WO #340780 - Need
13	Mt. Zion ES Construct	Construct car traffic stacking loop,	$750,000	Sinking Fund	Kramps, R	2017	RAR - WO #358528
14	Goodwin ES Improve	Traffic improvements to improve	$1,000,000	Sinking Fund	Kramps, R	2017	RAR - WO #358531
15	School of the Arts Construct Outdoor Basketball Court	Add outdoor basketball court	$31,625	Sinking Fund	Kramps, R	2017	RAR - WO #317975
16	West Ashley MS	Add restrooms to cafeteria	$800,000	Sinking Fund	Kramps, R	2017	
b	East Cooper Montessori	Build vestibule, build/renovate	$800,000	Sinking Fund	Kramps, R	2017	
b	CE Williams MS Seismic	Seismic mitigation	$500,000	Phase III Cap or	Borowy, J	2017	Will depend on results of
b	West Ashley MS Seismic	Seismic mitigation	$500,000	Sinking Fund	Borowy, J	2017	
b	Northwoods MS Seismic	Seismic mitigation	$500,000	Sinking Fund	Borowy, J	2017	
b	Mary Ford ES Seismic	Seismic mitigation	$500,000	Sinking Fund	Borowy, J	2017	
b	St Andrews MS Seismic	Seismic mitigation	$500,000	Sinking Fund	Borowy, J	2017	
b	Fraser ES Replacement as	Re-build Fraser as Early Educ Center	$2,000,000	Sinking Fund	Borowy, J	2017	May find alternative
b	Alternative School Design	Design	$400,000	Sinking Fund	Borowy, J	2017	Assumes new construction
b	Baptist Hill HS Expand	CTE Lab Addition	$101,200	Sinking Fund	Kramps, R	2017	
b	Pepperhill ES Enclose	Enclose covered play area	$1,500,000	Sinking Fund	Kramps, R	2017	RAR - WO #287975
b	Military Magnet HS	Media Center, Extension	$44,275	Sinking Fund	Kramps, R	2017	RAR - WO #326259
b	Stiles Point ES Construct	Outdoor Classroom Construction	$31,625	Sinking Fund	Kramps, R	2017	RAR - WO #288303
b	Moultrie MS Expand	Enclose courtyard to add onto	$2,000,000	Sinking Fund	Kramps, R	2017	RAR - WO #287695
b	Zucker MS Improve	Athletic field improvements	$750,000	Sinking Fund	Kramps, R	2017	Install: irrigation, lighting,
b	Drayton Hall ES Construct	Construct new driveway and car	$750,000	Sinking Fund	Kramps, R	2017	RAR - WO #358529 - To
b	Mary Ford ES Add Parking	Add parking and pave CFDC gravel	$500,000	Sinking Fund	Kramps, R	2017	
b	West Ashley Head Start	Pave gravel parking lot	$300,000	Sinking Fund	Kramps, R	2017	
b	JB Edwards ES Design	Design - playground/parking	$125,000	Sinking Fund	Kramps, R	2017	
b	Cario MS Extend	Sidewalk Extensions	$90,000	Sinking Fund	Kramps, R	2017	RAR - WO #326393
b	Cario MS Improve	Storm Water Remediation	$33,206	Sinking Fund	Kramps, R	2017	RAR - WO #326395
b	Military Magnet HS	Lighting Upgrade - Parking Lot	$12,650	Sinking Fund	Kramps, R	2017	
b	Wando HS Construct	Sidewalk construction	$125,000	Sinking Fund	Kramps, R	2017	RAR - WO #333879 -
				$18,253,856	Total b		

	Priority c						
c	Garrett Hospitality Lab	Room Conversion into Hospitality Lab	$253,000	Sinking Fund	Kramps, R	2017	RAR - WO #260049
c	Mitchell ES	Parking Improvements	$350,000	Sinking Fund	Kramps, R	2017	
c	North Charleston HS	Power Quality Improvement	$55,440	Sinking Fund	Kramps, R	2017	
c	Baptist Hill HS Install	Accoustical Tiles for sound control	$19,000	Sinking Fund	Kramps,	2017	RAR - WO #327149
c	McNair Building Install	Sound System for auditorium	$10,000	Sinking Fund	Kramps,	2017	RAR - WO #327149
c	Ft. Johnson MS Install	Install electronic marquee	$25,000	Sinking Fund	Kramps,	2017	RAR - WO #327305
c	Hursey ES Install Framed	Cut wall opening between 313 and	$15,000	Sinking Fund	Kramps,	2017	RAR - WO #365644
c	James B Edwards ES Add	Outdoor basketball court Addition	$20,000	Sinking Fund	Kramps,	2017	RAR - WO #319005
c	Pepperhill ES Demo	Demo science lab work station	$6,600	Sinking Fund	Kramps,	2017	RAR - WO #348811
c	Northwoods MS Build	Build wall to divide Com Ed office	$18,000	Sinking Fund	Kramps,	2017	RAR - WO #343416
c	Lambs ES Install Washer	Install washer and dryer	$8,500	Sinking Fund	Kramps,	2017	RAR - WO #353897
c	Charlestowne Academy	Restore power to building	$92,000	Sinking Fund	Kramps,	2017	
c	Frierson ES Install Washer	Install washer and dryer	$8,000	Sinking Fund	Kramps,	2017	RAR - WO #347679
c	Brentwood ES Install	Install sound and video system	$22,000	Sinking Fund	Kramps,	2017	RAR - WO #328329
c	Bridge View Construct	Construct Outdoor Meeting Space	$66,000	Sinking Fund	Kramps,	2017	
c	A C Corcoran ES Improve	Concept - Traffic Improvements	$664,000	Sinking Fund	Kramps,	2017	
c	Midland Park ES Improve	Concept - Traffic Improvements	$664,000	Sinking Fund	Kramps,	2017	
c	Baptist Hill	Field House Renovation	$1,600,000	Sinking Fund	Kramps,	2017	
c	Baptist Hill HS Construct	Athletic Storage	$300,000	Sinking Fund	Kramps,	2017	
c	Various Elementary	Install or replace awnings	$763,000	Sinking Fund	Kramps,	2017	
c	Baptist Hill HS Relocate	Relocate existing hallway lockers to	$41,000	Sinking Fund	Kramps,	2017	RAR - WO #327224
c	Baptist Hill HS Renovation	Renovation of Culinary Arts Class	$66,000	Sinking Fund	Kramps,	2017	RAR - WO #368538
c	North Charleston HS	Field Restructuring, Soccer	$47,000	Sinking Fund	Kramps,	2017	
c	Bridge View	Warehouse Storage Building, Metal	$333,200	Sinking Fund	Kramps,	2017	
c	Dunston ES Provide	Provide private office for SRO	$119,000	Sinking Fund	Kramps,	2017	RAR - WO #324965
c	Dunston ES Improve	Concept - Traffic Improvements	$265,000	Sinking Fund	Kramps,	2017	
c	North Charleston HS	Press Box Window Renovation	$16,000	Sinking Fund	Kramps,	2017	
c	Cario MS Add Sound	Sound suppression board in main	$5,700	Sinking Fund	Kramps,	2017	RAR - WO #326960
c	Cario MS Add Sound	Add sound system to gym	$13,800	Sinking Fund	Kramps,	2017	RAR - WO #366964
c	Cario MS Add Exterior	Add exterior lighting to canopy and	$71,600	Sinking Fund	Kramps,	2017	RAR - WO #366960
c	Habor View ES Install Air	Install air curtain at cafeteria door	$6,500	Sinking Fund	Kramps,	2017	RAR - WO #358978
c	Haut Gap MS Add Carpet	Add carpet to band room to reduce	$10,000	Sinking Fund	Kramps,	2017	RAR - WO #357157
				$5,954,340	Total c		
				$32,208,196	Total		

2017-18

c	Belle Hall ES	Playground/Parking Improvements -	$2,328,250	Sinking Fund	Kramps, R	2018	RAR - WO #232347

c	Midland Park ES Convert	Renovate classrooms for Head Start	$350,000	Sinking Fund	Kramps, R	2018	RAR - WO #344241
c	East Cooper Montessori	Facility Renovation, Phase III	$1,000,000	Sinking Fund	Kramps, R	2018	
c	Alternative School	Construction	$7,600,000	Sinking Fund	Borowy, J	2018	Assumes new construction

$11,278,250 Total 2017

TOTAL 2016-17 + 2017-18 $43,486,446

Charleston County SCHOOL DISTRICT > excellence is our standard

BOARD AGENDA ACTION FORM
March 21, 2016

Section:	Transportation/Operations and Audit & Finance	
Subject:	District 1 Property Acquisition	
Name/Department:	Sean Hughes / Operational Planning	
Agenda Item Number:	9.2F	
Background:	In reviewing property and student migration patterns in District 1, CCSD does not currently own property in a location that affords us to address secondary education needs or growth and development in District 1 and nearby District 2.	
Discussion:	Per attachment 1, the District 1 Constituent Board has recommended that the CCSD Board of Trustees purchase property in Awendaw for a future school site.	
Goals & Budget:		
This recommendation supports CCSD goal #:	# 8 Increase the number of students who are college, career, and citizenship ready.	
Overall budget for implementing CCSD goal:	TBD	
Request approval for funds within that budget in the amount of $:	TBD	**Funding Source** Debt Issue
Resulting positive impact for students in our District will be:		
Potential impact of this decision on other budget areas will be:	N/A	
Future Fiscal Impact:		
Recommendation:	☒**Action**	☐**Information**
	☒**Open Session**	☐**Executive Session**

It is hereby recommended that the Charleston County Board of Trustees direct staff to review properties in Awendaw and provide an acquisition recommendation.

Person(s) Responsible for Implementation:	Sean Hughes, Director of Operational Planning
Supervisor's Approval:	Jeffrey T. Borowy, P.E., Deputy for Capital Programs
Superintendent's Approval:	Genita Postlewait
Board Member(s) Approval:	

Attachment(s):	☒Yes	☐No
1. Constituent District 1 letter of February 17, 2016		

February 17, 2016

Gerrita Postlewait, Ed.D.
Charleston County School District Superintendent
75 Calhoun Street
Charleston, SC 29401

Dear Dr. Postlewait,

St. James-Santee Constituent District 1
Board of Trustees

Mr. Thomas L. Colleton, Jr.
Chair

Ms. Erma Harrell
Vice Chair

Mr. Joseph K. Bowers, III

Ms. Cynthia Diane Geathers

Ms. Anita Alston Gore

Ms. Shonna Weathers

Rev. Derrick Wilson

On January 26, 2016, the Board of Trustees of St. James-Santee Constituent School District No. 1 of Charleston County unanimously voted (5-0) at our regularly scheduled meeting to recommend that the Charleston County School District Board of Trustees purchase property in Awendaw, South Carolina for a future school site.

Attached with this letter are the following:

- A letter of support from D. William Wallace, Town Administrator of the Town of Awendaw, South Carolina
- A conceptual plan of the Town of Awendaw's Town Center
- A copy of the Town of Awendaw's Planning Area Comprehensive Plan
- An aerial map of Option 1, which was voted as the preferred option
- An aerial map of Option 2
- A map showing that the property is contiguous to the Town of Awendaw
- Community Task Force Recommendation

If you need additional information, please contact me. The District One Board feels this very important action will be a step in the right direction as we all come together to make plans that will meet the educational needs for the students in District One.

These properties are in the perfect location for the new school. It not only works with the Comprehensive Plan for the Town of Awendaw but also reflects the desire of the community as outlined in the Task Force Recommendations.

Very truly yours,

Thomas L. Colleton, Jr
Chair, St. James-Santee Board of Trustees

cc: St. James-Santee Board of Trustees
Charleston County Board of Trustees
Jeff Borowy, Deputy of Capital Programs

TOWN OF AWENDAW

MIRIAM C. GREEN-MAYOR
Physical Address: 6971 Doar Road
Mailing Address: Post Office Box 520
Awendaw, SC 29429
Telephone (843) 928 3100
Gregory Saxton-Clerk/Treasurer
D. William Wallace-Town Administrator

E-Mail: awendaw@tds.net

COUNCIL MEMBERS
Bryan McNeal, Jr.
Tim Penninger
Rodney Porcher
Sheila M. Powell
Bettye Simmons
Roberta Whiteside

February 3, 2016

Joseph K. Bowers, III
Trustee
St. James-Santee Constituent School District No. 1
665 Coleman Blvd.
Mt. Pleasant, SC 29464

Dear Mr. Bowers:

The Town of Awendaw supports the possibility of purchasing land near the Town Hall for a site to relocate Lincoln High School and perhaps other school facilities. The two sights on Doar Road would be compatible with the Town's Comprehensive Plan. As part of the Plan, we worked with the Clemson School of Architecture to prepare a conceptual Town Center in the general area of Doar Road and Highway 17. I have attached a drawing showing this concept.
School facilities would be very compatible with our plan and our future facilities would support activities for the school.

The Town will be willing to provide in-kind contributions to support the development of this effort. We will also be willing to work with Charleston County to obtain funds to make road improvements and other public infrastructure items to improve access to the site. We would also work with SCDOT to provide a direct access to Highway 17.

The Town looks forward to working with the School Board and participating governments in this exciting venture. Thank you for your consideration of this site.

Respectfully,

D. William Wallace, FAICP
Town Administrator

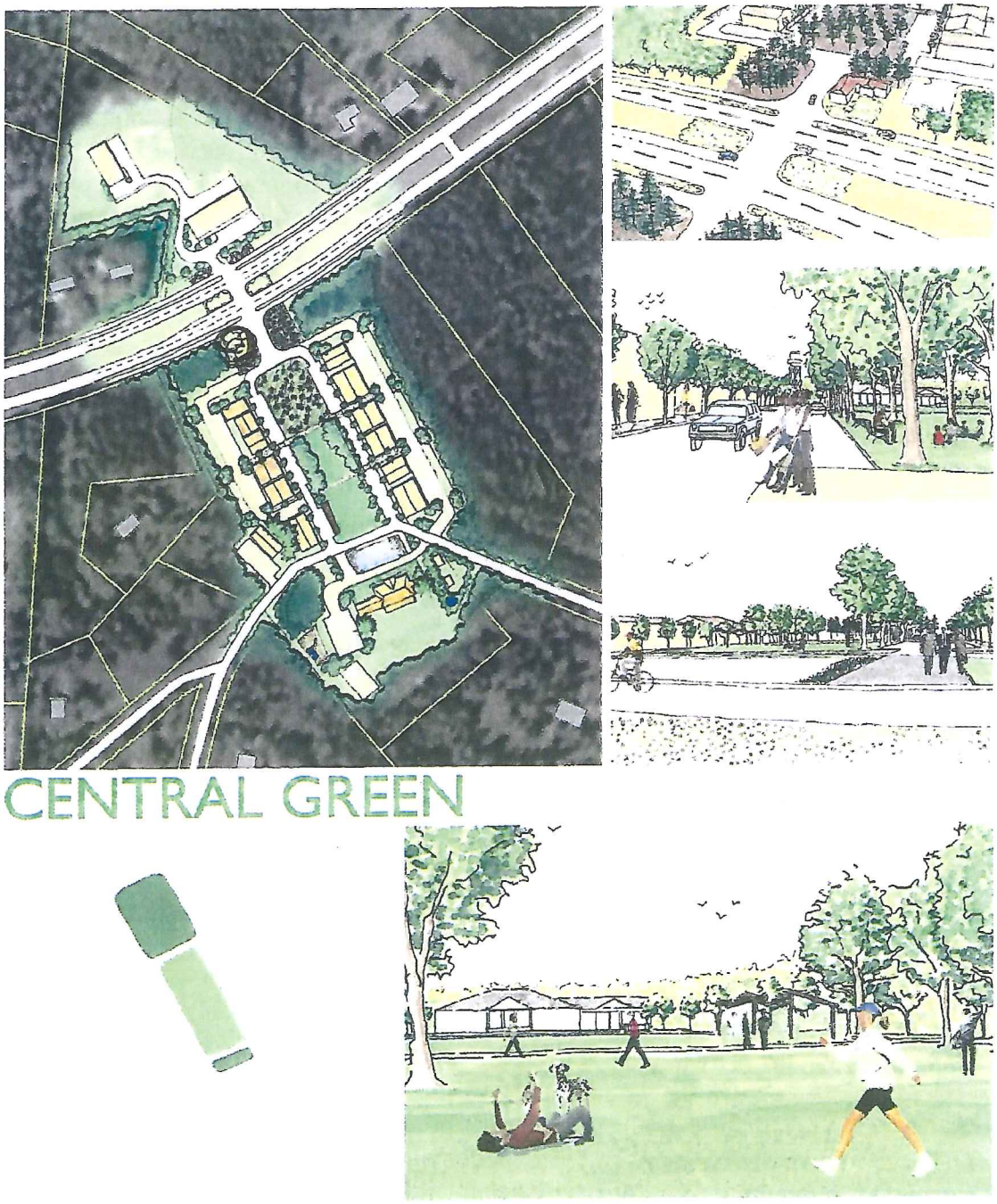
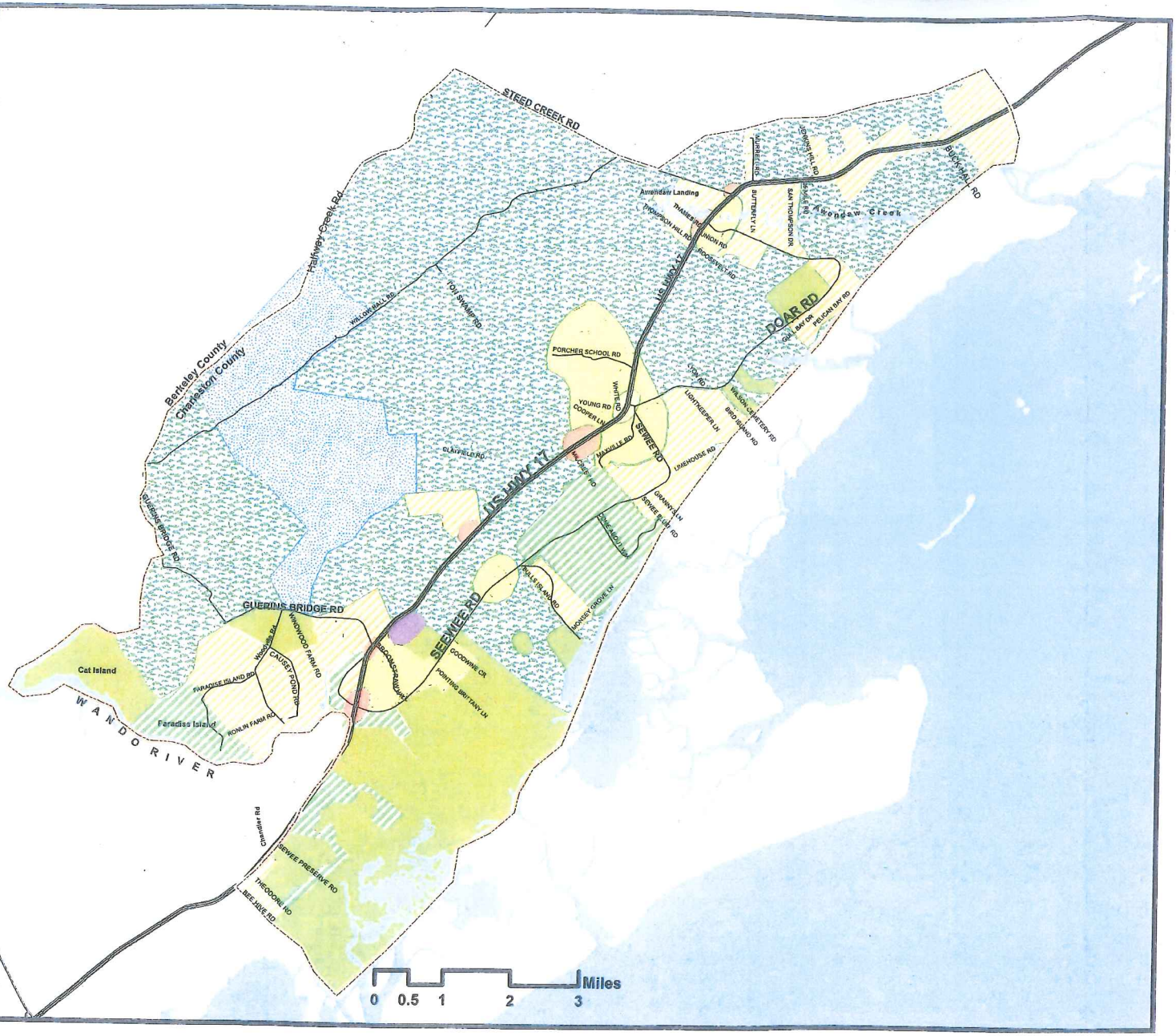


Illustration 4.1 – Town Center Central Green



Map 9.2:
Future Land Use

Legend

- Study Area

Future Land Use

- Town Center
- Commercial
- Limited Industrial
- Settlement Residential (12,500 sq.ft. lot)
- Rural Residential (30,000 sq.ft. lot)
- Agricultural Residential (60,000 sq.ft. lot)
- Conservation (1du/5 acre)
- Resource Management (1du/25 acre)
- Government Owned Land

N
W E
S

BCDCOG
BERKELEY-CHARLESTON-DORCHESTER COUNCIL OF GOVERNMENTS
1362 McMillan Avenue, Suite 100
North Charleston, South Carolina 29405
(843) 529-0400 Fax: (843) 529-0305

Data Source: 2009 Charleston County GIS, Town of Awendaw Planning, BCDCOG
Data path: V:\Planning Services\General Planning Projects\Awendaw\2009 Comp Plan GIS\Map 9.2 - Future Land Use.mxd



District No. 1 School Property Option 1

0 420 840 1,680 Feet

1 inch = 672 feet

Parcel ID: 6810000028
Owner1: BRIDGE CREEK LLC
Prop St Number: 0
Prop St Name: N HIGHWAY 17
Prop Type: null
Acreage: 184.03
Class Code: 800 - AGRICULTURAL

Plat Book Page: Q-45
Deed Book Page: R552-137
Jurisdiction: COUNTY OF CHARLESTON

CHARLESTON COUNTY
SOUTH CAROLINA

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Author: Charleston County SC
Date: 1/26/2016



District No. 1 School Property Option 2

0 165 330 660 Feet

1 inch = 265 feet

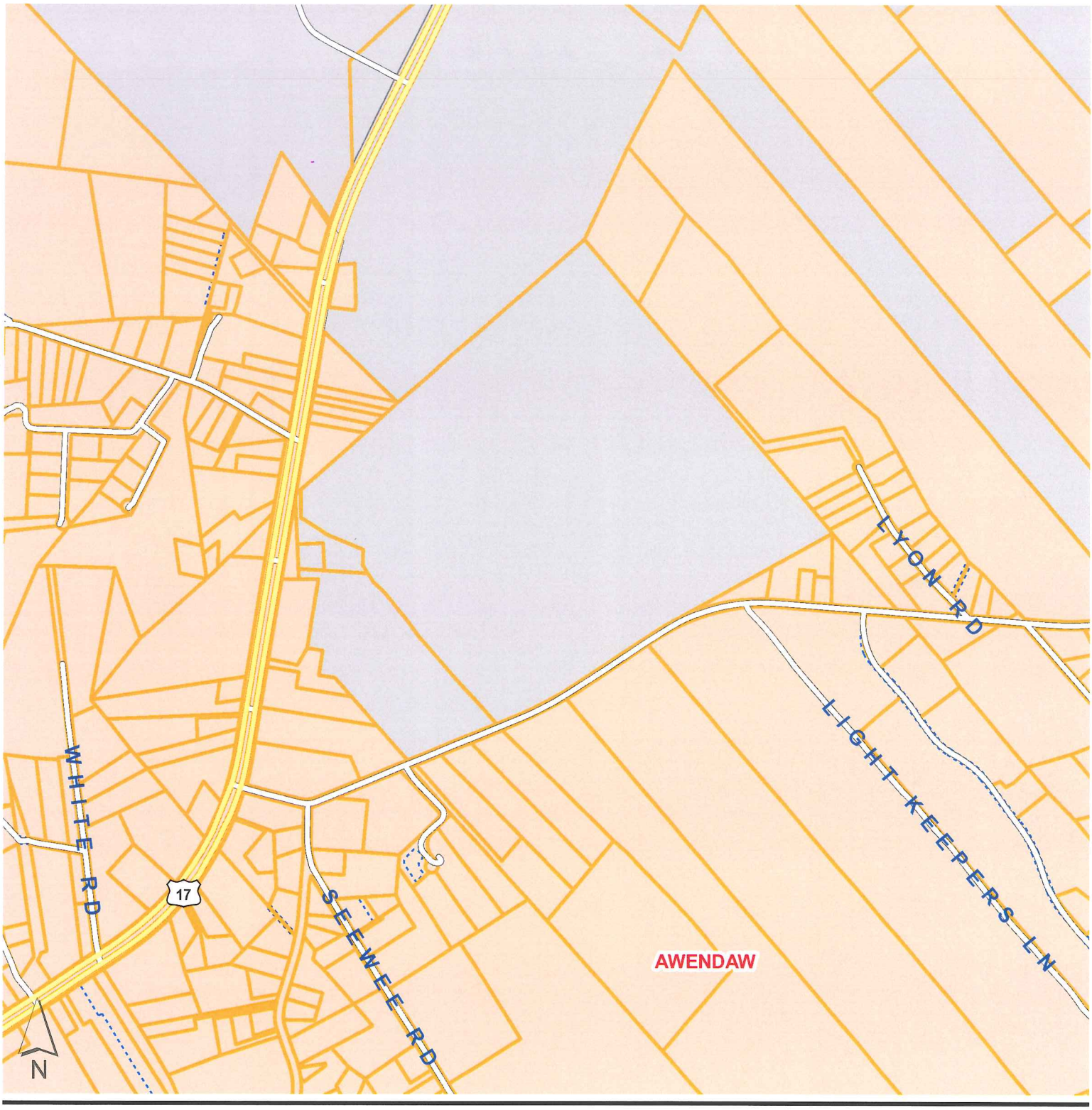
Parcel ID: 6610000032
Owner1: BAKER ROBERT R
Prop St Number: 0
Prop St Name: DOAR
Prop Type: RD
Acreage: 25.60
Class Code: 800 - AGRICULTURAL

Plat Book Page: AV-167
Deed Book Page: G129-014
Jurisdiction: COUNTY OF CHARLESTON

CHARLESTON COUNTY
SOUTH CAROLINA

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Author: Charleston County SC
Date: 1/26/2016



Town of Awendaw Municipal Limits

0 650 1,300 2,600 Feet

1 inch = 1,059 feet

CHARLESTON COUNTY
SOUTH CAROLINA

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Author: Charleston County SC
Date: 1/26/2016

THE CONCERN:

District One needs of a state of the art high school to enhance the educational environment for all students in the enrollment area.

DISCUSSION:

Lincoln High-Middle School was built in 1954. The facility is far from being a state of the art building as other schools in the Charleston County School District (CCSD). The lack of infrastructure to support the lasted in technological advances, severely impacts the learning environment of students in District One.

The Community Task Force realizes that the school has suffered with low enrollment for some time now, but that does not negate that fact that all children in CCSD deserves an education equal to their counterparts in other parts of the District. It is a proven fact around this country that it usually cost more per pupil to educate in a rural setting.

Mayor Samuel Robinson comments on the concern during an interview with the Configuration Committee members. He relates to a meeting he had with Dr. McGinley:

- **Dr. McGinley was concerned about our feelings concerning a new facility in a new location.**
- **Mayor Leland identified some property situated next to St. James Santee because he knew that the parcel could be bought at a fairly low price.**
- **I also identified parcels in the greater Awendaw area where the new facility could be placed.**
- **We also discussed a site between the two municipalities as a potential spot for the new facility.**
- **We discussed the issue of the school needing to have appendages that would attract a very diverse group of students and I believe that location will play a very big part in this goal.**

Mayor Rutledge Leland comments on the concern during an interview with the Configuration Committee members. He relates to a meeting with Dr. McGinley:

- **Dr. McGinley felt that there should be a new high school facility in Dist. 1. She discussed some kind of "Specialty" school program that focused on vocational training that would attract students to our area.**
- **She** wanted **to find some avenue that would entice our students in Dist. 1 to want to attend the schools in their area as well as open other avenues where students can take advantage of other programs near their area.**

Through a series of meetings held by the District One Community Transition Team, the District One community leaders, members, and parents have voiced their concerns for a new, state of the art facility similar to the one being constructed in other school districts within CCSD. They demand that their tax dollars be spend to offer their children an equal chance to compete in a global economy.

The findings of the Community Task Force on this concern do not differ from that of the Community Transition Team. As a factual matter, the composition of the Task Force, especially, the parents of student living in the school area, but attending school in another district; they stated that they opted to transfer their students to other schools because the home school did not offer the curriculum as other schools. They also voiced concerns about the lack of infrastructure to support current technology that other schools are offering to students.

RECOMMENDATION:

Based on the concerns of this community and the desire for their children to have access to an education equal to other children in the CCSD, this Community Task Force strongly recommends a new state of the art school for all children in District One.

THE CONCERN:

Based on the information received from Mayor Leland and Mayor Robinson during an interview with Configuration Committee members; there seemed to have been discussions with a land owner in the Awendaw area about possible purchase of property for the proposed school in District One. The following information was shared:

1. **Can you give us some insight about any potential property that has been discussed where a new facility can be built?**
    - **During my testimony to the CCSD Board of Trustees, I pointed out that there was land available land in the town of Awendaw.**
    - **I have identified to Superintendent McGinley, a land owner who has met with Dr. McGinley and her staff and who has pointed out possible sites where the new facility can be built.**
    - **Additionally, Mayor Leland has identified a possible site for the new high school as well.**

DISCUSSION:

The Community Task Force was charged with making recommendations CCSD to enhance the educational environment for students in District One. The Task Force has recommended a new state of the art facility for all students in District One. However, as part of that recommendation, the Task Force also feels that the community should have an input on where the school will be located. If there were discussions about possible land purchase or donation of property, the Task Force should have been informed.

RECOMMENDATION:

This community wants to be totally involved and engaged with any/all plans concerning a new school in District One. The community feels that their schools have been neglected in more ways than one. In a series of community meeting, as well as, testimonies to the CCSD Board of Trustees, this community has made it quite clear that it is time for a new facility in District One. A majority of District Two schools have either been renovated or rebuilt, and now there are plans to build yet another school in the district (Carolina Park) and to open a new magnet school (Whitesides). This Task Force strongly recommends that any information on proposed land acquisition for a new facility in District One be shared with the community.

Charleston County SCHOOL DISTRICT
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BOARD AGENDA ACTION FORM
March 7, 2016

ction:	Transportation/Operations and Audit & Finance
oject:	**E-Rate Resolution FY17**
me/Department:	John Lowe / Information Technology
enda Item Number:	9.2G [redacted]
ckground:	CCSD's E-Rate applications must be submitted to the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC) by April 29, 2016. The SLD requires school districts to demonstrate that their local budget will fund the district portion for proposed E- Rate projects in E-Rate Funding Year 2016 which coincides with CCSD Fiscal Year 2017. Cumulative benefit is illustrated via attachment.
cussion:	Telecommunications and wireless needs were identified at school and district levels to determine the proposed E-Rate projects. Eligible operational and project costs are listed in the Attachment. Data from the column Required Commitment for Application will be included in forms filed at SLD. FY 2017 E-Rate discount rates have been applied to the cost of each project to determine the district's financial responsibility and potential awards in the event SLD approves funding. The resolution will evidence the district's intent to fund its share of the project costs via our FY 2017 budget. The E-Rate filing deadline precedes approval of the FY 2017 operating budget. The attached proposed resolution is the customary vehicle for the Board to communicate intent to include the required district funds in the FY 2017 budget.
ls & Budget:	#8 – Increase the number of students who are college, career, and citizenship ready.
This recommendation supports CCSD goal #:	
Overall budget for mplementing CCSD goal:	
quest approval for funds within that budget in the amount of $:	NA — **Funding Source**: NA
esulting positive impact r students in our District will be:	Increase in available funding to support district goals
Potential impact of this ecision on other budget areas will be:	Potential reduction
Future Fiscal Impact:	NA

Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**
It is hereby recommend that the Charleston County School District Board of Trustees adopt the attached resolution to facilitate applications for funding per governing regulations.		
Person(s) Responsible for Implementation:	John Lowe, Director of Technology Projects	
Supervisor's Approval:	Jeffrey T. Borowy, P.E., Deputy for Capital Programs	
Superintendent's Approval:	Gerrita Postlewait, Superintendent	
Board Member(s) Approval:		
Attachment(s): **1. E-Rate Funding Breakdown** **2. Draft Resolution**	☒ **Yes**	☐ **No**

E-Rate Funding Year 2016
CCSD Fiscal Year 2017

Attachment

Location	Product/Service	E-Rate Category	Estimated Total	Estimated Discount	Required Commitment for Application	Required FY2017 Outlay	POTENTIAL E-Rate Reimbursement
District-wide	Data, Voice, Long Distance, Cellular	Telecommunications	$ 1,300,000	40%	780,000	1,300,000	520,000
SES AOES BMHS SHS New D4 MS	Wireless Upgrade	Internal Connections	$ 441,100	80%	88,220	441,100	352,880
TOTAL			**$ 1,741,100**		**868,220**	**1,741,100**	**872,880**

District must budget for the total cost to carry out district operations (wireless cell phones, long distance, local, data, wireless upgrades). E-Rate funding, if approved, will be provided in the form of reimbursements.

Potential E-Rate reimbursement will be received at the discretion of the Schools and Libraries Division.

Attachment 1

RESOLUTION OF THE BOARD OF TRUSTEES
CHARLESTON COUNTY SCHOOL DISTRICT
SOUTH CAROLINA

WHEREAS, The Telecommunications Act of 1996, as amended, (47 USC 151 et seq.) created the Universal Service Fund under the jurisdiction of the Federal Communications Commission for the purpose of providing financial support to local school districts and libraries, among other public purposes; and

WHEREAS, local school districts and libraries may apply for and receive Universal Service Fund financial support for purchase of certain technology products and services, generally known as E-Rate financial support; and

WHEREAS, the Charleston County School District desires to improve student achievement through purchase and use of instructional and administrative technology with E-Rate financial support; and

WHEREAS, school district applications for such funding must include evidence that the district budget includes funding for the non-discounted portion of the cost of technology purchases supported by the E-Rate program; and

WHEREAS, the Charleston County School District has not yet adopted the budget for Fiscal Year 2017 (July 1, 2016 through June 30, 2017) for which evidence of funding is now required by the Universal Service Fund in order to apply for E-Rate award for that fiscal year.

NOW THEREFORE BE IT RESOLVED by the Board of Trustees of the Charleston County School District:

1. It is the intent of the Board of Trustees that the budget of Charleston County School District (CCSD) for CCSD's Fiscal Year 2017 shall contain non-E-Rate funds including the amounts shown in Attachment to fund the district portion of the technology costs of the E-Rate program for that fiscal year.

2. Submission of applications to the Universal Service Administrative Company (USAC) for E-Rate support for proposed technology products and services for USAC's Fiscal Year 2016 identified in the Attachment is hereby authorized.

This 21st day of March 2016.

_____
Chair, Board of Trustees

ATTEST:

_____

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BOARD AGENDA ACTION FORM March 21, 2016 (To be approved by Transportation/Operations on 3.7.16)		
Section:	Minutes	
Subject:	Minutes from March 9, 2015	
Name/Department:	Superintendent's Office	
Agenda Item Number:	9.2H	
Background:	A year ago, at the March 9, 2015 board meeting, The board discussed and passed Item 10.1B "Capital Program Phase IV Waves 3-6 Projects"; the action item was approved by the board by a 9 to 0 vote. The action item as it was presented at the March 9, 2015 meeting and the accompanying portion of the video are included for the board's review.	
Discussion:	The record of this board action was not included in the minutes of this meeting; the board approved the March 9, 2015 minutes without noting this omission. The request before the board tonight is to acknowledge the board's approval of this item on March 9, 2015. This approval will be included in these minutes, as well as in the revised March 9, 2015 minutes that will be published after this ratification.	
Goals& Budget:		
This recommendation supports CCSD goal #:	Effective Governance	
Overall budget for implementing CCSD goal:	N/A	
Request approval for funds within that budget in the amount of $:	N/A	**Funding Source** (GOF, IDEA, Title I, Capital, etc.)
Resulting positive impact for students in our District will be:	Accurate recording of board action.	
Potential impact of this decision on other budget areas will be:	N/A	
Future Fiscal Impact:	N/A	
Recommendation:	☒**Action**	☐**Information**
	☒**Open Session**	☐**Executive Session**
It is hereby recommended that the Board of Trustees amend the minutes of the March 9, 2015, to reflect action taken on this matter. This approval will be included in these minutes, as well as in the revised March 9, 2015 minutes that will be published after this ratification.		
Person(s) Responsible for Implementation:	Gerrita Postlewait	

Superintendent's Approval:	Jenita Powervell	
Board Member(s) Approval:		
Attachment(s):	☒**Yes**	☐**No**

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CCSD BOARD OF TRUSTEES
REVISED MINUTES

March 9, 2015
75 Calhoun St., Charleston, SC 29401
Business

VISION 2016
CHARLESTON ACHIEVING EXCELLENCE

A regular meeting of the Charleston County School District Board of Trustees was held on Monday, February 23, 2015, in the Board Room at 75 Calhoun Street. The following members of the Board were present: Mrs. Cindy Bohn Coats - Chair, Mr. Chris Staubes – Vice Chair, Rev. Chris Collins, Mrs. Kate Darby, Mr. Tom Ducker, Mr. Todd Garrett, Rev. Eric Mack, Mr. Michael Miller, Mr. Emerson Tripp Wiles and Mr. Michael Bobby, Acting Superintendent of Schools and Executive Secretary.

The news media was duly notified of the meeting and representatives were present.

Mrs. Coats called the meeting to order at 4:30 p.m. Mr. Staubes motioned, seconded by Mrs. Darby, to go into Executive Session to discuss the agenda items listed below. The motion was unanimously approved.

I.	**EXECUTIVE SESSION** **4:30 p.m.**
Staff members Mr. Jeff Borowy, Mr. Bill Briggman, Dr. Charles D'Alfonso, Mr. John Emerson, Mrs. Michele English-Watson, Dr. Lisa Herring, Mrs. Anita Huggins, Mr. Ron Kramps, Mr. Lou Martin, Mr. John McCarron, Dr. Brenda Nelson, Mrs. Terri Nichols, Mr. Paul Padron, Mrs. Erica Taylor, Mrs. Latisha Vaughn-Brandon, and Dr. James Winbush were also in attendance.	
1.1: Legal Update	
1.2: Property Purchase for Future East Cooper High School Campus	
1.3: Workers' Compensation Claim	
1.4: Workers' Compensation Claim	
1.5: Student Transportation Request for Proposal	
1.6: Student Transfer Appeal	
OPEN SESSION **5:15 p.m.**	
II.	**CALL TO ORDER, INVOCATION/MOMENT OF SILENCE, & PLEDGE of ALLEGIANCE** Mrs. Coats called the Open Session meeting of March 9, 2015 to order at 5:16pm. Then she called for a Moment of Silence followed by the Pledge of Allegiance.
III.	**ADOPTION OF AGENDA** Mrs. Darby moved, seconded by Mr. Garrett, to adopt the agenda with following amendments. The vote was 9-0. • Mrs. Darby suggested moving agenda item 11.1 A - Head Start/Early Head Financials & 11.1 B - Inclement Weather immediately following the Special Recognitions section on the agenda. • Mr. Mack suggested moving agenda item 1.5 - Student Transportation Request for Proposal from the agenda.
IV.	**SPECIAL RECOGNITIONS (15 minutes) – Mrs. Erica Taylor, Executive Director of Strategy & Communications**
	A. EPA Energy Star Awards Mr. Sean Hughes, the Director of Energy Management, called to the Board's attention the four Energy Star Schools—Ellington ES, Stiles Point ES, Mitchell ES, and Mt. Pleasant Academy for their reduction of energy consumption, their energy efficiency, and their certification from the Environmental Protection Agency. These schools reduced energy by at least 35%.
	B. SeaPerch Champions CE Williams MS and West Ashley HS students were recognized for their performance in the SeaPerch Underwater Robotics completion. Both teams will participate in the national competition at the University of Massachusetts-Darmouth campus in May.
	C. Basketball Lower State Champions Mr. David Spurlock called the Board's attention the Burke HS Bulldog Team for being the 2015 Basketball Champions after winning the Class A South Carolina State Championship on Saturday.
	D. Mark Cobb Scholarship Mr. Ron Kramps, the Executive Director of Asset Management, recognized corporate sponsors—GCA

		Services, SC School Plant Management Association, South Carolina Electric & Gas, Spartan Chemical, Thompson Turner Construction, Control Management, Inc., Jumper Carter Sease Architects, Roush CleanTech, Durham School Services, Bonitz Flooring, and Clean Masters for their support of the Mark Cobb Memorial/Ron McWhirt Scholarship Fund. Dr. Ron McWhirt and Mrs. Tammy Cobb presented a check in the amount of $14,749.37 to staff.
V.	**SUPERINTENDENT'S REPORT – Mr. Michael Bobby, Acting Superintendent of Schools** • Mr. Bobby commended the Burke Boys Basketball Team for their victory last weekend. He applauded them for their commitment to the game and the classroom. • The South Carolina State Superintendent, Molly Spearmen, visited schools in Charleston County last week. During her visit, the Girls Summit, the Gene Machine Mobile Science Lab STEM, CTE, and other programs were all showcased. At the State Superintendent Roundtable meeting after her visit to Charleston, she mentioned all the great things she saw in Charleston. Mr. Bobby thanked the Board members that took time to visit with the state superintendent. • Mr. Bobby congratulated the Pinckney and Cario teams for being the State Chess Champs. • Dr. Lisa Herring was commended for being the keynote speaker at the recent Girls Summit. • The five District Teacher-of-the-Year finalists were announced.	
VI.	**VISITORS, PUBLIC COMMUNICATIONS** 1. Mr. Mohammed Idris expressed concerns about the district office being in close proximity of the JC Calhoun statue at Marion Square. 2. Ms. LaToya Gambell, President of the East Side Development Corporation, questioned why no funds have been identified for the stand-alone middle school at Burke. She also suggested that trade education be returned to Burke HS. 3. Ms. Hallie Siebel, an Academic Magnet HS (AMHS) parent and founder of the AMHS foundation, spoke about proposed changes to the magnet school admissions policy. She suggested the proposed changes in the policy would diminish the hard work already done at AMHS. Then she volunteered to serve on the Admissions Task Force. 4. Ms. Charlesa Pugh said she was happy to see the Diversity Leader position posted. Then she suggested magnet schools be expanded to areas outside of Charleston County and said no school should represent only one race of students. 5. Mr. Joe Bowers addressed the Board on behalf of Mr. Thomas Colleton, the District 1 Constituent Board, who could not attend the meeting because his mother is sick. He spoke about funds allocated to renovate the middle school for Lincoln. Then he requested the middle school at St. James Santee be removed from the wave list. 6. Mr. Patrick Hayes said he was pleased to learn that teachers would not be required to make up the inclement day. He went on to say that there is no state law requiring staff to make the day up. Mr. Hayes submitted an $18 invoice to the Board for the 30 minutes which was spent reading emails related to this matter. 7. Mr. Eduardo Curry addressed the Board about equal access, diversity and sensitivity. He mentioned the recent tweet from a School of the Arts student that was racial. He urged the Board to diversify. 8. Ms. Darlene Rawls asked the Board to consider engaging School Improvement Committee members to help find a solution to diversity issues. She volunteered to serve on the Diversity Task Force. 9. Mr. John Segals, a former Academic Magnet HS 2014 graduate, said the student body at AMHS is diverse. Then he suggested that some students at AMHS could not survive elsewhere. He said the school was designed to be a magnet school for those who are qualified and the admissions process is racially blind. 10. Mr. Tony Lewis expressed concerns about bullying of students in several CCSD schools. He said smart students experience retaliation when other students that cause problems receive a pat on the back. Mr. Lewis said a copy of a plan he had would be sent to the Board electronically.	
VII.	**APPROVAL OF MINUTES/EXECUTIVE SESSION AGENDA ITEMS**	
	7.1:	**A. Open Session Minutes of February 23, 2015** Mrs. Darby moved, seconded by Mr. Ducker, to approve the open session minutes of February 23, 2015. The vote was 9-0.
		B. Open Session Minutes of March 3, 2015 Mr. Ducker moved, seconded by Mr. Miller, to approve the open session minutes of March 3, 2015. The vote was 9-0.
	7.2:	**Executive Session Action Items of March 9, 2015** The Board voted on the following executive session action items of March 9, 2015.
		1.1: Legal Update The Board received a legal update. However, no action was taken.

		1.2: Property Purchase for Future East Cooper High School Campus Mr. Garrett moved, seconded by Mr. Ducker, to approve the purchase of a 5.3 acre parcel of property adjacent to the future East Cooper High School not to exceed $2.5 million. The vote was 9-0.
		1.3: Workers' Compensation Claim Mr. Miller moved, seconded by Mrs. Darby, to approve a Workers' Compensation Settlement Claim. The vote was 7-2 (Ducker and Staubes opposed) .
		1.4: Workers' Compensation Claim Mrs. Darby moved, seconded by Mr. Miller, to approve a Workers' Compensation Settlement Claim. The vote was 7-2 (Ducker and Staubes opposed)
		1.5: Student Transportation Request for Proposal - PULLED This item was pulled from the agenda. Therefore, no action was taken.
		1.6: Student Transfer Appeal Mr. Staubes moved, seconded by Rev. Collins, to approve a Student Transfer Appeal. The vote was 9-0.
	7.3:	**A. Financial Minutes of the February 23, 2015** Mr. Miller moved, seconded by Mr. Staubes, to approve the financial minutes of February 23, 2015. The vote was 9-0.
		B. Financial Minutes of the March 3, 2015 Mr. Garrett moved, seconded by Mr. Staubes, to approve the financial minutes of March 3, 2015. The vote was 9-0.
VIII.	**CAE UPDATE**	
IX.	**MANAGEMENT REPORT(S)**	
X.	**COMMITTEE REPORT(S)**	
	10.1:	**Audit & Finance Committee – Mr. Todd Garrett**
		A. Audit & Finance Committee Update *The Committee will provide information and receive input from Board members on the following:* *-Items that are currently before the committee that have not been brought forward to the Board;* *-Future topics the committee plans to bring forward; and* *-What is needed to move the item forward?*
		B. Capital Program Phase IV Waves 3-6 Projects – Mr. Jeff Borowy Mr. Garrett moved, seconded by Mr. Miller, to approve Waves 3-6 for Phase IV (2017-2022) Capital Program. The vote was 9-0. Also, Rev. Collins moved, seconded by Mr. Ducker, to amend motion to move Lincoln to Wave III with the St. James Santee. Mrs. Coats asked Rev. Collins to identify what would be removed from waves 4-5. The vote was 5-1-3 (Mack abstained; Coats Garrett and Wiles opposed).
		C. Head Start Funding Application – Mrs. Ruth Taylor Mr. Garrett moved, seconded by Mr. Ducker, to return the Head Start/Early Head Start Funding Application for the June 1, 2015 – May 21, 2016 grant period back to committee for further details. The vote failed 4-5 (Collins, Darby, Mack, Miller and Staubes opposed). Mr. Staubes moved, seconded by Rev. Collins, to approve recommendation at the 2014-15 budget, contingent upon staff requesting a waiver to extend the application at least until March 24th to allow staff to work on it further. The vote was 9-0.
		D. Formation and Funding of Middle School Football Program – Mr. Spurlock Mr. Garrett moved, seconded by Mrs. Darby, to approve a recommendation to create a system for middle school District sponsored football, understanding that the final approval will occur at the point where in the District's budget has been approved and the funding for the middle school sports program is included within the budget. The vote was 8-1 (Coats opposed). Rev. Collins offered an amendment to include sports for girls. However, no one seconded the motion.
		E. Spring 2015 Bond Anticipation Note Resolution – Mr. Michael Bobby Mr. Garrett moved, seconded by Mr. Ducker, to approve a recommendation to adopt the Resolution approving the Spring 2015 Bond Anticipation Notes in an amount not to exceed $48,500,000 for Series 2015A; $51,500,000 for Series 2015B; and $25,500,000 for Series 2015C. The vote was 9-0.

		F. E-Rate Budget Resolution – Mr. John Lowe Mr. Miller moved, seconded by Mr. Garrett, to approve the E-Rate Resolution for CCSD FY2016 to enable applications per governing regulations. The vote was 9-0.
		G. CD & Head Start Classroom Renovations – Mr. Ron Kramps Mr. Garrett moved, seconded by Mr. Ducker, to approve a recommendation to authorize staff to award and enter into a contract with Stenstrom & Associates in the amount of $195,000 for CD & Head Start classroom renovations. The vote was 9-0.
		H. West Ashley Middle School – HVAC Additions – Mr. Ron Kramps Mr. Miller moved, seconded by Mr. Garrett, to approve a recommendation to authorize staff to award and enter into a contract with the lowest responsive bidder at a not to exceed (NTE) amount of $300,000 for West Ashley Middle School gym HVAC additions. The vote was 9-0.
		I. Invitation to Bid B1508 Comprehensive Roof Maintenance Program – Mr. Ron Kramps Mr. Staubes moved, seconded by Mr. Ducker, to approve a recommendation to award Bid B1508, Comprehensive Roof Maintenance Program, to Weatherproofing Technologies, Inc., at a five-year award cost of $2,196,221.00 (annual cost of $439,244.20). The vote was 9-0.
		J. Capital Maintenance Program & Design – Mr. Ron Kramps Mr. Garrett moved, seconded by Mr. Ducker, to approve $2M advanced funding (Spring BAN) for early designs and early execution of projects under the Capital Maintenance Program. The vote was 9-0.
		K. Request for Approval by CCSD Nutrition Services for Community Eligibility Provision – Mr. Walter Campbell Mr. Garrett moved, seconded by Rev. Collins, to approve the CCSD Nutrition Services to apply for approval from the State Department of Education for the Community Eligibility Provision. The vote was 9-0.
	10.2:	**Policy & Personnel Committee – Mr. Tripp Wiles**
		A. Policy Committee Update *The Committee will provide information and receive input from Board members on the following:* *-Items that are currently before the committee that have not been brought forward to the Board;* *-Future topics the committee plans to bring forward; and* *-What is needed to move the item forward?*
		B. Second Reading – Policy JRA – Student Records Mr. Wiles moved, seconded by Mr. Miller, to approve the second reading of Policy JRA. The vote was 9-0.
		C. Second Reading – Policy GBED – Tobacco-Free Schools – Employees/Visitors Mr. Wiles moved, seconded by Mr. Miller, to approve the second reading of Policy GBED. The vote was 9-0.
		D. Second Reading – Policy JICG – Tobacco-Free Schools – Students Mr. Wiles moved, seconded by Mr. Miller, to approve the second reading of Policy JICG. The vote was 9-0.
		E. Second Reading – Policy JFAA – Admission of Resident Students Mr. Wiles moved, seconded by Mr. Miller, to approve the second reading of Policy JFAA. The vote was 9-0.
		F. Second Reading - Policy BEDN – Technical and Communication Support for the Board Mr. Wiles moved, seconded by Mr. Miller to approve the second reading of Policy BEDN. The vote was 9-0.
	10.3:	**Strategic Education Committee – Rev. Chris Collins**
		A. Strategic Education Committee Update *The Committee will provide information and receive input from Board members on the following:* *-Items that are currently before the committee that have not been brought forward to the Board;* *-Future topics the committee plans to bring forward; and* *-What is needed to move the item forward?*
XI.	**POTENTIAL CONSENT AGENDA ITEMS**	
	11.1:	**A. Head Start/Early Head Financials** Mr. Garrett moved, seconded by Mr. Ducker, to approve the Head Start/Early Head Start financial report for the ending period, January 1, 2015 to January 31, 2015. The vote was 9-0 .
		B. Inclement Weather Mrs. Darby moved, seconded by Mr. Garrett , to forgive the inclement weather day on February 24, 2015 for all staff and direct Mr. Bill Briggman to work with the Leadership Advisory Council of the Teacher Roundtable to make a long term recommendations for weather days to the Policy and Personnel

		Committee and then to the Board. The vote was 9-0.
XII.	**NEW BUSINESS**	
There being no further business to discuss, at 8:13pm Mrs. Coats called for the meeting to adjourn, seconded by Mrs. Darby. The meeting adjourned by consensus.		

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BOARD AGENDA ACTION FORM
March 7, 2016

Section:	Open Session	
Subject:	Transportation/Operations Committee	
Name/Department:	General Counsel	
Agenda Item Number:	9.2I	
Background:	There are numerous operational matters that need to be overseen by a standing board committee. These matters have been taken up by a variety of committees, primarily Audit and Finance, when operational matters should all be taken up by one committee.	
Discussion:	Staff proposes that all operational matters should be directed to one committee and that the Transportation/Operations Committee should be expanded and renamed the Operations Committee to include not only transportation but also capital programs, facilities management, and others. The recommendation also includes a revision to the Transportation Committee charter to reflect the change.	
Goals & Budget:	The purpose is to focus and direct all operational matters including transportation to one standing committee so that there is consistency in the review and discussion of such issues and so that these issues will have a natural home in the Committee Of the Whole process.	
This recommendation supports CCSD goal #:	Effective governance – Board development	
Overall budget for implementing CCSD goal:	N/A	
Request approval for funds within that budget in the amount of $:	N/A	**Funding Source**
Resulting positive impact for students in our District will be:	More efficient governing process	
Potential impact of this decision on other budget areas will be:	N/A	
Future Fiscal Impact:	None	
Recommendation: Staff recommends that the board expand the mission of the Transportation Committee to include all operational matters to include transportation. The recommendation is to rename the standing committee, the	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**

Operations Committee		
Person(s) Responsible for Implementation:		
Superintendent's Approval:	Senita Pottenwait	
Board Member(s) Approval:		
Attachment(s):	☒ **Yes**	☐ **No**

CHARLESTON COUNTY SCHOOL DISTRICT
OPERATIONS COMMITTEE CHARTER
D R A F T – March 7, 2016

Purpose of the Committee

The Board of Trustees of Charleston County School District's Operations Committee ("Committee") is established to provide advice, assistance and recommendations to the Charleston County School District's Board of Trustees ("Board") regarding capital programs, facilities maintenance and asset management, transportation, information technology, nutrition services, and risk management.

The Operations Committee is established in accordance with Policy BDE, *Board Committees.*

Membership

The Committee's membership shall include members as appointed in accordance with Board Policy BDE.

Duties and Responsibilities of the Operations Committee

The duties and responsibilities of the Operations Committee are to receive from staff information and proposals regarding the function of capital programs, facilities maintenance and asset management, transportation, information technology, nutrition services, and risk management and to make recommendations to the Board to maintain and improve the quality of these and all other departments in Operations. In order to effect these goals, the Committee shall:

1. Recommend to the Board
   - Priorities for capital investments and capital maintenance;
   - Strategies for management of physical facilities,including renovations, and for land use;
   - Priorities for facilities planning and management budget requests and expenditures.
2. Provide oversight of transportation issues, including:
   a. Monitoring and reporting to the Board transportation operations and transportation concerns;
   b. Evaluating the transportation contract and making recommendations to the Board regarding necessary provisions;
   c. Providing an annual review of the CCSD transportation budget and expenditures and making recommendations to the Audit and Finance Committee.
3. Receivereports regarding information technology, its functionality, budgetary needs and anticipated developments and to make such recommendations to the Board as it deems appropriate;

4. Ensure that nutrition services has the necessary assets and safeguards to:
    a. Provide the services in a manner that is safe, reliable, efficient and cost effective;
    b. Provide the services required in compliance with all applicable federal and state laws, regulations, and CCSD policies; and
    c. Maintain documentation of compliance with all such laws, regulations and policies.
5. Receive information on the status of risk management as a department, causes or trends related to risk, measures implemented to eliminate or reduce exposure to liability, and to provide information and make recommendations to the Board regarding these matters.

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BOARD AGENDA ACTION FORM
(March 7, 2016)

Section:	Strategic Education Committee	
Subject:	Read to Succeed	
Name/Department:	Dr. Valerie Harrison, Academic Division	
Agenda Item Number:	IX 9.3 A	
Background:	Act 284, Read to Succeed, was created to address literacy performance in our state. This legislation put into place a comprehensive system of support in an attempt to ensure South Carolina's students graduate on time with the literacy skills they need to be college- and career-ready. Each district is required to submit a Read to Succeed Plan by April 25, 2016 that addresses the seven components of the Act. Schools will subsequently develop school-based plans that are aligned to the district plan. These must be submitted no later than September 15, 2016.	
Discussion:	Since September 1, 2015, a Read to Succeed Task Force has been engaged in action research to support development of the district's Read to Succeed Plan. The Task Force focused on examining scientifically researched best practices in literacy-focused instruction and examining data to ascertain evidence of effectiveness of current and considered interventions. The Read to Succeed Act requires a high level of due diligence, with which the Task Force has complied.	
Goals & Budget:		
This recommendation supports CCSD goal #:	#2: To develop a world-class literacy plan for grades pk-12 that ensures students are proficient in reading and writing and will graduate on time with literacy skills essential for success in college and careers	
Overall budget for implementing CCSD goal:	The overall budget for implementing this goal will be presented in conjunction with other budget discussions.	
Request approval for funds within that budget in the amount of $:	TBD	**Funding Source** (GOF, IDEA, Title I, Capital, etc.)
Resulting positive impact for students in our District will be:	More CCSD students will graduate on time with college- and career-ready skills.	
Potential impact of this decision on other budget areas will be:		
Future Fiscal Impact:		
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**
It is hereby recommended that the Strategic Education Committee approve the Read to Succeed Plan for 2016-2017.		
Person(s) Responsible for Implementation:	Academic Division	
Superintendent's Approval:	Jeanita Postlewait	
Board Member(s) Approval:	Kate Darby	
Attachment(s):	☒ **Yes**	☐ **No**

What the RTS Legislation Says Districts Must Do	Where We Are in CCSD (baseline year: 2016-17)
Develop a plan, responding to questions, providing narrative and quantitative data	• Narrative and quantitative data is complete, needs to be uploaded in the District Strategic Plan by April 25
Reading/writing assessment system to include screening and progress monitoring	• Preschool and kindergarten -system mandated by the state; • 1st – 3rd –system previously established in PGA meets state guidelines; • 4th -9th – MAP; • 10th-12th – N/A - Possible use of approved software (Recommending Achieve3000 or other digital software that meets state criteria and provides progress monitoring through 12th grade)
Research best practices for all students	District focus and training will center around the following identified areas needing improvement: • PK/K – Oral language , vocabulary, and phonemic awareness • K-3 – Guided reading, vocabulary, and phonics • 4-8 – Contextual reading and writing • 9-12 – Contextual reading and writing
Intervention for struggling students: 30 minutes of intervention in K-3 and offered in other grade levels if proficiency isn't obtained by 3rd grade.	• Primary interventionists serve all Tier 3 students as priority. Tier 2 students will be served if caseloads allow. All students on waiting lists will need to receive supplemental instruction from classroom teachers. • Title I schools will receive a .5 allocation to serve struggling 4th and 5th graders. • 6th – 8th interventionists serve all Tier 3 students and some Tier 2, as caseloads allow. Waiting list students will be served by classroom teachers in the ELA block using small group and individualized instruction. • 9th-10th – At risk students will take **year long** ELA coupled with Essentials/Developmental classes; menu of options for grades 11 & 12; computerized programs that supplement instruction are being examined.
System for helping parents understand how to support their child at home	• District-developed training program for schools to use to support home reading; implementation required in all schools.
Monitor reading achievement and growth data in the classroom	• District LLT analyze achievement data 3 times a year ; • Established guidelines for School Literacy Teams (monthly analysis of school/intervention data in grades PK-12 using district-developed sample protocols and reporting system to ensure continued fidelity on the process)
Ensure access to wide selection of texts (classroom libraries)	• District survey of need has been completed for elementary schools to establish a baseline; • District recommendations regarding numbers/kinds of books; • District created book lists disseminated to schools as guidance documents

What the RTS Legislation Says Districts Must Do	Where We Are in CCSD (baseline year: 2016-17)
Provide needed teacher training to ensure all teachers are equipped to provide quality instruction	• Coursework planned to support RTS endorsement; • Training planned to support the priority areas as determined by data
Strategic plan for partnerships that will promote reading	• Literacy Advocacy Committee established to promote partnerships that support literacy.
Develop school plans which include all of the above	• Due Sept. 1, 2016; some schools submitting plans early
Administer Readiness Assessments	• Assessment Office and LBL assures the schedules are followed
Readiness results reported to the state and interventions provided when necessary	• Procedure in place to follow state guidelines
90 minutes of classroom reading/writing instruction	• Elementary - Continuation of model (120 minutes) already implemented in PK-5; • Middle - 60 minutes in ELA plus 30 minutes of literacy-focused instruction in core content areas; High - 90-minute ELA classes plus literacy focus in core content classes.
Early childhood programs must promote: Parent training Oral language, print awareness, emergent writing	• Modules being developed to promote oral language/vocabulary development • Teachers will receive training on the modules
3rd Grade Summer Reading Camp	• Camp planned for 8 sites (June 13-July 14) -720 students identified
Parent notification process of participation in Summer Reading Camp	• Flyers/applications prepared in English and Spanish will be disseminated in schools in April; follow-up letters sent home in May
3rd grade retention process	• Begins 2017-18
Comprehensive system for high achievement in the content areas through extensive literacy practices	Focused/differentiated training on the following identified areas needing improvement: • PK/K – Oral language and phonemic awareness • K-3 – Guided reading and phonics • 4-8 – Contextual reading and writing • 9-12 – Contextual reading and writing District created support documents for teachers are developed and available
Teachers /administrators/support staff must master these practices	• On-going support through professional development; competency-based approach in development
Employ Literacy Coaches in all Elementary schools	• 34 RTS coaches currently serving in 32 schools (2 at Burns, plus 1 charter); decision being made whether to fund in all schools for 2016-2017
Adhere to the Reading Coach job description	• Continue to monitor compliance through LBL – focus on K-2 teachers in 2016-17

Charleston County SCHOOL DISTRICT
excellence is our standard

READ TO SUCCEED PLAN

2016 – 2017

Table of Contents

LiteracyVision and Culture, Context, Communication and Implementation 2
Component 1: Leadership 7
Component 2: Student Outcomes 9
Component 3: Systemic Professional Development Opportunities 11
Component 4: Assessment Plan 18
Component 5: Instructional Plan 22
Element 1: Significant Time Devoted to Actual Reading and Writing 23
Element 2: Numerous Books Matched to the Students' Reading Levels and Interests 30
Element 3: High-Quality Instruction in Reading Skills and Strategies 33
Element 4: Prevalence of Small Group and Individualized Instruction 37
Element 5: Increased Instructional Focus and Intensity Based on Student Needs 40
Component 6: Parent and Family Involvement 47
Component 7: Foster Partnerships to Communicate *Read to Succeed* Goals and to Promote Literacy Achievement 49

Literacy Vision and Culture, Context, Communication and Implementation

One of priority goals of Charleston County School District (CCSD) for 2015-2016 is the development of a World-Class Literacy Plan. This goal was established because district and school leaders, as well as the CCSD Board of Trustees, recognize that developing students who are college- and career-ready cannot become a reality unless we address the significant deficiencies that exist in literacy. While many students in CCSD have been highly successful in reading and writing, the achievement gaps that exist across racial and socioeconomic lines are alarming: we simply must close these gaps.

If comprehensive reading reform is successful, we will significantly increase the percentage of students who graduate from high school demonstrating world-class knowledge, world-class skills, and life and career characteristics. The Profile of the SC Graduate will no longer simply be a document; it will be reflected in the diverse faces of CCSD students.

Moreover, structures, conditions, and processes that support literacy-focused instruction in our schools will change. Through the development of *Read to Succeed* Plan, we have engaged with external and internal thought partners to help us co-create school and district systems to continuously improve the quality of teaching and learning, not only in the area of literacy, but in all facets of our work.

Not only does this plan connect with the district's goal to develop a World-Class Literacy Plan, it has served as a catalyst for rethinking how we might achieve the district's priority goal of developing a personalized professional development plan that supports competency-based professional learning. Information about how we intend to achieve this goal is delineated in Component 3 of the *Read to Succeed* Plan.

Components of the plan will be communicated to stakeholders through a variety of strategies, as listed below.

- Development of a PowerPoint to be shared at the first Fall 2016 PTA meeting of all schools
- Development of a PowerPoint to be shared in faculty meetings of all schools and with stakeholders at the district level
- Notification through formal media outlets, such as *The Post and Courier* and *The Chronicle*
- Posting on the district's website and linked to all schools' websites (primary/elementary, middle and high)
- Development of a *Read to Succeed* brochure for dissemination in the fall of 2016
- Formal and informal meetings with business and community leaders/partners whose support is essential to successful implementation

While support for *Read to Succeed* implementation will rest in the Office of Academics, implementation will be monitored through collaborative accountability. The Superintendent and Chief Academic Officer will take the lead in ensuring conversations about what is being done and how it is being done in schools and at the district level has an intentional focus on our plan.

Associate superintendents will hold principals accountable for their role in implementation. Principals and other school leaders will monitor implementation at the school level. Teachers will hold themselves and each other accountable through discussions in Teacher Learning Teams and communities of practice. The District Literacy Leadership team, which includes representatives from every organizational level, will meet monthly, as well, to monitor implementation.

Virtually every educator at the district will be involved in supporting implementation of the plan in one way or another. Goals-based evaluation plans should reflect each person's role in supporting implementation.

Because parents will be informed of the plan, they should expect that the plan be implemented with fidelity and that their children have every opportunity to be supported through research-based strategies. Community partners should expect authentic and collaborative engagement, as addressing the deficits in literacy are not only school and district priorities; they are priorities of the Charleston community and its employers.

Finally, because development of a world-class literacy plan is a priority of the Board and will be a part of the District Strategic Plan, the Board will expect periodic updates regarding implementation. Ultimately, they will hold the Superintendent accountable for implementation of *Read to Succeed*.

Process Used in the Development of the Plan

The *Read to Succeed* Task Force was established in August, 2016. From September through early January, the group examined research- and evidence-based practices that support literacy and analyzed the impact and implementation of interventions and strategies that are currently being used in the district.

In late December, Regional Educational Laboratory – Southwest (REL-S) partnered with the district to examine data on interventions. In early January, their representative conducted on-site observations of the most intensive current interventions in primary and middle grades. In late January, REL-S assisted the Task Force as it worked in sub-groups over a three-day period to develop the framework of the plan.

On February 4 and 8, meetings were held with a representative group of principals from each of the learning communities to solicit additional input into the instructional model for delivery of services to students in need of the most intensive interventions and to develop strategies for supporting core classroom teachers. The components of the plan were then presented in individual learning community meetings to all elementary, middle and high school principals on February 11. Revisions were made to the plan based on input during these meetings.

An overview of the *Read to Succeed* requirements was presented to the Teacher Roundtable on February 15. A follow-up meeting was held on March 1 to provide more specific information and to solicit input.

Beginning in early February, the district began engaging in conversations and correspondence with Dr. Don Pemberton, Director of the University of Florida's Lastinger Center. Components of the *Read to Succeed* Plan and its viability as a world-class literacy plan were discussed, and Dr. Pemberton sought input from colleagues at the Center. Then, in late February, a four-member team from Lastinger Center visited the district, reviewed major components of the plan, and provided input.

On February 23, the plan was presented to members of the CCSD Senior Cabinet.

Please provide a brief statement in support of each reading plan component.

Component 1: Leadership

Charleston County School District has designated leadership to support implementation of the *Read to Succeed* Plan. A structure that supports collaborative accountability will be established and will be monitored by the District Literacy Leadership Team (DLLT). The DLLT, which is already in place, will continue to meet monthly.

Component 2: Student Outcomes

A thorough analysis of student achievement data to date has been conducted. On-going analyses are being completed to thoroughly examine root causes and to plan targeted interventions. Data will be used to develop performance goals at each grade level.

Component 3: Professional Learning Opportunities

CCSD has developed comprehensive plan in response to the *Read to Succeed* legislation that will provide high-quality professional learning opportunities for principals and teachers in the areas of evidence-based reading instruction, discipline-specific literacy, and intervention. This plan further supports one of the district's priority goals of developing and implementing a personalized learning system that recognizes the needs of the adult learner.

Component 4: Assessment Plan

The district has identified tools for screening and progress monitoring in Prekindergarten through Grade 8. Tools for screening and progress monitoring of students in high school are being further considered, as MAP—which has historically been used—is not a good tool for screening or progress monitoring at this level. The district is awaiting further guidance from the State regarding other tools that will be accepted, as Achieve3000 is being explored at the district level.

Component 5: Instructional Plan

A comprehensive instructional plan that addresses and exceeds requirements of the *Read to Succeed* legislation has been developed. Strategies CCSD has proposed to support implementation of this component with fidelity cannot be achieved overnight. However, the plan demonstrates a targeted and focused approach to serving all students—particularly those who most need interventions—that will serve as a roadmap to guide our efforts.

Component 6: Parent and Family Involvement

Recognizing the significance of the role of parents and/or guardians in a child's literacy practices, CCSD considers this component of the *Read to Succeed* Plan one of the most critical and one on which we must provide greater intentionality of focus. While the district provides a number of the typical types of opportunities for parent and family involvement seen in most districts, creating a culture in which parent and family involvement reflects on-going collaboration rather than a series

of events for parents and families is a priority. Strategies to foster this type of collaboration are suggested in the plan.

Component 7: School-Community Partnerships

CCSD recognizes the importance of creating family school community partnerships that focus on increasing the volume of reading in school and at home, during the year and over the summer. To that end, CCSD is creating a plan to increase and foster stronger partnerships with county libraries, community organizations, local arts organizations, faith-based institutions, pediatric and family practice medical personnel, businesses, and other groups to provide volunteers, mentors, or tutors to assist with the provision of instructional supports, services, and books that enhance reading development and proficiency. The district's Literacy Advocacy Team will champion this effort. Baseline data has been collected on the number and types of partnerships that provide direct support to schools and those that support literacy district-wide.

Component 1: Leadership

Who will serve as the district leader to support research-based reading practices?

The Executive Director of Curriculum and Instruction will serve as the district leader for supporting *Read to Succeed* implementation in Charleston County School District.

The *Read to Succeed* Task Force, with the exception of three new members, has been in existence since August 2015 and is well established as a working team committed to action research and exploration and implementation of supports to impact systemic change. This group will serve as the District Literacy Leadership Team.

The roles and responsibilities of the District Literacy Leadership Team delineated in the state's *Read to Succeed* Guidance Document were considered in the development of the *Read to Succeed* Task Force and are accounted for by the actions/responsibilities of the existing team.

How will stakeholders be informed about the Prek-12 District Reading Plan?

The following strategies will be used to inform stakeholders about the PreK-12 District Reading Plan:

- Presentations will be developed by the Office of Academics, Department of Curriculum and Instruction, and shared with groups such as the CCSD Teacher Roundtable, community groups, and outside agencies. While principals in all three learning communities have already been apprised of the plan and have had input through learning community meetings, the final plan will be shared with all to facilitate alignment of school plans with the district plan.

- PowerPoint presentations and an executive summary will be developed and made available for school leaders to use to inform their faculties. These documents will be modified for non-educator audiences for presentations to local organizations, agencies, business groups, and other stakeholders who share an interest in the district's literacy initiatives.

- A *Read to Succeed* brochure will be developed and made available for dissemination.

- Information about *Read to Succeed* and the district plan will be posted to the district's website.

How will the district literacy leadership team support research-based reading practices and effective writing instruction aligned to state policies, specifically *Read to Succeed*?

The *Read to Succeed* Task Force (District Literacy Leadership Team) will meet monthly as a community of practice with a focus on the following:

- continued development and implementation of a competency-based and tiered approach to support the professional growth of school leaders, coaches, and teachers;
- progress monitoring for and evaluation of fidelity and impact of implementation at the district and school levels;
- alignment to district and state policies and expectations;
- continuous examination of research- and evidence-based best practices for further development and refinement;
- internal collaboration to ensure non-duplicative efforts and best use of personnel and volunteers who support implementation; and
- external collaboration with community leaders and organizations, including but not limited to Tri-County Cradle to Career, local postsecondary institutions, the University of Florida Lastinger Center, and the Regional Educational Laboratory – Southeast to ensure alignment of efforts and to foster strong partnerships that support literacy.

Component 2: Student Outcomes

The following data are required for completion of the *Read to Succeed* template:

Student Outcomes

Pre-Kindergarten	Number of students served in 4K	Name of the assessment administered to 4K students
	2,400	myIGDIs

Kindergarten	Number of students enrolled in 5K	Number of students to whom assessment was administered	% scoring "ready" first 45 days	% scoring "ready" last 45 days
DRA2 PLUS	3,913	3,787	55.3*	**NA**

***The % scoring ready cannot be determined, as the State must provide guidance.**

Grades 3-8 Spring 2015 ACT ASPIRE Administration

READING	% EXCEEDS	% READY	% CLOSE	% MINIMAL
Grade 3	**14.5**	**23.4**	**18.5**	**43.6**
Grade 4	**15.6**	**22.1**	**29.1**	**33.2**
Grade 5	**19.7**	**17.9**	**28.6**	**33.8**
Grade 6	**18.6**	**21.1**	**29.2**	**31.1**
Grade 7	**11.2**	**31.2**	**31.0**	**27.1**
Grade 8	**17.7**	**32.9**	**23.1**	**26.3**
WRITING				
Grade 3	**1.2**	**19.6**	**54.3**	**24.9**
Grade 4	**0.9**	**22.8**	**69.4**	**6.8**
Grade 5	**2.5**	**20.1**	**51.8**	**25.7**
Grade 6	**6.2**	**34.2**	**45.4**	**14.1**
Grade 7	**2.1**	**30.4**	**44.5**	**23.0**
Grade 8	**3.8**	**27.2**	**48.8**	**20.2**
ENGLISH				
Grade 3	**40.6**	**28.6**	**26.4**	**4.4**
Grade 4	**37.8**	**32.0**	**24.4**	**5.8**
Grade 5	**40.9**	**29.4**	**23.3**	**6.4**
Grade 6	**37.3**	**30.6**	**22.0**	**10.1**
Grade 7	**42.8**	**29.3**	**18.8**	**9.1**
Grade 8	**42.5**	**31.1**	**19.3**	**7.2**

English 1: End-of-Course Examination Program (EOCEP) Data for 2015-2015

Number of students enrolled in English 1	Number of students to whom assessment was administered	A	B	C	D	F
3,322	3,305	27.0%	15.9%	21.1%	15.1%	20.9%

Please reflect on the questions below and provide a brief narrative response to support the inclusion of data literacy as part of the District Reading Plan.

- **Who administers assessments?**
- **What system is used to manage the assessment data including data entry and management?**
- **What plan is in place to support the analysis of the data and who will be responsible for this?**
- **How are data displayed and accessed?**
- **What is the plan for reviewing student data with instructional staff in order to prioritize needs and set goals?**

Assessments are generally administered by teachers, who receive training from the School Test Coordinator. For assessments that require entry of student responses into an online system, either the students/test-takers themselves or the teachers/test administrators (e.g., for early childhood assessments) do the data entry. District-level administrators review the completeness of data for those assessments in which teachers input data to ensure all required information is completed. For Grades 3-8 assessments, data files with student results come to the District, and staff in the Office of Assessment and Evaluation are responsible for data analysis and distribution of aggregated results.

Assessment results are made available to school and district administrators through the District's online resource, Data Central, as well as through reports prepared by the test vendor where applicable. School-level administrators review results with instructional staff and work with them to prioritize needs and set goals.

Component 3: Systemic Professional Development Opportunities

In developing our professional development plan, the *Read to Succeed* Team considered the guiding questions provided in the South Carolina *Read to Succeed* planning documents. Additionally, the Team engaged in action research around best practices that support adult learning.

How will the district provide systemic professional learning opportunities for principals and teachers in the areas of evidence-based reading instruction, discipline-specific literacy, and intervention?

Quality professional learning opportunities for all educators in literacy instruction are the cornerstone of the *Read to Succeed* legislation. CCSD has developed a comprehensive plan in response to the *Read to Succeed* legislation that will provide systemic professional learning opportunities for principals and teachers in the areas of evidence-based reading instruction, discipline-specific literacy, and intervention. This plan further supports one of the district's priority goals of developing and implementing a personalized learning system that recognizes the needs of the adult learner.

1. The plan reflects a personalized approach to professional development in which standards/competencies that address the question, "What does the teacher/leader/coach need to know and be able to implement?" are identified.
2. A proficiency scale that identifies the necessary progression of learning to support success is provided.
3. In teacher development, using the proficiency scale, the teacher self-evaluates competency and the coach conducts a classroom observation. The coach and the teacher review the two data points and reach an agreement on the entry point for professional development.
4. Using the Learning Plan Template and the data collected, the coach and the teacher work together to develop a roadmap for professional development.
5. Data-driven, personalized professional development is provided. The teacher may engage in individual support, group support that includes multiple people that have PD needs at the same level, or may engage with a different type of community of practice.
6. Progress toward completion of the Learning Plan is monitored through classroom observations, quick data checks, self-reflection, and conferencing to review evidence.
7. Data are analyzed to determine progress. If mastery has been reached, the teacher may showcase his/her progress, document mastery of standards, and start the cycle again with the next standard. If sufficient progress has not been made, the learning plan will be updated and additional support provided until mastery has been achieved.

How will the district provide professional development opportunities to help schools use assessment data to target instruction and intervention based on student needs?

In order to build capacity and sustainability, CCSD will provide professional learning opportunities to help schools use assessment data to target instruction. Using inquiry as a common thread among CCSD initiatives, a stronger coordination of professional learning opportunities will be fostered. The inquiry approach allows CCSD to foster improved data use by teachers and principals. Organizing and offering professional learning opportunities that encourage schools to clarify goals and modifying an existing infrastructure to monitor data are ways that CCSD can ensure deeper knowledge of educators on how to interpret and use data. Learning groups of teachers will be facilitated by reading coaches and administrators to use data to inform instruction and to foster greater collaboration.

Coaches will be provided both state and district training with strong emphasis on supporting adult learners.

How will the district utilize reading coaches to provide job-embedded professional learning opportunities?

The common thread running through our planning is a focus on creating structures for learning that are job-embedded, that make schools learning laboratories, and that promote professionalism and collaboration while celebrating the richness in our district's diversity.

Reading coaches will consistently assist by:

- providing blended job-embedded professional learning opportunities;
- facilitating communities of practice (grade level, across grade level, data teams, and professional book clubs) as well as bringing the understanding gained through training to application and analysis in the classroom;
- coordinating and debriefing peer observations, videotaping, and participating in instructional rounds with administrators and teachers;
- building in opportunities for teachers to reflect on practice; and
- providing feedback during coaching conversations.

In order to make professional learning on-going, job-embedded, and interactive, opportunities must exist *within* the school calendar—through in-class, planning periods, common planning periods, and restructured days.

The district-level literacy director will support the work of the coaches. This coordinator will work in tandem with the State Department of Education *Read to Succeed* Leadership to enhance both literacy knowledge and coaching competencies of our reading coaches and Title I coaches.

Eight coaching communities will be formed, and the district literacy director will meet once a month with the coaches in a school to:

- participate in instructional rounds and debriefing;
- observe coaching conversations and debrief with the teacher and the cohort;
- observe facilitation by coaches of teachers' communities of practice, and debrief;
- collaborate with peers; and
- review, reflect and showcase their work.

The district literacy director will ensure accountability of the coaching work and ensure a true alignment with CCSD's beliefs and practices.

How will professional learning opportunities be targeted to meet individual needs, as determined by an analysis of student performance data?

A single professional development approach cannot meet the needs of all teachers, leaders, and coaches. In addition to the required *Read to Succeed* courses, which will be revised to not only address state competencies but also to reflect use of CCSD data and priorities, CCSD will provide professional development modules to assist teachers at varying levels in their practice. It is evident that professional development services must be flexible and adaptableand used to differentiate instruction and accelerate learning. CCSD will similarly provide professional learning experiences for leaders and coaches that reflect the knowledge base and skills that are needed to support teachers in implementing literacy-focused instruction.

Professional learning in CCSD may occur in face-to-face settings, online communities, and/or hybrid settings.

District-wide Professional Learning Opportunities Offered and/or Planned May 2016 Through June 2017

Professional Learning Opportunities for Administrators			
Topic	***Level (PK, E, M, H)***	***Date***	***Please provide the name and type (state personnel, district personnel, vendor or consultant) of provider***
Literacy Leader Secondary	M/H	TBD	TBD
Literacy Leader 1-5	E	TBD	TBD
Effective Intervention Programs – Elementary	E	TBD	TBD
Effective Intervention Programs – Secondary	M/H	TBD	TBD
Professional Learning Opportunities for Classroom Teachers			
Read to Succeed Foundations in Reading	PK/E/M/H	TBD	TBD
Read to Succeed Instructional Practices	PK/E/	TBD	TBD
Read to Succeed Assessment of Reading	PK/E/	TBD	TBD
Read to Succeed Content Area Reading and Writing for Early Childhood and Elementary Teachers	PK/E/	TBD	TBD
Read to Succeed Literacy in the Content Areas: Every Teacher a Reading Teacher	H/Social Studies	TBD	TBD
Read to Succeed Content Area Reading and Writing for Middle and High School Teachers	M/H	TBD	TBD
Guided Reading for Kindergarten Teachers	E	TBD	TBD
Emergent Literacy	E-2	TBD	TBD
Professional Learning Opportunities for Those Providing Interventions			
All courses listed for teachers, plus the following:			
Using Assessment to Plan Intervention	E	Once per month	TBD
Using Assessment to Plan Intervention	M/H	Once per month	TBD
Professional Learning Opportunities for Special Educators, ELL, Speech Language Pathologists, Library Media Specialists and Others Who Support Special Populations			
Read to Succeed Foundations in Reading	ESOL/SPED	TBD	TBD
Read to Succeed Instructional Practices	ESOL/SPED	TBD	TBD
Read to Succeed Assessment of Reading	ESOL/SPED	TBD	TBD

Read to Succeed Content Area Reading and Writing for Early Childhood and Elementary Teachers	ESOL/SPED	TBD	TBD
Literacy Leaders for Media Specialists	E/M/H	TBD	TBD
Content Area Reading and Writing for Media Specialists	E/M/H	TBD	TBD
Read to Succeed Content Area Reading and Writing for Administrators and Non-Instructional Staff School Teachers	PK/E/M/H	TBD	TBD
Professional Learning Opportunities for Paraprofessionals			
Kindergarten Intervention Strategies Based on the Kindergarten Intervention Handbook	K	TBD	TBD
Phonics Training	PK-K	TBD	TBD
Supporting Oral Language Development	PK-2	TBD	TBD
Professional Leaning Opportunities for Reading Camp Personnel			
Curriculum Overview	E	June 6-8	Betsy Reidenbach, Jessica Richards
LLI Training	E	June 6-8	Jessica Richards
Assessment using Reading Records	E	June 9	Jessica Richards

*The district is creating a personalized, competency-based learning approach to support professional development. Therefore, modules that support prioritized teacher needs (based on strategies and skills needed to support students' areas of deficiencies) will be developed. Additionally, job-embedded professional development will be provided by coaches, school leaders, and district leaders. Educators will support one another through Teacher Learning Teams and communities of practices. Efforts will be made to encourage and promote a culture of on-going professional development rather than professional development events.

Because the *Read to Succeed* legislation has established endorsement requirements for all educators, the following plan presents a sample of *Read to Succeed* course progression.

Charleston County School District

***Read to Succeed* (R2S) Implementation Plan,K-5**

Sample Course Progression				
Dates	**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
	License Renewal	**License Renewal**	**License Renewal**	**License Renewal**
	2015	**2016**	**2017**	**2018**
2015-16	R2S Foundations in Reading			
2016-17	R2S Instructional Practices	R2S Foundations in Reading		
2017-18	R2S Assessment of Reading	R2S Instructional Practices	R2S Foundations in Reading	
2018-19	R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers	R2S Assessment of Reading	R2S Instructional Practices	R2S Foundations in Reading
2019-20	Buffer Years to Finish Endorsement, if needed	R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers	R2S Assessment of Reading	R2S Instructional Practices
2020-21	R2S Foundations in Reading	Buffer Years to Finish Endorsement, if needed	R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers	R2S Assessment of Reading

2021-22	R2S Instructional Practices	R2S Foundations in Reading	R2S Foundations in Reading	R2S Content Area Reading and Writing for Early Childhood and Elementary Buffer Years to Finish Endorsement, if needed Teachers
2022-23	R2S Assessment of Reading	R2S Instructional Practices	R2S Instructional Practices	Buffer Years to Finish Endorsement, if needed
2023-24	R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers	R2S Assessment of Reading	R2S Assessment of Reading	Buffer Years to Finish Endorsement, if needed
2024-25	Buffer Year to Finish Endorsement, if needed	R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers	R2S Content Area Reading and Writing for Early Childhood and Elementary Teachers	Buffer Years to Finish Endorsement, if needed
All endorsements must be completed by 2025.				

- The colored bands indicate when a new round of required courses begins. Gray areas show buffer years to make up a course that was not taken or additional time if needed.

Component 4: Assessment Plan

In developing a quality assessment plan, screening and progress monitoring tools must be determined. The following provides a summary of the screening and progress monitoring tools used in Charleston County School District.

Screening and Progress Monitoring Tools
Please indicate the Screening and Progress Monitoring tools the district uses for Prekindergarten through grade eight and how the data collected from these tools are used to inform instruction.
Prekindergarten
Screening Assessment Tool(s): DIAL-4
Use of Data Collected: To screen children for entry into program and to determine which students need further testing for possible intervention.
Progress Monitoring Tool(s): myIGDIs
Use of Data Collected:Inform instruction, monitor growth and determine which students need further testing for possible intervention.
Kindergarten
Screening Assessment Tool(s): DRAs
Use of Data Collected: Determine which students need further testing for possible intervention; forming guided reading groups.
Progress Monitoring Tool(s): AIMSweb
Use of Data Collected: Along with DRA2, determine the intensity of the intervention needed and monitor trend and goal lines for instructional decision-making
Grade 1
Screening Assessment Tool(s): MAP Reading
Use of Data Collected: Determine who needs further testing for possible intervention; forming guided reading-groups; monitoring growth
Progress Monitoring Tool(s): Fountas & Pinnell Benchmark, DRA, or Dominie and MAP
Use of Data Collected: Inform instruction (guided reading and flexible groups) and monitor growth goals using multiple data points
Grade 2
Screening Assessment Tool(s): MAP Reading
Use of Data Collected: Determine who needs further testing for possible intervention; forming guided reading groups
Progress Monitoring Tool(s): Fountas & Pinnell Benchmark, DRA, or Dominie and MAP
Use of Data Collected: Inform instruction (guided reading and flexible groups); monitor growth goals decision-making using multiple data points

Grade 3
Screening Assessment Tool(s): MAP Reading
Use of Data Collected: Determine who needs further testing for possible intervention; forming guided reading groups
Progress Monitoring Tool(s): Fountas & Pinnell Benchmark, DRA, or Dominie and MAP
Use of Data Collected: Inform instruction (guided reading and flexible groups); monitor growth goals using multiple data points
Grade 4
Screening Assessment Tool(s): MAP Reading
Use of Data Collected: *One data point for determining intervention intensity, continuum used to form flexible groups*
Progress Monitoring Tool(s): Fountas & Pinnell Benchmark, DRA, or Dominie and MAP
Use of Data Collected: Determine the intensity of the intervention; monitor trend and goal lines for instructional decision-making using multiple data points
Grade 5
Screening Assessment Tool(s): MAP Reading
Use of Data Collected: One data point for determining intervention intensity; continuum used to form flexible groups
Progress Monitoring Tool(s): Fountas & Pinnell Benchmark, DRA, or Dominie and MAP
Use of Data Collected: Determine the intensity of the intervention; monitor trend and goal lines for instructional decision-making using multiple data points
Grade 6
Screening Assessment Tool(s): MAP Reading
Use of Data Collected: One data point for determining intervention intensity; continuum used to form flexible groups
Progress Monitoring Tool(s): MAP Reading
Use of Data Collected: Inform instruction; form flexible groups for interventions; plan individualized interventions
Grade 7
Screening Assessment Tool(s): MAP Reading
Use of Data Collected: One data point for determining intervention intensity; continuum used to form flexible groups
Progress Monitoring Tool(s): MAP Reading
Use of Data Collected: Inform instruction; form flexible groups for interventions; plan individualized interventions
Grade 8
Screening Assessment Tool(s): MAP Reading
Use of Data Collected: One data point for determining intervention intensity; continuum used to form flexible groups
Progress Monitoring Tool(s): MAP Reading
Use of Data Collected: Inform instruction; form flexible groups for interventions; plan individualized interventions

State and local assessment data were analyzed to determine at least one area for growth in grades prekindergarten through high school, the action needed to support increased student achievement, a timeline for action, and who will be responsible for seeing that plans are implemented.

Based on your analysis of state and local assessment data, please respond to the following:			
	Indicate at least one area for growth	**Indicate the action needed to support increased student achievement.**	**Indicate a timeline for action and who will be responsible.**
Prekindergarten	Vocabulary and Oral Language	Implementation of District-created vocabulary and oral language modules; provide PD to support teachers	August 2016 – May 2017; Early Childhood Director
Kindergarten	Vocabulary and Oral Language	Implementation of Text Talk	August 2016 – May 2017; Literacy Based Learning Director
Grade 1	Principles of Reading, Phonics	Implementation of F&P Phonics	August 2016 – May 2017; Literacy Based Learning Director
Grade 2	Informational and Literary Text, Craft andStructure	Professional Development - Module and job embedded	August 2016 – May 2017; Literacy Based Learning Director
Grade 3	Informational and Literary Text, Craft and Structure	Professional Development - Module and job embedded	August 2016 – May 2017; Literacy Based Learning Director
Grade 4	Informational and Literary Text, Meaning and Context	Professional Development - Module and job embedded	August 2016 – May 2017; Literacy Based Learning Director
Grade 5	Informational and Literary Text, Meaning and Context	Professional Development - Module and job embedded	August 2016 – May 2017; Literacy Based Learning Director

Grade 6	Informational and Literary Text, Meaning and Context	Professional Development - Module and job embedded	August 2016 – May 2017; Literacy Based Learning Director
Grade 7	Informational and Literary Text, Meaning and Context	Professional Development - Module and job embedded	August 2016 – May 2017; Literacy Based Learning Director
Grade 8	Informational and Literary Text, Meaning and Context	Professional Development - Module and job embedded	August 2016 – May 2017; Literacy Based Learning Director
High School	Addressing individualized learning gaps of incoming ninth and tenth grade students through intensive intervention classes	Development of Essentials of Reading and Developmental Reading course syllabi; required training for Essentials of Reading and Developmental Reading teachers	June-August, 2016; Secondary Learning Community in collaboration with Curriculum & Instruction

Component 5: Instructional Plan

Component 5 of the *Read to Succeed* Plan addresses five critical elements that are essential in supporting exemplary literacy classrooms.

1. Significant time to be devoted to actual reading and writing
2. Numerous books matched to the students' reading levels and interests
3. High-quality instruction in reading skills and strategies
4. Prevalence of small group and individualized instruction
5. Increased instructional focus and intensity based on student needs

Details of the instructional plan to support each of the five elements during the 2016-2017 school year, as well as suggested actions to support implementation of a world-class literacy model follow.

Element 1: Significant Time Devoted to Actual Reading and Writing

The following guiding questions were considered to provide an overarching framework for consideration of time devoted to reading and writing:

1. **How much time is devoted to daily and authentic reading and writing in all classrooms, Pre-K-12? The *Read to Succeed* legislation requires 90 minutes of daily reading and writing instruction for all students, and an additional 30 minutes of targeted instruction on a daily basis for identified students. Specify the allocations of time your district provides for PK-2, 3-5, 6-8 and 9-12.**
2. **Does the schedule maximize instructional time?**
3. **What universal screening measures and progress monitoring tools will be used to determine which students will receive intervening services and at what level of frequency and intensity?**

Please indicate the number of daily uninterrupted instructional minutes the district requires as part of the Core Instructional Literacy block (Tier 1) for each grade level.

The historical, current, and projected number of minutes of daily, uninterrupted instructional minutes the district has required/requires/will require as part of the Core Instructional Literacy Block (Tier 1) for each grade level is indicated below**.**

Time Allocations for Tier 1 Instruction in Grades PK-5

Grade Level/Course	*2014-15 (Historical)*	*2015-16 (Current)*	*2016-2017 (Projected)*
Pre-Kindergarten	120	120	120
Kindergarten	120	120	120
Grade 1	120	120	120
Grade 2	120	120	120
Grade 3	120	120	120
Grade 4	120	120	120
Grade 5	120	120	120

In addition to the time allocated as a part of the Core Instructional Literacy Block, reading and writing will be incorporated across the curriculum. Support documents that describe how this could easily be accomplished are referenced below in the discussion about secondary instruction.

The *Read to Succeed* legislation does not require a specified number of uninterrupted instructional minutes for grades 6-12; however, research supports moving toward a 90-minute instructional block at the middle and high school levels. More time spent actually reading and writing leads to increased proficiency in reading and writing.

Time Allocation for Tier I Instruction in Grades 6-12

Grade Level/Course	*2014-15 (Historical)*	*2015-16 (Current)*	*2016-2017 (Projected)*
Grade 6	60	60	60 uninterrupted
Grade 7	60	60	60 uninterrupted
Grade 8	60	60	60 uninterrupted
High School	90/semester on 4X4 Schedule or 90/yearlong on A/B Schedule	90/semester on 4X4 Schedule or 90/yearlong on A/B Schedule	90/semester on 4X4 Schedule or 90/yearlong on A/B Schedule

If you selected less than 90 minutes for the 2016-2017 school year, please indicate what actions your district is taking to move toward a 90-minute instructional block for the secondary level.

Grades 6-8

In addition to the 60 minutes provided daily in English Language Arts classes for Tier 1 instruction, middle school stakeholders have agreed that a minimum of 60 additional minutes of literacy-focused instruction will occur daily in other content classes. This extra allocation of time holds true not only for Tier 1 students, but also for students who receive Tier 2 and Tier 3 interventions, as well.

Grades 9-12

In addition to the regularly scheduled English classes for Tier 1 instruction, high school stakeholders have agreed that a minimum of the following will be provided in other content areas:

- 50% of instructional time in all Social Studies classes – This equates to 45 minutes in a 90-minute period.
- 30% of instructional time in all Science classes – This equates to 27 minutes in a 90-minute period.
- 25% of instructional time in all Math classes – This equates to 22.5 minutes in a 90-minute period.
- Unspecified amounts of time in other content areas – While there is an unspecified amount of time indicated, there is an expectation of literacy-focused instruction in all classes at the high school level.

This additional allocation of time is being committed not only for Tier 1 students, but also for students in Tiers 2 and 3, as well.

What state adopted instructional program(s) are being used as part of the core instruction (Tier 1)?

PK	*Creative Curriculum*
Kindergarten	*Journeys* by HMH, *Literacy by Design* by HMH
Grade 1	*Journeys* by HMH, *Literacy by Design* by HMH
Grade 2	*Journeys* by HMH, *Literacy by Design* by HMH
Grade 3	*Journeys* by HMH, *Literacy by Design* by HMH
Grade 4	*Journeys* by HMH, *Literacy by Design* by HMH
Grade 5	*Journeys* by HMH, *Literacy by Design* by HMH
Grade 6	*Collections* by HMH
Grade 7	*Collections* by HMH
Grade 8	*Collections* by HMH
High School	*Collections* by HMH

*Note: In grades K-5, each school had a choice in whether to adopt the textbook series, ***Journeys*** by HMH or ***Literacy by Design***, also published by HMH.

What instructional supports are provided in addition to the state adopted program?

PK	*MyMath, CSEFEL Framework*
Kindergarten	*Units of Study for Teaching Writing* by Lucy Calkins (all schools); *Units of Study for Teaching Reading (some schools); Text Talk; CCSD Year-At-A-Glance documents for each level that organize standards from simple to complex; and Word Study* by Fountas & Pinnell
Grade 1	*Units of Study for Teaching Writing* by Lucy Calkins (all schools); *Units of Study for Teaching Reading (some schools); Text Talk; CCSD Year-At-A-Glance documents for each level that organize standards from simple to complex; and Word Study* by Fountas & Pinnell
Grade 2	*Units of Study for Teaching Writing* by Lucy Calkins (all schools); *Units of Study for Teaching Reading (some schools); Text Talk;CCSD Year-At-A-Glance documents for each level that organize standards from simple to complex; and Word Study* by Fountas & Pinnell
Grade 3	*Units of Study for Teaching Writing* by Lucy Calkins (all schools); *Units of Study for Teaching Reading (some schools); Text Talk; CCSD Year-At-A-Glance documents for each level that organize standards from simple to complex; and Word Study* by Fountas & Pinnell
Grade 4	*Units of Study for Teaching Writing* by Lucy Calkins (all schools); *Units of Study for Teaching Reading (some schools); Text Talk; The Comprehension Toolkit* by Harvey and Goudvis*; CCSD Year-At-A-Glance documents for each level that organize standards from simple to complex; and Word Study* by Fountas & Pinnell
Grade 5	*Units of Study for Teaching Writing* by Lucy Calkins (all schools); *Units of Study for Teaching Reading (some schools); Text Talk; The Comprehension Toolkit* by Harvey and Goudvis*; CCSD Year-At-A-Glance documents for each level that organize standards from simple to complex; and Word Study* by Fountas & Pinnell
Grade 6	*Making Middle Grades Work, MackinVia eBooks and Databases, DBQs, and CCSD Year-At-A-Glance documents for each level that organize standards from simple to complex*
Grade 7	*Making Middle Grades Work, MackinVia eBooks and Databases, DBQs, and CCSD Year-At-A-Glance documents for each level that organize standards from simple to complex*
Grade 8	*Making Middle Grades Work, MackinVia eBooks and Databases, DBQs, and CCSD Year-At-A-Glance documents for each level that organize standards from simple to complex*
High School	*Edgenuity blended to supplement coursework; CCSD Course-At-A-Glance and Year-At-A-Glance documents for each level that organize standards from simple to complex; South Carolina Virtual Library (SCDiscus) and DBQs*

*Note that available instructional supports are provided, although all may not be used in every school or with every student.

What instructional and other accommodations are made for special populations, those who need acceleration and those who need additional support?

For special populations of students, the Special Education leaders in CCSD wanted to clarify their definition of "accommodations" as compared to "modifications" so there is no confusion about what is included in this document. For our purposes, the definition of each is listed below.

Accommodations	Modifications
• Change **how** a student accesses information and demonstrates learning • **Do not** substantially change the instructional level, content, or performance criteria • Include changes that provide a student with equal access to learning and an equal opportunity to show what he or she knows and can do • Would mean that **grading is the same** and/or is based on student's IEP accommodations	• Change **what** a student is expected to learn • **Do** substantially change the instructional level, content, or performance criteria • Include changes that provide a student with opportunities to participate meaningfully and productively along with other students in classroom and school learning experiences • Would mean that **grading is different** or based on the student's performance on modified instructional level

For state-adopted/approved curriculum materials used by regular K-12 classroom teachers, SPED students served in such classrooms would use the same text as their classroom counterparts. For students in need of greater support, specific district-approved programs are available through the Special Education Department to meet the diverse learning needs of our population of students with Special Education needs. For students in PK, modifications for students in inclusion classes are provided in the DLM Early Childhood Express Curriculum.

For students needing acceleration, accommodations through the Gifted and Talented Program include the following:

- The training and resources to implement the "Engaged Talking" curriculum/strategy are available to all K-12 schools. This curriculum provides students (and teachers) with strategies to increase the quantity and quality of student engagement by focusing on higher order thinking.
- The William and Mary Reading Units of Study are available in all schools, K-8.
- Honors ELA courses are available in middle and high schools.

- Two Talent Development Academies for gifted students, which involve acceleration of the entire school, are established at Angel Oak and Springfield Elementary Schools. A third elementary school will become engaged in the project in 2016-2017, and two additional schools will be selected as Talent Development Academies in 2017-2018. Talent Development Academies have been and will continue to be developed as part of a Javits Grant.
- Problem-based Learning through Project EXCEL (another Javits Grant) is currently being implemented in two middle schools, Haut Gap and Simmons Pinckney, to support acceleration of underserved students in English Language Arts.

What universal screening measures and progress monitoring tools will be used to determine which students will receive intervening services and at what level of frequency and intensity?

Pre-K: The DIAL-4 is used as an initial screening for entry. myIGDIs is used as the state-mandated progress monitoring tool three times a year.

Kindergarten: DRA2 is mandated by the State Department of Education and is given three times a year. **AIMS**web is used for progress monitoring Tier 2 and Tier 3 students. CCSD uses **AIMS**web because "it provides a complete web-based solution for universal screening, progress monitoring, and data management for Grades K-12. **AIMS**web also provides the *framework*, *data*, and *guidance* that administrators and teachers need to efficiently allocate and evaluate core instruction and interventions, helping them improve outcomes for all students—based on accurate, continuous, and direct student assessment." (Pearson Assessments, at: http://www.pearsonassessments.com/learningassessments/products/100000519/aimsweb.html#tab-details).

Elementary: Reading MAP is administered three times a year and is used as a universal screener as well as a formative assessment. District-wide, **AIMS**web is used to progress monitor Tiers 2 and 3 students in grades 1 – 5.

Middle and High: MAP is used as the universal screener through 9th grade. District-wide, middle grades use Dibels and W.R.A.P. to progress monitor Tier 2 and Tier 3 students. Currently there is no district-wide universal screener for students in grades 10-12; however, CCSD, in coordination with the State Department of Education, will be developing a plan for doing so as part of *Read to Succeed*. While MAP could potentially be used for low-achieving students in grades 10-12, the use of Achieve3000 (and/or additional research-based intervention software) is under consideration as a solution for effectively progress monitoring Tier 2 and Tier 3 students in high school.

Element 2: Numerous Books Matched to the Students' Reading Levels and Interests

How will the district expand school/classroom libraries to provide a wide selection of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students?

A recent survey (34 of 45 elementary schools reporting) asked for teachers to rate the number of books in their classroom libraries based on specified criteria. The criteria allowed teachers to determine one of the following ratings for describe their classroom libraries:

- **Ample** (over 30 books per child);
- **Adequate** (20-30 books per child);
- **Some** (less than 20 books per child); or
- **Little** (less than 5 books).

The results are as follows:

Grade	Ample/Adequate	Some/Little
Kindergarten	49%	51%
1st	55%	44%
2nd	57%	43%
3rd	42%	58%
4th	45%	55%
5th	26%	74%

What is the average number of books (texts), representing a wide range of reading levels, genres and interests, the district expects as part of classroom libraries, print and digital? What is the average number of books (texts) the district expects in school library media centers?

Level	Classroom Libraries	Library Media Centers
Pre-Kindergarten	300 +200	27 titles per student
Kindergarten	300 + 200	27 titles per student
Grade 1	300 + 200	27 titles per student
Grade 2	300 + 200	27 titles per student
Grade 3	300 + 200	27 titles per student
Grade 4	300 + 200	27 titles per student
Grade 5	300 + 200	27 titles per student
Grade 6	500	19 titles per student
Grade 7	500	19 titles per student
Grade 8	500	19 titles per student
High School	500	19 titles per student

The International Reading Association's recommendation is that classroom libraries begin with at least seven books per child and purchase two additional new books per child each year. CCSD supports this recommendation.

Teachers should set expectations for the number of books students should read during the school year. The following is recommended:

- 1st grade/picture books: 100-125 (including picture books)
- Grades 2-5: 50-75
- Grades 6-8: 25
- Grades 9-12: 25

Recommended and required readings for courses at the middle and high school levels should be included on course syllabi.

What support is the district providing to increase the number of books in classroom libraries and library media centers?

At this time, CCSD has determined that the following steps will be taken to increase the number of books in classroom libraries:

Step 1: Communicate with schools having ratings of "Some" or "Little" specific recommendations to expand their classroom libraries before 2016-17 (earmarking Title I funds, fund raisers, and reaching out to community partners).

Step 2: Utilize existing district funds earmarked for increasing classroom libraries to address classrooms in K-3 with ratings of "Little" books.

Step 3: Support all K-5 teachers as they are asked to access the free "APP" from Pearson to inventory the number and quality of books in their classroom library to determine exact needs of every teacher. Included in the analysis will be the range of text level needed at each grade level, the content of the text available (making sure that there are books available that address current, relevant topics of interest to students), and the extent to which each library offers a wide variety of genres. Schools should use the data to make decisions about purchasing books.

Step 4: At the district level, develop classroom library book lists for each grade level to assist in book choices, especially in the area of nonfiction. Curriculum specialists in the Office of Curriculum and Instruction have already begun the process and will have recommended lists available by August 2016. Work with publishers to obtain classroom library purchasing options to be shared with principals and classroom teachers.

Step 5: Seek alternative revenue sources for future purchases through the CCSD Literacy Advocacy Group (See Component 6) to establish on-going community support for improving classroom libraries.

Step 6: Expect schools to utilize the classroom library inventory APP to initiate annual evaluations of classroom libraries and to use that date to make recommendations for district level funding needed to support classroom libraries.

While increasing the number of books in classroom libraries and library media center is important, ensuring they are appropriately leveled and labeled is imperative. The task of supporting teachers and media specialists in this process cannot be completed in 80+ schools in one year. The Office of Curriculum and Instruction will develop a plan to provide support to all schools in the establishment of exemplary classroom libraries and library media centers in which books are appropriately leveled and are sufficient to address the needs and interests of students.

Element 3: High-Quality Instruction in Reading Skills and Strategies

What research-based instructional strategies, materials and/or curriculum, will be implemented to ensure high-quality reading instruction?

The 2016-17 school year will have a district-level laser-like focus on guaranteeing all students are experiencing a rigorous curriculum. It will be expected that all CCSD classrooms align instructional methods, materials, and assessments to the described level of each standard.

The following list describes the critical strategies, materials and curriculum identified as paramount in developing high-quality reading instruction.

Grades	Instructional Strategies	Curriculum	Materials
PreK-K	• Social-Emotional Development • Small group instruction • Inquiry-based approach • Interactive Read Aloud • Play • Inquiry based instruction • Oral language development • Vocabulary development • Intentional interest areas	• Creative Curriculum • SC Early Learning Standards	• *Creative Curriculum, manipulatives, literacy games, social-emotional supports such as puppets and center materials, etc.* • Harcourt-Brace (HBH) *Journeys* or*Literacy By Design*
Grades	Instructional Strategies	Curriculum	Materials
1st-3rd	• Integrated Balanced Literacy • Interactive Read Aloud • Shared Reading for cognitive thinking, • Guided Reading to differentiate • Independent Reading (increases in volume, time, complexity) • Guided &independent writing • Literacy Centers • Blended Learning • Inquiry-based Instruction for meaningful authentic reading and writing • High level integrated skill practice	Progression of learning following developmental continua From SC Academic Standards: <u>Reading Curriculum</u> • Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension <u>Writing Curriculum</u> • Writing Workshop: Narrative, Expository, Argument Writing • Emphasis on Responding to texts	• Lucy Calkins *Units of Study in Opinion, Information, and Narrative Writing* • Notebook response to reading w/ fewer worksheets • Wide range of texts that increase in complexity • *Journeys and Literacy By Design* (HBH) • *Fountas & Pinnell (F & P) Phonics* • *Text Talk* (K-2) • Selected schools are using Lucy Calkins *Reading Units of Study*, • *Read Well* used by some
Grades	Instructional Strategies	Curriculum	Materials
4th-5th	(<u>All</u> of above, plus) • Greater emphasis on book clubs • Reading Workshop • Writing Workshop • Wide range of texts that increase in complexity	• Follow progression of learning using SCCCR ELA standards	• Lucy Calkins Writing • *The Comprehension Toolkit*by Harvey & Goudvis • Notebook response to reading w/ fewer worksheets • Wide range of texts that increase in complexity

			• HBH *Journeys* and Literacy By Design • Some schools using Calkins *Reading Units of Study*
Grades	Instructional Strategies	Curriculum	Materials
6th-8th	• Small group guided instruction for students informed by data • Student goal-setting • Emphasis on writing about reading • Specific skills and strategies instruction to promote reading authentic texts • Standards-based unit development • Writing Workshop	• Follow progression of learning using SCCCR ELA standards	• State-adopted *Collections*(HMH) • Some use Calkins *Units of Study in Opinion, Information, & Narrative Writing* • Use of DBQs in content area
Grades	Instructional Strategies	Curriculum	Materials
9th-12th	• Yearlong support in reading for students in grades 9 & 10 through an Essentials of Reading or Developmental Reading class paired with English I and English II in a "skinny" course configuration • Common syllabi for Essentials of Reading and Developmental Reading to include use of digital curriculum • Small group and individualized instruction within classes • Authentic literacy engagements with a heavy emphasis on reading books and writing about what they read • Higher-order thinking in all classes	• Follow progression of learning using SCCCR ELA standards	• State-adopted *Collections* (HMH) • Advanced Placement texts • Use of DBQs in content areas • Primary source documents • Wide range of texts that increase in complexity

	• Explicit instructional time spent on comprehension and interpretation in all classes • Reading and writing across the curriculum		

Element 4: Prevalence of Small Group and Individualized Instruction

The *Read to Succeed Plan* calls for the use of small group and individualized instruction. Professional development will be provided to ensure teachers know how to use data to determine the grouping format that will best meet the needs of all students. Data on the use of grouping formats will be collected, reviewed, and discussed by school leaders and others engaged in collaborative walk-throughs to focus attention on the importance of small group and individualized instruction.

- **What flexible grouping structures will be used to meet the needs of all students?**
- **What methods, data, etc. will be used to determine the grouping structures needed?**
- **What progress monitoring tools will be used to ensure adjustments to the grouping structures are made, as needed, based on data?**

Grades	Flexible Groups	Data Used	Progress Monitoring
PreK – K	• Play/Centers • Skill groups • KDG-Guided reading • Flexible skills groups	• myIGDIs • DRA2 • Behavior Checklists • Teacher Observations • District Checklists	• myIGDIs • DRA2 • **AIMS**web • Reading Records • District Checklists *(Eventually, a vocabulary assessment program will be implemented; this is an area of need.)*
1st – 3rd	• Guided Reading • Reading Partnerships • Conferring • Individual	• MAP • F&P Benchmark or other approved text leveling • Student writing assessments	• MAP • F&P Benchmark • **AIMS**web • Reading Records • Writing checklists and scoring rubrics
4th – 5th	• Guided Reading • Conferring • Book Clubs • Blended Learning • Individual	• MAP • F&P –Bottom 25%tile /other approved text leveling • Student self-monitoring checklists • Reading Unit Assessments • Students' scored writing assessments	• MAP • F&P-Bottom 25%tile • **AIMS**web • Computer Program support (TBD) • Reading Records (as needed) • Writing checklists and scoring rubrics

6th-8th	• Guided Reading • Conferring • Book Clubs • Blended Learning • Individual	• MAP • F&P –Bottom 25%tile /other approved text leveling • Student self-monitoring checklists • Reading Unit Assessments • Students' scored writing assessments	• Software/Cloud-based Program (TBD) • Achieve3000 (potentially) • MAP
9th-12th	• Guided Reading • Conferring • Book Clubs • Blended Learning • Individual	• MAP • Achieve3000 (or some other software tool) • Workkeys • ACT • Accuplacer • EOC Results	• Software/Cloud-based Program (TBD) • Achieve3000 (potentially) • MAP

2016-17 Implementation:

1) Professional development on specific strategies to intentionally teach vocabulary and support oral language will be provided to PK teachers. Small group instruction will be enhanced through the use of activities from the Florida Center for Reading Research.

2) All kindergarten classrooms will implement guided reading using Fountas & Pinnell Leveled Literacy Intervention (Orange Kit) as described in the CCSD *Kindergarten Intervention Handbook*. The district will ensure that all teachers have a set of teacher guides, but leveled materials will be shared.

3) All 1st-3rd grade teachers must implement a daily schedule of guided reading using a text leveling system such as Fountas & Pinnell Benchmark to progress monitor. Data will be used to support small group and individualized instruction within the regular classroom and to help teachers determine which grouping formats should be used.

4) All 4th-5th grade teachers must conduct guided reading lessons and offer book clubs to all students to develop independence and promote higher-level thinking and response to text. Students should be grouped for book clubs according to Lexile/text levels and interests. Data will be used to support small group and individualized instruction within the regular classroom and to help teachers determine which grouping formats should be used.

5) All 6th -8th grade teachers will be provided the professional development and the tools necessary to effectively assess and monitor student progress, particularly those at or below the 49th percentile. While supporting students who struggle to read, teachers will emphasize creating a culture of acceleration. Data will be used to support small group and individualized instruction within the regular classroom and to help teachers determine which grouping formats should be used.

6) In 9th-12th grade, data will be used to support small group and individualized instruction within the regular classroom. Particular emphasis in the *regular* classroom will be focused on addressing students in the 26th through 49th percentile. For incoming freshmen students who are performing in the bottom quartile, a yearlong *Essentials of Reading* course will be provided that is paired as a "skinny" with yearlong English I. This approach allows students to be simultaneously supported in reading while being accelerated in English I. Students who are still struggling in their sophomore year will have a similar pairing of Developmental Reading and English II. Students in the lowest quartile in grades 11 and 12 will be supported through a menu of options that includes but is not limited to literacy tutors, after school/before school interventions, computer-assisted instruction, and a senior project with a literacy focus supported by at least one mentor with a literacy experience.

Element 5: Increased Instructional Focus and Intensity Based on Student Needs

The *Read to Succeed* legislation requires that interventions be provided to all students who are unable to comprehend grade-appropriate texts and reach grade-level proficiency. The law specifically states that students in prekindergarten through Grade 3 who have reading difficulties must be provided intensive intervention (by a highly qualified teacher) for at least 30 minutes each day in addition to the 90 minutes of daily instruction in reading and writing provided to all students. Support for some students may be provided before or after school, in book clubs, summer reading camps, or other structures.

How will the district ensure teachers have the knowledge base and skills to intensify instruction for students having reading difficulties?

In 2016-17, for each instructional level, priority skill(s) will be identified and will become the focus of training for school-based administrators, reading coaches, and other district coaches and personnel who support job-embedded professional development. The identified areas of focus will be the priorities for district implementation with fidelity.

How will the district promote a multi-tiered system of support?

The MTSS framework has been in place in CCSD for the past three years following the merger of RTI and PBIS initiatives. District policies and practices continue to be reviewed annually promoting realignment so that all systems of support model, inform, and support integrated academic and social emotional core instruction, interventions, and student supports through data-based problem solving.

Presently, interdisciplinary team collaboration, on-going assessment of implementation, and professional development are in place to drive and sustain the effectiveness of tiered systems. These systems must be strengthened, however, and implemented with fidelity.

Approximately one third of our schools is optimizing MTSS implementation and less than 10 percent has not started implementation. The majority of our schools is *emerging* or *operationalizing* MTSS.

How will assessment data be analyzed and used in order to drive instructional decision-making for all students, specifically struggling readers?

Teacher Learning Teams (TLTs) will be established and will meet at least weekly in all schools. Analysis and use of data will be an integral tool that supports reflective discourse. Teachers will also be given support in the effective use of less formal assessment tools such as rubrics and checklists as a meaningful source for analyzing student progress.

Read to Succeed coaches will participate in and support Teacher Learning Teams in all elementary schools. Principals of middle and high schools will designate a school leader to support Teacher Learning Teams.

School-based Literacy Teams, required by *Read to Succeed*, will meet monthly to review progress monitoring and/or benchmark data on students enrolled in Intervention programs/strategies. Recommendations for adjustments to the intervention program will be made and monitored through the School-based Literacy Team.

The *Read to Succeed* legislation requires that additional interventions be provided for those students not successfully demonstrating grade-level proficiency.

Elementary Level

	What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?	***Additional number of minutes provided***	***Frequency of intervention(s) (daily, weekly, other)***
Prekindergarten	**Tier II** My IGDIS	Half day intervention	Daily
	Tier III My IGDIS	Half day intervention	Daily
Kindergarten	**Tier II** AIMSweb, DRA2, MAP	15-30 minutes	Daily
	Tier III AIMSweb, F&P Benchmark, MAP	15-30 minutes	Daily
Grade 1	**Tier II** AIMSweb, F&P Benchmark, MAP	30 minutes	Daily
	Tier III AIMSweb, F&P Benchmark, MAP	30 minutes	Daily
Grade 2	**Tier II** AIMSweb, F&P Benchmark, MAP	30 minutes	Daily
	Tier III AIMSweb, F&P Benchmark, MAP	30 minutes	Daily
Grade 3	**Tier II** AIMSweb, F&P Benchmark, MAP	45 minutes	Daily
	Tier III AIMSweb, F&P Benchmark, MAP	45 minutes	Daily
Grade 4	**Tier III** AIMSweb, F&P Benchmark, MAP	45 minutes	Daily
	Tier III AIMSweb, F&P Benchmark, MAP	45 minutes	Daily
Grade 5	**Tier II** AIMSweb, F&P Benchmark, MAP	45 minutes	Daily
	Tier III AIMSweb, F&P Benchmark, MAP	45 minutes	Daily

Middle Level

	What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?	***Additional number of minutes provided***	***Frequency of intervention(s) (daily, weekly, other)***
Grade 6	**Tier II** DIBELS, MAP	60	Daily
	Tier III DIBELS, W.R.A.P., MAP	60	Daily
Grade 7	**Tier II** DIBELS, MAP	60	Daily
	Tier III DIBELS, W.R.A.P., MAP	60	Daily
Grade 8	**Tier II** DIBELS, MAP	60	Daily
	Tier III DIBELS, W.R.A.P., MAP	60	Daily

High School

	What screening and/or diagnostic tools are used to determine those students needing Tier II and Tier III interventions?	*Additional number of minutes provided*	*Frequency of intervention (daily, weekly, other)*
Tier II	*MAP	45 in Grade 9 and 10, plus 50% of time in Social Studies, 30% in Science and 25% in Math	Daily in yearlong Essentials of Reading and Developmental Reading classes; daily but by semester for Social Studies, Science and Math
Tier III	*MAP	45 in Grade 9 and 10, plus 50% of time in Social Studies, 30% in Science and 25% in Math	Daily in yearlong Essentials of Reading and Developmental Reading classes; daily but by semester for Social Studies, Science and Math

***The district is collaborating with the state and other districts to determine the best tool(s) for progress monitoring at the high school level. MAP has historically been a poor indicator of student performance at the high school level.

How will instruction be intensified for students having reading difficulties (e.g. more time, smaller group size, more explicit and systematic instruction targeted at student needs, more guided practice, and immediate corrective feedback)?

Low and Low Average Students (11th- 40th percentile) Served in Regular Classrooms
Some of the crucial Instructional strategies that have been identified to accelerate the achievement of low average learners are listed below:

All PK classrooms:

1. Small group and individualized instruction based on student needs
2. Formative assessment using teacher observation and the district checklist

All Kindergarten classrooms:

1. Interventions suggested in the district's Kindergarten Intervention Handbook, such as small group instruction, reading/writing workshop, and peer assisted learning

All 1st – 3rd grade classrooms:

1. Effective use of daily guided reading instruction that specifically addresses student needs
2. Formative assessments used to determine text levels and monitor progress more frequently
3. Increased access to approved computer/digital software practice
4. Increased flexible groups to include explicit phonics/vocabulary instruction, if needed
5. More strategic use of school-based support structures such as Walk to Read, front loading activities, peer tutoring (PALS), etc.
6. Small group and individualized instruction based on student needs

All 4th – 5th grade classrooms:

1. Daily opportunity for students to read and write independently to apply what they are learning
2. Well-planned, structured, guided reading lessons for Tier 2 and Tier 3 students
3. A variety of formative assessments used to determine text levels and monitor progress more frequently
4. Small group and individualized instruction based on student needs
5. Access to district-approved computer/digital software at least three (3) times a week
6. More strategic use of school-based support structures such as Walk to Read, front loading activities, peer tutoring (PALS), etc.
7. Explicit word study/vocabulary instruction
8. Reading/writing opportunities daily in content areas
9. Goal setting to includeself monitoring strategies

All 6th – 8th grade classrooms:

1. Daily opportunity for students to read and write independently to apply what they are learning
2. Well-planned, structured, guided reading lessons for Tier 2 and Tier 3 students
3. A variety of formative assessments used to determine text levels and monitor progress more frequently
4. Small group and individualized instruction based on student needs
5. Explicit word study/vocabulary instruction
6. Reading/writing opportunities daily in content areas to equal a minimum of 60 additional minutes per day
7. Goal setting to include self monitoring strategies

All 9th – 12th grade classrooms:

1. Daily opportunities for students to read and write independently to apply what they are learning
2. A variety of formative assessments used to determine text levels and monitor progress more frequently
3. Small group and individualized instruction based on student needs
4. Access to district-approved computer/digital software for students who need additional support at least three (3) times per week

5. Explicit word study/vocabulary instruction
6. Reading/writing opportunities daily in content areas as defined previously, i.e., 50% of time in Social Studies classes, 30% in Science classes, 25% in Math classes, etc.
7. Goal setting to includeself monitoring strategies

How much time will be devoted to intensive intervention for struggling readers (e.g., struggling readers will receive thirty minutes of intervention on a daily basis above and beyond the ninety minute reading block)?

The district has followed a pure RTI model in grades K-3 and 6-8 for the past three (3) years and has supported this fully by providing Master Reading teachers and Associate Reading teachers to work directly with Tier 2 and 3 students. Intervention students receive 30-40 minutes of reading intervention. The current budget crisis will alter this level of service to students in Grades 1-3 and Grades 6-8 students. The priority for intensive pullout interventions will be those students at or below the 10th percentile.

In 2016-17, a 0.5 Master Reading Teacher (MRT) will be allocated to Title I schools using Title I district set aside to serve 4th and 5thgrade, Tier 3 students. This service has not been previously provided and represents the district's acknowledgement of a serious gap in service to students.

What additional strategies or interventions will be implemented to support struggling readers that aren't progressing at the rate they need to be to reach grade level reading by the end of third grade?

Tier II interventions	
Kindergarten	Leveled Literacy Intervention (Orange Kit) and Wilson Fundations
Grade 1	Leveled Literacy Intervention (Green Kit) and Wilson Fundations
Grade 2	Leveled Literacy Intervention (Blue Kit) and Wilson Fundations
Grade 3	Leveled Literacy Intervention (Red Kit) and Wilson Fundations
Grade 4	Leveled Literacy Intervention (Gold Kit) and Wilson Fundations
Grade 5	Leveled Literacy Intervention (Gold Kit) and Wilson Fundations
Grade 6	Language Live, Voyager (Journeys) and Reading Rewards
Grade 7	Language Live, Voyager (Journeys) and Reading Rewards
Grade 8	Language Live, Voyager (Journeys) and Reading Rewards
High School	TBD from options including Read 180, Achieve3000
Tier III interventions	
Kindergarten	Leveled Literacy Intervention (Orange Kit) and Wilson Fundations
Grade 1	Leveled Literacy Intervention (Green Kit) and Wilson Fundations
Grade 2	Leveled Literacy Intervention (Blue Kit) and Wilson Fundations
Grade 3	Leveled Literacy Intervention (Red Kit) and Wilson Fundations
Grade 4	Leveled Literacy Intervention (Gold Kit) and Wilson Fundations

Grade 5	Leveled Literacy Intervention (Gold Kit) and Wilson Fundations
Grade 6	Language Live, Voyager (Journeys) and Reading Rewards
Grade 7	Language Live, Voyager (Journeys) and Reading Rewards
Grade 8	Language Live, Voyager (Journeys) and Reading Rewards
High School	TBD from options including Read 180, Achieve3000

Students who are not progressing at the rate necessary to achieve grade level expectations will be placed on the School Literacy Team agenda (elementary, middle and high schools), as well as Teacher Learning Team meeting agenda. *Read to Succeed* coaches in the elementary schools will be responsible for monitoring implementation of the plan and reporting results to the Literacy Team. Principal-designated facilitators of Teacher Learning Teams will be responsible for monitoring implementation of the plan at the middle and high school levels.

Additionally, schools will be encouraged to include before and/or after school support in their school plans as funding allows. The Office of Curriculum and Instruction will begin collaborating more closely with district after school programs, such as Kaleidoscope, to ensure after school interventions are aligned to standards and reflect an extended day experience rather than an after school experience.

Summer Reading Camps, as required by *Read to Succeed* legislation, will be offered at the end of grade 3. The following information is provided as required in the *Read to Succeed* District Template:

Starting Date	June 13, 2016	**Ending Date**	July 14, 2016

Names, Qualifications, and Endorsements of Individuals providing Summer Reading Camp instruction

Name	Qualifications	Literacy Teacher Endorsement (Yes or No)
TBD	**TBD**	**TBD**

Name and Title of the Person Overseeing the Library Media Center During Summer Camp Dates

Name	Title
Solange Brewer	Curriculum Specialist for Media Services

Number of Students by Grade Level Anticipated to Serve in 2016 Summer Reading Camp

Prekindergarten	N/A
Kindergarten	N/A
Grade 1	N/A
Grade 2	N/A
Grade 3	500
Other: Please explain.	

What documentation will be used to notify parents of the intensive interventions their child will receive?

Parents will be notified of the need for and provision of intensive interventions for their child on progress reports and by letter. All correspondence notifying parents of the need for intensive interventions will be made available in both English and Spanish.

Schools will develop individual progress plans for any prekindergarten through grade three student who is not yet demonstrating grade-level proficiency.
Parent conferences during which the need for and results of interventions are discussed will be documented.

Component 6: Parent and Family Involvement

What is the district's mission regarding parent and family involvement in their student's educational program? How is this mission fulfilled?

The purpose of Charleston County School District's Policy KB – Parent Involvement in Education is to establish a vision for the involvement of parents/legal guardians and families in the education of their children. Key points in the policy that should be considered in determining the district's mission regarding parent and family involvement, specifically related to literacy, are the following excerpts:

- *"The district shall assist parents/legal guardians in learning how home environments can support the academic achievement and overall success of students."*
- *"Charleston County School District embraces the responsibility to help parents/legal guardians access and secure educational information, services and opportunities for their children. Strategies such as school-based parent resource rooms, parenting and child development classes, home visitation opportunities and adult education programs shall be offered to support parents/legal guardians."*
- *"As a priority focus for the district, parent involvement goals, initiatives and evaluation strategies shall be incorporated into the strategic and school renewal planning processes and shall be supported, as appropriate, through the allocation of district and special revenue resources."*
- *"The district shall also collaborate and cooperate with businesses, community agencies and faith-based organizations to support the needs of parents/legal guardians and families and to provide services to the community."*

How does the district communicate the third grade retention policy, as required by *Read to Succeed*, to parents and families?

The district will communicate the third grade retention policy through:

- Revision of the Promotion and Retention Policy;
- Letters that will be sent home to parents of all students PK-3;
- Notification through the district and all primary/elementary school websites;
- Inclusion in a district-developed PowerPoint to be shared at the first Fall 2016 PTA meeting of all primary/elementary schools; and
- Notification through formal media outlets, such as *The Post and Courier* and*The Chronicle.*

Key components of the entire *Read to Succeed* legislation will be shared, as well, on the district's website and linked to all schools' websites (primary/elementary, middle and high).

Does the district require regular and frequent communication with parents and families specifically related to literacy? If yes, what communication methods are used? If no, what plans are in place to strengthen parent and family communication, specifically related to literacy?

The district requires communication with parents and families specifically related to literacy through Title 1-funded Parent Engagement Programs and activities, Parenting Partners, the parent component of Primary Grades Academy (which is in all elementary schools), and Parent University. Additionally, the district requires that parents be informed on their child's report card as to whether or not the student is reading on grade level.

Component 7: Foster Partnerships to Communicate *Read to Succeed* Goals and to Promote Literacy Achievement

Charleston County School District recognizes the importance of creating family school community partnerships that focus on increasing the volume of reading in school and at home, during the year and over the summer. To that end, CCSD is creating a plan to increase and foster stronger partnerships with county libraries, community organizations, local arts organizations, faith-based institutions, pediatric and family practice medical personnel, businesses, and other groups to provide volunteers, mentors, or tutors to assist with the provision of instructional supports, services, and books that enhance reading development and proficiency. The Literacy Advocacy Team (described below) will champion this effort.

List five community partnerships that currently exist within the district. What services and/or supports are provided?

Organizations	Services and Supports
Reading Partners	Tutoring for students in the 21st – 40th percentile is provided by volunteers who come into some schools.
IBeam (Faith-based)	Tutoring and mentoring services for students are provided.
River Dogs	A motivational reading program is sponsored.
Dolly Parton	Books are provided to families on a monthly basis for children from birth to age 5.
The Citadel	Mentors and volunteers are provided to schools to support literacy development of students.

How will the district create partnerships with business and community organizations to raise awareness of the importance of literacy district-wide?

During the 2015-16 school year, CCSD consolidated several former district-sponsored literacy committees to form a new Literacy Advocacy Team with members from CCSD and community groups/organizations. The group's primary focus is to raise awareness of the importance of literacy, to increase the volume of reading in and out of school, and, most importantly, to increase the number of literacy partnerships in CCSD schools. The group is structured to work on projects throughout the year and come together four times annually to report on progress to date and make suggestions for improvements or new projects. Some of the activities that have been suggested for this group include:

- Encourage all partners in schools to sponsor book drives to increase classroom libraries and "take home" books.
- Sponsor fund raising activities for Annual Home Reading Awards and Ceremony.

- Examine literacy partnerships that have had significant impacts in other communities and determine how they may be replicated or modified for use in CCSD.

Along with the formation of the Literacy Advocacy Team, there are numerous other major partnership initiatives sponsored by CCSD:

- Charleston County First Steps has a childcare partnership grant to work with daycares in nine at-risk communities.
- Any child who cannot attend Head Start/Early Head Start due to lack of space is served through First Steps.
- Additional business partners at the secondary level include Charleston Metro Chamber of Commerce and local school business and/or community partners. These relationships are maintained and enhanced by school-level personnel.
- Teacher's Closet provides supplies and books for classroom libraries for teachers.

Key initiatives that will be established in the 2016-17 school year include the following:

- District support for training reading volunteers at the school level using a train-the-trainer model will be provided.
- Partnerships between elementary schools and high school clubs (Key Club, Beta Club, Teacher Cadet) to host fundraisers to provide"take home" books for elementary students will be established.

What supports will be in place to increase the amount of reading in and out of school?

- All schools at all levels are expected to have a book challenge program. This includes the 100 book challenge for K-2, 50 book challenge for grades 2-5, and 25 book challenge for grades 6-12.
- Currently CCSD is piloting Extended Day programs in five of our elementary schools. Other sites may be added after the pilot program data is reviewed. The ultimate goal is to provide extended day services in all Title I schools that are aligned to the needs of students.
- Continue implementation of district-sponsored Summer Reading Contest/Awards (supported by school librarians) as well as Summer Reading Programs in all schools.
- Continue CCSD First Steps lending library program called "Raising A Reader" for at-risk preschoolers.
- Encourage more schools to participate in local programs that provide books and encourage reading, such as Chick-fil-A Spirit Nights, Pizza Hut Book-It Program, and others.
- Continue Title I Parenting programs including those that purchase "take home" kits for parents.
- Continue to support the Book Nook, which provides a place for teachers to acquire gently used books they can use in their classroom libraries.
- Encourage schools to establish Lending Libraries (Little Free Library).
- Request donations of books through online groups such as Mom Swap and *micit*.
- Pursue grant opportunities to buy more "take home" books.

- Set expectations and guidelines for school-developed summer reading assignments.

What plans does the district have to increase community partnerships?

The Literacy Advocacy Team will work to create and strengthen partnerships by:

- Collaborating with local libraries to ensure all students have library cards, and provide greater access to local libraries for book exchanges and summer reading opportunities. Increasing local college partnerships for tutors and reading buddies. Finally, CCSD will continue to partner with the Tri-County Cradle to Career Collaborative, whose mission is to facilitate disciplined community collaboration to improve educational outcomes for all of our children – from birth to workforce readiness. Many organizations and groups that could be potential literacy partners with the district are already engaged in the Collaborative's work. Contacts with these organizations and groups should be leveraged.

Charleston County SCHOOL DISTRICT
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APPENDICES

Table of Contents

APPENDIX A: Meeting Agendas and Meeting Plans 1
APPENDIX B: District Report Card 27
APPENDIX C: Master Schedules 45
APPENDIX D: Literacy Correspondence 84

APPENDIX A: Meeting Agendas and Meeting Plans

Provide a list of the dates, times, purpose, and outcomes of all DLLT meetings.

Meeting Date	Meeting Time	Meeting Purpose and Outcomes
September 1, 2015	1:00 – 3:30 PM	Initial meeting with RTS Task Force to review legislation and state plan *Members of the RTS Task Force were informed of state law and the state plan related to RTS. Agenda and minutes are provided.*
October 29, 2015	1:00 – 4:00 PM	Meeting of RTS Task Force to review research-based best practices across organizational levels and overall. *A common understanding of foundational knowledge of research-based best practices in literacy was established. Agenda and minutes are provided.*
November 2015	Various	Numerous meetings were held in small groups or with individuals to discuss research in preparation for the December 1, 2015 meeting. Minutes of these meetings are not included, as these meetings were informal in nature.
December 1, 2015	8:30 – 11:30 AM	Meeting to review 22 interventions/strategies at each organizational level *Early childhood/elementary and middle/high sub-committees reviewed the findings of various RTS Task Force members who had prepared executive summaries of 22 interventions/strategies based on research. The sub-groups rated the interventions/strategies based on perceived effectiveness. Agenda and minutes are provided.*
January 12, 2016	8:00 AM – 4:00 PM	Meeting of small group with Kevin Smith of Regional Educational Laboratory – Southeast to discuss PGA and MGA and to observe schools in which these interventions are provided *Feedback was provided by K. Smith indicating that interventions alone cannot resolve the literacy challenges in CCSD. The greatest challenge is increasing teacher effectiveness in the regular classroom. Agenda and minutes are provided.*

January 13, 2016	9:00 AM – 3:00 PM	Meeting of RTS Task Force to review data for CCSD interventions: PK, PGA, MGA, Read 180 and preliminary findings regarding double-dosing were presented. *There was lively discussion around data/evidence presented. What is working relative to each intervention, as well as challenges were discussed at length. Additionally, efforts to continue gathering data to examine ROI and fidelity of implementation were discussed. Agenda and minutes are provided.*
January 27-28, 2016	8:30 – 4:00 PM	Meeting with Early/Childhood members of the team, along with Kevin Smith and district staff to respond to guiding questions required for development of the RTS Plan, to develop the frameworks for Components 5 and 3, and to review the findings of survey information for Components 6 and 7. *The purpose of the meeting was achieved. Agenda and minutes are provided.*
January 28-29, 2016	8:30 – 4:00 PM	Meeting with Middle/High members of the team, along with Kevin Smith and district staff to respond to guiding questions required for development of the RTS Plan, to develop the frameworks for Components 5 and 3, and to review the findings of survey information for Components 6 and 7. *The purpose of the meeting was achieved. Agenda and minutes are provided.*
February 3, 2016	1:00 – 2:00 PM	Meeting with Personalized Learning Team to discuss development of personalized, competency-based approach to supporting teacher and school administrator needs related to literacy-focused professional development *A small collaborative group will begin working on developing models and schematics to support the RTS Task Force's goal of having competency-based personalized professional development.*

February 4, 2016	11:00 AM – 2:00 PM	Meeting with sub-group of high school principals to discuss instructional delivery model for grades 9-12 *The sub-group developed a proposal to be presented to all high school principals on February 11.*
February 4, 2016	2:00 – 5:00 PM	Meeting with sub-group of middle school principals to discuss instructional delivery model *The sub-group developed a proposal to be presented to all middle school principals on February 11.*
February 8, 2016	9:00 – 10:30 AM	Meeting with sub-group to review Lexia as a possible intervention tool to include in our plan *The sub-group determined the need to review materials for further consideration.*
February 10, 2016	AM	Meeting with elementary principals cohort group to allow them to provide input about the proposed literacy initiatives specific to Component 5 of the Read to Succeed Plan *Several edits to the presentation were made for clarity, but no major changes were made to the recommendations. Overall the cohort felt the recommendations were reasonable and obtainable. Minutes of the meeting are provided.*
February 10, 2016	2:00 – 4:00 PM	Meeting with sub-group representing each organizational level to discuss Achieve3000 as a possible intervention tool to include in our plan *The sub-group determined the need to read the gold standard report on Achieve and to contact individuals in other districts (both in SC and Florida) that are using Achieve3000.*
February 11, 2016	11:00 AM – 1:00 PM	Meeting led by Sandy Brossard with middle school principals to discuss instructional delivery model proposed by RTS Task Force and sub-group of middle school principals *Modifications were suggested and were incorporated into the final plan. The*

		agenda and minutes of the meeting are available in the MSLC.
February 11, 2016	1:00 – 1:30 PM	Meeting led by Sandy Brossard with high school principals during learning community meeting to discuss instructional delivery model proposed by RTS Task Force and sub-group of high school principals *High school principals as a whole accepted the recommendations. The agenda and minutes of the meeting are available in the HSLC.*
February 11, 2016	1:00 – 1:30 PM	Meeting led by Betsy Reidenbach with elementary school principals during learning community meeting to discuss instructional delivery model proposed by RTS Task Force and sub-group of high school principals *Elementary school principals as a whole accepted the recommendations. The agenda and minutes of the meeting are available in the ESLC.*
February 15, 2016	5:10 – 5:35 PM	Presentation by Interim CAO to Teacher Roundtable informing them of Read to Succeed components *Teacher representatives asked for additional information and input. Agenda and minutes are provided.*
February 23, 2016	3:00 – 3:30	Presentation by Interim Executive Director for Curriculum and Instruction to Senior Cabinet on the components and framework for the Read to Succeed Plan *Questions were posed regarding funding. The IEDC&I will follow up with the SDE on requirements related to Read to Succeed coaches in every elementary school. Agenda is attached.*
February 25, 2016	8:30 – 10:30	Presentation by Achieve3000 CAO to representative group from RTS team, as well as 5 invited school leaders from each learning community. *Develop a deeper understanding of Achieve3000 and how it may be used to support progress monitoring and to support instruction. (Minutes not available at time of this publication)*

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Read to Succeed Planning Committee
September 1, 2015 – 1:00 p.m.
SAMS, Room 127

AGENDA

Topic	Time	Presenter
Welcome	1:00	Sandy Brossard *Interim Director* *Curriculum and Instruction*
Overview of Read to Succeed Legislation	1:10	
Break	2:00	
Overview of State Plan	2:10	
Discussion Regarding Next Steps and Plan for Review of Research- and Evidence-Based Best Practices and Interventions		

September 1, 2015 Read to Succeed (R2S) Planning Committee Meeting:

Members Present: Anita Huggins, Carol Leopold, Adrienne Lauder, Christine Power, Chris Hagy, CJ Williams, Elaine Berry, Betsy Reidenbach, Kathy Gehr, Kim Foxworth, Kristen Brittingham, Laura Donnelly, Leanne Sheppard, Lori Bates, Lynda Davis, MaryAnn Dieter, Melesia Walden, Robert Grimm, Ruth Taylor, Sandra Brossard, Solange Brewer, Terri Nichols, Virginia Reijners

Purpose: To initiate a R2S planning committee consisting of key stakeholders within the school district and articulate its purpose and list of overall goals

Summary: The Charleston County School District (CCSD) R2S Planning Committee/Task Force met for the first time, and Sandy Brossard facilitated the discussion which began with the committee's purpose and ultimate goal. The purpose was determined to be the development of a district Read to Succeed plan that complies with SC legislative requirements defined in the Read to Succeed legislation and to develop a World Class Literacy Plan for the improvement of literacy in CCSD.
The rest of the meeting was spent studying, reviewing and discussing the Read to Succeed Legislative documents and district support materials provided by the SC Department of Education.

Outcome: Members of this initial committee meeting were asked:

1. to decide whether they will remain on this committee based on the expectations for meeting and communicate their decision to Sandy Brossard.
2. to identify any additional stakeholders they believed should be included in the development of the district's R2S plan.
3. to pose questions they might still have about the R2S state requirements and district plans by posting their ideas/questions in a shared (Google) drive document.

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Read to Succeed
Planning Committee
October 29, 2015 – 1:00 p.m.
SAMS, Room 119

AGENDA

Topic	Time	Presenter
Welcome	1:00	Sandy Brossard *Interim Executive Director* *Curriculum and Instruction*
Overview of Best Practices in Literacy	1:10	Dr. Connie Williams *Curriculum Specialist* *English Language Arts*
Multi-Tiered Systems of Support	1:30	Cathy Chick *Director* *Student Intervention and Support Services*
Break	1:50	
Review of Research- and Evidence-Based Best Practices		
Early Childhood	2:00	Kimberly Foxworth *Director* *Child Development*
Elementary	2:15	Betsy Reidenbach *Director* *Literacy-based Learning*
Middle	2:30	Kristen Clark *Instructional Coordinator* *Middle Grade Academy*
High	2:45	Dr. Pamela Glenn *Literacy Coach* *R. B. Stall High School*
Discussion / Questions	3:00	Similarities and Differences

October 29, 2015 Read to Succeed (R2S) Planning Committee Meeting:

Members Present: Adrienne Lauder, Carol Leopold, Christine Power, Chris Hagy, CJ Williams, Betsy Reidenbach, Kathy Gehr, Kim Foxworth, Kristen Clark, Lori Bates, Lynda Davis, Melesia Walden, Ruth Taylor, Sandra Brossard, Solange Brewer, Terri Nichols

Purpose: To review research-based best practices identified by district literacy leaders as being relevant to our consideration of elements to include in our R2S District Plan and our World Class Literacy Plan

Summary: The review of research began with a broad based summary of the work of John Hattie found in *Visible Learning for Teachers* that identified educational initiatives with the greatest influence on student achievement. Dr. Connie "CJ" Williams presented the information and led the discussion specific to what elements of Hattie's work were most pertinent, confirming, and/or surprising to committee members.

A discussion about the CCSD Multi-Tiered System of Support (MTTS) for students in need of intervention was then conducted by Cathy Chick, the Director of Student Intervention and Support Services. The use of MTSS as the approach to RTI was explained in detail.

Finally, discussions were held regarding research-based best-practices by leaders from each of the organizational levels (Pre-K, Elementary, Middle School and High School) to establish a common understanding of current findings and recommendations for teaching excellence at each level.

Presenters at each level include the following:

- Pre-K – Kim Foxworth, Director of Child Development
- Betsy Reidenbach, Director of Literacy Based Learning
- Kristen Clark, Middle Grades Intervention Specialist
- Dr. Pamela Glenn, Literacy Coach at Stall High School

Outcome: A discussion of the research that was presented at each level led to rich discussion about existing practices in CCSD and within individual schools and created a common understanding of effective instructional practices across education levels, even though many committee members serve a specific population of students or teachers. It was also determined that at the next committee meeting, a review of actual programs and educational approaches in use would be reviewed. Each member of the committee was asked to either collect information on a resource/strategy we might consider (such as "looping" with a class of students) or be willing to review one or two initiatives and come ready to discuss them.

December 1, 2015 Read to Succeed (R2S) Planning Committee Meeting:

Members Present: Anita Huggins, Anna Dassing, Carol Leopold, Catherine Chick, Christine Power, Chris Hagy, CJ Williams, Betsy Reidenbach, Emily Elliott, James Whitehair, James Winbush, Johne Cobb, Kathy Gehr, Kim Foxworth, Kristen Brittingham, Kristen Clark, Lauren McCauley, Lori Bates, Mary Runyon, MaryAnn Dieter, Nathan Nelson, Pamela Glenn, Patsy Pye, Ruth Taylor, Sharon Randall, Solange Brewer, Terri Nichols, Adrienne Lauder, Sandy Brossard, Laura Donnelly

Purpose: The purpose of this committee meeting was to review research findings about ***specific*** programs or approaches used in schools to address the learning needs of students performing below grade level and to rank the program's effectiveness based on research.

Summary: Twenty-two (22) initiatives were reviewed. They included the following:

Book Buddies	Lexia Reading	PALS	Rosetta Stone
Compass Learning	Leveled Literacy Intervention (LLI)	READ 180	Scholastic/Scope
The DBQ Project	Looping	Reading Recovery	Springboard
Departmentalization Elementary schools	Mackinvia	Reduced Class Size	Successmaker ELA
Reading series, *Journeys*	MyOn Reader	Retention	Walk to Read
William and Mary	Double Dosing		

Individual members of the RTS Task Force had taken on the responsibility of reviewing at least three research-based journal publications about each of the programs/approaches for which they were responsible. Each member wrote a one-page executive summary based on their research findings and presented information to the teams, as described below.

Participants of this committee meeting were divided into two teams – a PreK through Elementary team and a Middle/High School team. Each team reviewed programs/approaches from the list that applied to students/teachers at their level. The RTS Task Force uploaded all journal publications that were reviewed, as well as the executive summaries, into Google Drive for further review and consideration.

Outcome: The ranking of each approach or intervention program was rated and discussed and clear recommendations were made based on clear and compelling evidence of the program's/approach's effectiveness as related to their ability to increase student achievement or success. As we move forward to the implementation of our R2S district plan (and school plans) these recommendations will be considered.

January 12, 2016 Read to Succeed (R2S) Data Collection / Walkthrough Visit

Members Present: Kevin Smith, Sandy Brossard, Betsy Reidenbach, Kristen Clark, CJ Williams

Purpose: To visit a sampling of CCSD schools with Kevin Smith, a consultant from Regional Educational Laboratory-Southeast, to assess the quality of instructional practices or programs currently in CCSD schools as viewed from an outside expert researcher.

Summary

On January 12, the review group of committee members visited Oakland Elementary, Sanders-Clyde Elementary, Simons-Pinckney Elementary and Zucker Middle School. In each school, the intervention strategies in use were observed and notes taken for follow-up discussion. Included in the review was the observation of at least two data review team meetings and four different intervention approaches: PALS, Reading Partners, LLI, and two intervention groups conducted by school-based interventionists or teachers.

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Read to Succeed
Planning Committee
January 13, 2016–9:00 a.m.
SAMS, Room 119

AGENDA

Topic	Time	Presenter
Welcome	9:00	Sandy Brossard *Interim Executive Director* *Curriculum and Instruction*
Early Childhood Interventions	9:00	Kimberly Foxworth *Director* *Child Development*
Primary Grades Academy (PGA) and Middle Grades Academy (MGA)	9:15	Betsy Reidenbach *Director* *Literacy-based Learning*
Break10:15		
READ 180	10:30	Dr. Pamela Glenn *Literacy Coach* *R. B. Stall High School*
Double-Dosing Preliminary Considerations	10:45	Kathy Gehr and Christine Harley
Teacher Effectiveness	11:00	Dr. Connie Williams *Curriculum Specialists* *English Language Arts*
Identification of Students	11:15	Cathy Chick *Director* *Student Intervention and Support Services*
Discussion	11:30	
LUNCH 11:50		
Effective Literacy Initiatives	1:00	Kevin Smith *Southeast Regional Educational Laboratory*

January 13, 2016 Read to Succeed (R2S) Planning Committee Meeting:

Members Present: Carol Leopold, Catherine Chick, Christine Power, Chris Hagy, CJ Williams, Elaine Berry, Betsy Reidenbach, Erin Freeland, James Whitehair, Joanna Gilmore, Kathy Gehr, Kim Foxworth, Kristen Clark, Mary Runyon, Pamela Glenn, Ruth Taylor, Sharon Randall, Solange Brewer, Terri Nichols, Adrienne Lauder, Sandy Brossard, Laura Donnelly

Purpose: The purpose of this committee meeting was to review research findings about ***specific*** interventions currently used in CCSD schools and determine their effectiveness using CCSD data.

Summary:

The meeting began with a review of CCSD Early Childhood data presented by Kim Foxworth. Overall, the conclusion drawn from the data is that this entire program is (in and of itself) an intervention since the pre-school children selected have to meet certain criteria to be considered for admission. Additionally, Kim presented a list of specific needs for improvement as we move forward in our district plans for CD.

Betsy Reidenbach then reviewed current and longitudinal data regarding the successes and drawbacks of the PGA and MGA initiatives that have been implemented in CCSD. She noted great strengths and high levels of success among 1st graders and offered insight into suggestions for improvement in areas of concern.

Dr. Pam Glenn presented initial data on a one-year implementation of READ 180 noting the limited ability to generalize the findings based on this single set of data. She also noted research-based findings from other sources that might inform our decisions as we consider the use of READ 180 as an intervention strategy at the high school level.

Dr. Connie Williams reviewed research on teacher effectiveness noting that of all the intervention considerations, the quality of the teacher (and their ability to implement the intervention with fidelity) remains a significant factor in the success of all intervention strategies and programs.

Due to time constraints, Cathy Chick did not continue her presentation about the identification of students in need of intervention support. It was determined that this information could still be shared at a later time.

Kevin Smith, consultant with Regional Educational Laboratory-Southeast, provided great insight into "what works" based on the research of REL-Sand drew parallels to some of our own initiatives and the data and research we presented.

January 27-28-29, 2016 Read to Succeed (R2S) Planning Committee Meetings:

Members Present: Anita Huggins, Anna Dassing, Carol Leopold, Catherin Chick, Christine Power, Chris Hagy, CJ Williams, Betsy Reidenbach, Emily Elliott, James Whitehair, ,Johne Cobb, Kathy Gehr, Kim Foxworth, Kristen Brittingham, Kristen Clark, Lauren McCauley, Lori Bates, Mary Runyon, MaryAnn Dieter, Nathan Nelson, Pamela Glenn, Patsy Pye, Ruth Taylor, Sharon Randall, Solange Brewer, Terri Nichols, Adrienne Lauder, Sandy Brossard, Laura Donnelly

Purpose: The purpose of these two sub-committee meetings was to synthesize all of the information the R2S committee has collected between September 2015 and January 2016 and begin the process of drafting the CCSD Read to Succeed District Plan.

Summary:

This three-day event was conducted in collaboration with Kevin Smith, the Regional Educational Laboratory-Southeast consultant who has been working with the R2S Task Force to identify research-based best practices as well as to offer suggestions for improvement based on data he collected during a previous visit to CCSD.

The Early Childhood/Elementary-based committee members met for two entire days (Wednesday and Thursday) and began to draft the first portion of the R2S district plan that pertains to early childhood and elementary planning. The first day was spent responding to guiding questions posed by the State Department of Education regarding Component 5, Instructional Plan. The second day was spent drafting a framework for district Professional Development opportunities that need to be planned to address district needs in meeting the R2S requirements and reviewing the Partnerships and Parenting framework that had previously been drafted. To facilitate rich discussion and a plethora of ideas, the Early Childhood/Elementary group initially worked in three small groups. The ideas of the three small groups were then shared with the entire group.

The Middle/High School-based committee members met on Thursday and Friday, following the same format but developing a draft of the plans for their learning levels. Similar to the work of the Early/Childhood group, the Middle/High group worked in two small groups and then shared ideas with each other.

The final plan reflects the framework established by the collective thinking of the five small groups and their common agreement on the practices and activities that were considered most essential.

Kevin Smith monitored the work of both teams to provide support and feedback on the committee's plan development. District staff spent the entire day on Wednesday with the Early Childhood/Elementary team and moved between the Early Childhood/Elementary and Middle/High teams on Thursday. District staff worked only with the Middle/High team on Friday.

February 4, 2016, RTS High School Principals' Cohort Group

Attending: Sandy Brossard, Dr. Kathy Gehr, Lee Runyon, Kim Wilson, Bob Grimm, Mary Runyon, Dr. Sherry Epplesheimer, Jean Siewicki, and Vanessa Brown

Purpose: The purpose of the meeting was to present the components of the plan to a sub-group of high school principals and to solicit their input about how to meet requirements of the Read to Succeed legislation related specifically to development of Component 5, Instructional Plan.

Summary: The group recommends that every high school in CCSD will operate the same schedule for students reading at or below the 25th percentile, and that a menu of options for serving students in grades 11 and 12 who fall into this category be provided. Additionally, they discussed ideas for strengthening instruction for students in the 25th through 49th percentiles. They further determined that the recommendation of 50% of social studies time, 30% of science time, and 25% of math time engaged in literacy-focused activities that support the core content of these subject area courses was reasonable.

February 4, 2016, RTS Middle School Principals' Cohort Group

Attending: Sandy Brossard, Travis Benintendo, Jay Whitehair, Anna Dassing, Paul Padron, Annette Hilton, Chris Power, Toshawnka Mahone, Lacarma Brown-McMillan, Jake Perlmutter, Jay Hudson

Purpose: The purpose of the meeting was to present the components of the plan to a sub-group of middle school principals and to solicit their input about how to meet requirements of the Read to Succeed legislation related specifically to development of Component 5, Instructional Plan.

Summary: The group recommends that every middle school will provide pullout intervention support for students at least at or below the 25th percentile of at least 45 minutes per day. Additionally, they discussed ideas for strengthening instruction for students in the 25th through 49th percentiles. They further determined that the recommendation of 50% of social studies time, 30% of science time, and 25% of math time engaged in literacy-focused activities that support the core content of these subject area courses was reasonable.

Elementary Principals Cohort Group

Literacy Interventions and Read to Succeed -Recommendations for 2015-16

February 10, 2016

Attendees: Lara Latto, Lona Pounder, Michael Griggs, Debbie Smith, Adrienne Lauder, Betsy Reidenbach

Minutes

The purpose of the meeting was to preview the Read to Succeed presentation prepared for elementary principals on February 11th and have the cohort group provide input about the proposed literacy initiatives specific to Component 5 of the Read to Succeed Plan.

Allocation cuts for PGA – a 13% cut in the PGA program was presented which included a new allocation formula. No school would have more than 2 MRTs for 1st grade or 2 ARTs for 2nd and 3rd grade intervention. There was concern expressed by the group that this would mean a reduction in the current service to at- risk students.

Addition of .5 MRT in Title I schools to provide 4th and 5th grade intervention – Non-Title principals expressed concern as to how 4th and 5th grade students would be served effectively, Mrs. Reidenbach shared the data on the small percentage of students who qualify in non-Title schools versus the higher percentages in Title schools. Principals understood this decision in a year of budget constraints and didn't feel this would be a problem for most principals to accept.

Emphasis on the fidelity of kindergarten intervention – The principals agreed that kindergarten should be a focus next year and the discussion was mainly around professional development and the use of LLI Orange kit in kindergartens earlier in the year.

Training and Focus of Read to Succeed Coaches – It was recommended that the coaches will have a concentration on K-3 next year and have comprehensive PD at the district level (along with the current SDE monthly support). There was no discussion as this seemed reasonable.

Focus on 21-40%tile students – The recommendations for both Title and non-Title schools were reviewed and discussion was around service models (use of computer software, walk to read, guided reading, etc.) and support for those models. All principals agreed this should be a focus.

Several edits to the presentation were made for clarity, but no major changes were made to the recommendations. Overall the cohort felt the recommendations were reasonable and obtainable.

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Superintendent's Teacher Roundtable

Tuesday, February 16, 2016
4:30 p.m. - 6:00 p.m.

Agenda

4:30	**Welcome** 2015 CCSD Teacher of the Year	Emilie Woody
4:35	**TIPS & New Teacher Support**	Missy Parrish Teacher Effectiveness
4:55	**SLO Updates/Question & Answer**	Lori Bates Teacher Effectiveness
5:10	**Read to Succeed Input** **Chief Academic Office Updates**	Valerie Harrison Chief Academic Office
5:35	**District Updates/Q & A**	Gerrita Postlewait Superintendent

Upcoming Meeting Dates:
March 21
April 18
May 16

2015 -2016 Teacher of Year Roundtable Meeting Minutes

Instructions: Record the proceedings of the meeting.

Meeting Date: 2/16/2016 **Location: SOA Media Center** **Notetaker: Amy Ryan**	**Members Present: CCSD TOY'S** **Meeting Start Time: 4:30 p.m.** **Meeting End Time: 6:00 p.m.**
Number of Items on Meeting Agenda:	**Members Absent:** **Next Meeting: 3/21/16**

Monthly Objective:

Agenda Items	*Next Step(s) and Due Date*	*Person Responsible*	*Next Review*
1. Welcome	Thank you's go to OOE for the Gala. Share out good things. Share out good things!	Emily Woody, TOY	
2. TIPS & New Teacher Support	Pink piece of paper is the overview of the TIPS program. TOY will share They welcome anyone willing to mentor new teachers. What could be different? What could be changed to make it better? Try to fit what is suggested and what is best practices. Work with Cerra and the new teacher program in Santa Cruz. They work in the OOE to help first year teachers. Induction is a two year process first year induction 1 second year induction 2 end of second year move to safety~ more formalized evaluation. The two columns on the pink sheet shows what is required for SC Great teachers. Always looking for good mentors:) Mentors should be assigned as quickly as possible. Teacher effectiveness specialists use information from principals and use over the shoulder teaching methods. May use COT data to help more specifically. Lastly recognitions and rewards recognizing great work of the first year teachers Educators are recognized at the Riverdogs game in April. Table talk what ideas do you have that will help beginning teachers? What can be offered to new teachers? Email Melissa_Parish with any questions.	Melissa Parish	
3. SLO Updates/Question & Answer	Lori Bates in the office of teacher effectiveness talked about SLO student learning objectives~ If you, as teachers, get questions about SLO's refer them back to PDF in Harbor it is 4-5 pages long and it gives the details of the SLO. If they can't find it there email lori_bates or contact harbor. The state SLO system requires all teachers to complete them. Looks like everyone may have to do SLO's, but that is not set in stone. Supposed to show an impact on student growth. What do the state SLO's look like compared to what we do? There is a lot of training involved to make sure these SLO's are strong. Teachers will need adequate training on how to write them. SLO's will still be in the state's plan for evaluation even if there is no TIF grant. VAM teachers should be getting information in the spring through an email. It will be called roster verification. These teachers will probably need to complete SLO's next year.	Lori Bates Teacher Effectiveness	
4. Read to Succeed Input	Refer to the Read to Succeed packet that your TOY has to share. First page talks about the seven components~		

	Component 1~ a literacy team has been working on the goal of having a world class literacy plan Component 2 ~what are we doing about specific student achievement goals very important to connect read to succeed to our strategic plan We need to make sure that we don't have various plans. Component 3 Classroom teachers need to be trained in 3 courses. Opportunities will be given throughout the year to take these courses. Component 4 Comprehensive assessment system looking for evidence based practice some are not showing student improvement well known research based interventions in place. Component 5 Exemplary literacy classrooms 5 elements Need $ to set up these classrooms list of resources for teachers Component 6 Partnerships certain amount of time on literacy in the classroom read to succeed coach in each school for support Assessment Calendar will be shared SC REady testing Update Your TOY has the PowerPoint to share~ Students will be asked to analyze a text and respond with an essay different than before. The back page has information about SLO's specific changes to the adept system. These may not be used as a growth measure but as an artifact as an evaluation system. The state department has said they will post some other samples on the state webpage. They have posted some and will post some more nonfiction informational text for the text dependent questions.	Valerie Harrison Chief Academic Office	
5. District Updates/Q & A	Glenn Stiegman from the office of finance and operations updated the teachers on the budget. The allocation committee is working on looking at special positions in schools. They are working on an allocation formula. Special Ed has not been looked at yet but may need to be. There may need to be an allocation formula put into place for Special Education. TIF grant 2012 could not make their commitments, so it will be done after this year. Classroom observation tool will continue this year and next year. Teachers can come up with recommendations for teacher evaluation. There will still be outside observations of some kind. Data does not support that we are closing the achievement gap. This will be shared to the board. They will also make the recommendation to raise expectations for pre-school. We need to be really clear on programs that have impact on students. We need to define what appropriate rigor looks like. We want to encourage students at the high school level to get all of our kids ready to take a credit bearing class at Trident tech. It would be a goal to graduate our students with as many college credits as possible. Calendar Option 1 will be sent to the board meeting for approval on Monday February 23rd	Gerrita Postlewait Superintendent	

February 22, 2016, Sub-group of RTS Committee meeting with University of Florida Lastinger Center Team

Attending: Elaine Berry, Kristen Brittingham, Carol Leopold, Betsy Reidenbach, Dr. CJ Williams, Dr. Valerie Harrison, Sandy Brossard, Dr. Donald Pemberton, Dr. Holly Lane, Dr. Philip Poekert, Dr. Shaunte Duggins

Purpose: The purpose of the meeting was to gain feedback from the Lastinger Center on Components 3, 5, 6 and 7 of the Read to Succeed Plan and to discuss strategies to further develop structures and processes to support implementation of a world class literacy plan.

Outcomes: The Lastinger Center team met with Superintendent Dr. Gerrita Postlewait and Sandy Brossard on Sunday evening, February 21, and discussed ways the Lastinger Center could potentially support CCSD. The team met again privately with the Superintendent on the morning of February 22 prior to meeting with the RTS sub-group.

Feedback was provided by the Lastinger Center on Components 3, 5, 6, and 7 of the plan. Recommendations were incorporated into the final document before it was submitted to the Interim Chief Academic Officer for review.

Areas of co-creation are being explored, as many of the actions we have incorporated into our plan are areas of high interest by the Lastinger Center.

Cabinet Meeting
Tuesday, February 23, 2016
1:00 – 3:30 p.m.

Time	Topic – Purpose	Lead
1:00	**Book Study – Week 2 of 4** • Chapter 4, The Twenty Habits, Pages 35-98	V. Harrison R. Taylor S. Brossard
1:30	**Follow-Up from February 22nd** • Board Workshop – Data Review • Board Meeting	G. Postlewait
2:00	**Review March 7th Committee of the Whole Agenda**	G. Postlewait
2:30	**Summer Programs 2016 Consolidation*** • Approval on Summer Programs Consolidation Plan	J. Borowy S. Hughes
2:45	**Bee Hives in Schools (Bee Cause)*** • Decision on Full Implementation, Funding Source	J. Borowy S. Brossard
3:00	**Read to Succeed Update*** • Understanding/Collaboration Among Colleagues	V. Harrison S. Brossard
3:30	**Adjourn**	
	Next Meetings: o Tuesday, March 8th, 1:00 p.m. – Regular Cabinet Meeting (follows Committee of the Whole on Monday) o Tuesday, March 22nd, 1:00 p.m. – Regular Cabinet Meeting (follows Board Meeting on Monday)	

**Handout*

Notes –CABINET MEETING
Tuesday, February 23, 2016

Present: G. Postlewait, E. Taylor, T. Nichols, L. Davis, G. Stiegman, R. Taylor, A. Huggins, D. Henderson, V. Harrison, P. Padron, J. Emerson, S. Brossard, B. Briggman, C. Heinsohn, M. English-Watson

Absent: J. Cobb, J. Borowy

Book Study – Week 2 of 4

Dr. Harrison led the book study for week 2.

Follow-Up from February 22nd – Board Meeting and Board Workshop

Dr. Postlewait reviewed the follow-up from yesterday's board meeting. There is no desire by the board at this time to support a millage increase.

Action:N/A

Next Steps: Cabinet members are expected to complete their items by Friday, February 26th. Robin will follow-up with status report.

Review March 7th Committee of the Whole Agenda

First major step is board approval of the new allocation formula. Without this approval, we cannot get a balanced budget.

Some items going forward:

Policy & Personnel

- Policies
  - Committee of the Whole
  - Curriculum Development, Adoption and Review
  - Professional Staff Contracts
  - Posting and Advertising Professional Vacancies
  - Resignation of Administrative Staff
  - Organization of Instruction
  - Assignment of Students to Schools
  - Nonresident Students
  - School Choice
  - Board Member Travel Expenses, Expense Authorization Reimbursement
- Naming of Otranto Campus – Deerpark Middle School

Strategic Education

- District 23 Advanced Studies
- Textbook Adoption Recommendations
- Read to Succeed Plan
- Buist Kindergarten Enrollment
- Alternative Programs Plan Draft
- District/School Strategic Plan Status
- AIM Charter School Application Review
- Process for Service Providers in Schools
- Strategic Plan Update
- Achievement Data Workshop
- Report on Intensive Support of High Stakes Tests
- Social-Emotional Blueprint
- Update on 10 PBIS Schools
- Charleston Area Justice Ministry

Audit & Finance

- Forensic Audit
- Medway Park
- District 1 Property Purchase
- Facility Use Rentals
- Fixed cost of Ownership FY17 Project List
- Early Out Building Program FY17 Project List
- Donations for the Ashley River Creative Arts Elementary School Gym
- Fixed Cost of Ownership FY16 Reallocation
- Early Out Capital Maintenance FY17 Project List
- Sinking Fund FY17 Project List
- E-Rate Resolution
- Nutrition Services Charge Policy
- Travel Policy

Liaisons are reminded to check draft committee agenda list with the chart that Dr. Postlewait created listing major committee milestones by month.

Action:N/A

Next Steps: G. Stiegman will add "Allocations" to the agenda – high priority. J. Emerson will prepare charter letters.

Summer Programs 2016 Consolidation

S. Hughes provided a report on consolidating summer programs for FY16/17. He is proposing 29 sites for this year and would like to continue to reduce that list. With approval Sean will begin working with the principals and administrators to make sure the facilities meet the needs of the programs.

M. English-Watson is concerned that there are no programs in the "neck" area and suggested including Mary Ford ES.

Expanded Learning – T. Nichols asked Sean to double check that there are no programs in Park West.

S. Hughes - One problem is no central approval process. Are programs cost neutral?

S. Hughes will follow-up with principals to confirm he has received all information from the schools regarding student based activities and summer programs. Associates felt the list compiled to date is incomplete.

Action: N/A

Next Steps: S. Hughes will provide information received from principals to the Associates. He will bring back a cost neutral proposal, list of contracts that have been executed, etc.

Bee Hives in Schools (Bee Cause)

D. Henderson shared the history of the bee program.

Can we teach science with the hives? Can we use technology?

Action: N/A

Next Steps: D. Henderson will prepare a board action agenda item explaining that the program has liability and safety issues, exposes the district beyond our risk tolerance, creates damage to facilities, unnecessary costs, and there are safe alternatives and other viable options. It will be placed on the Operations Committee agenda.

Read to Succeed Update

S. Brossard updated the cabinet on the new Read to Succeed Plan. It is scheduled to go before SEC on March 7th.

Action: N/A

Next Steps: S. Brossard will share copies with the cabinet for review. Two meetings will be scheduled before March 7th by the CAO for discussion and input. The first including teachers, curriculum leaders, etc. The second with associates, superintendent, HR to review, discuss funding, teacher placement, etc.

Next Meetings:

- Tuesday, March 8th, 1:00 p.m. – Regular Cabinet Meeting (follows Committee of the Whole Meeting on Monday)
- Tuesday, March 22nd, 1:00 p.m. – Regular Cabinet Meeting (follows Board Meeting on Monday)

Plan for DLLT Meetings, May 2016 – June 2017

What is the district's plan for District Literacy Leadership Team meetings May, 2016 through June, 2017?

The District Literacy Leadership Team (DLLT)—formerly known as the Read to Succeed Task Force—has established itself as a group committed to and fully engaged in action research. The group will not wait until May, 2016 to begin holding meetings.

Rather, the group will continue to meet between now and the end of this school year to develop specific actions and products to support implementation. For example, as a competency-based, personalized learning approach has been proposed to support Component 3, specific areas of focus for growth, based on literacy priorities at each grade level, must be established. A progression of learning (or pathway) must be established for each level.

During the summer, the DLLT will be engaged in planning professional development to support growth of educators and paraprofessionals, reviewing data as it becomes available from the State, supporting schools in the development of their school plans, and further developing structures and processes to support implementation.

Throughout the 2016-2017 school year, the DLLT will continue to meet at least monthly to review state assessment data as it becomes available, to review progress monitoring data, and to analyze the impact and success of the competency-based, personalized learning approach to professional development. The DLLT will, also, provide periodic feedback to the Chief Academic Officer, the Senior Cabinet, and the Superintendent regarding needs for revisions to the plan.

APPENDIX B: District Report Card

Charleston
75 Calhoun Street
Charleston, SC 29401



South Carolina State Report Card

State and federal laws require public schools to release report cards to the public each year. This year, the report card has been updated to reflect changes in reporting directed by the SC Education Oversight Committee. Schools will not be rated for state accountability purposes until Fall 2017 when the state will transition to a single accountability system. The following reports student performance in school year 2014-15.

Grades:	PK-12 District	**Superintendent:**	Mr. Michael L. Bobby, Acting Superinte
Enrollment:	46,916 students	**Board Chair:**	Mrs. Cindy Bohn Coats
District Phone:	843-937-6319		
District Website:	http://www.ccsdschools.com/		



Profile of the SC Graduate

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

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

Life and Career Characteristics
- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

* 21st Century core courses in Social Sciences include History, Geography, Economics, Government and Civics.

WORLD CLASS SKILLS & LIFE AND CAREER CHARACTERISTICS

Our district is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by ...

Dear Charleston County School District (CCSD) Parents and Community Members:

Every resident of Charleston County should be proud of the marked improvements in achievement at CCSD over the past decade. The district has been cultivating progress since 2007 by using the roadmap of a targeted, two-phased strategic plan.

In 2007, we had 22 schools rated as "unsatisfactory" or "at-risk" and in 2014 that number dropped to 7. Also in 2007, approximately 44 percent of students attended schools rated "Good" or "Excellent." Today, nearly 60 percent of our students attend a school rated "Good" or "Excellent." We have experienced steady increases in graduation rates, scholarship dollars, and school enrollments over the past decade.

CCSD's current strategic plan is rooted in a firm belief that with the right supports, high expectations and great teaching, every student can graduate from high school with the skills to succeed in college, the workforce, and life.

When the Transform SC initiative was formed to develop the Profile of the South Carolina Graduate, CCSD was already focused and purposeful about helping all students build the knowledge, skills, and human characteristics to survive and thrive in today's world.

The district has experienced many accomplishments and there is still a great deal of work to do. In our next phase of strategic planning, we will undergo a comprehensive assessment of initiatives and outcomes, and target resources where we can effectuate the greatest positive outcomes. We will focus on providing a safe, caring, and academically challenging learning environment for all students. We will build a growth mindset across our entire community in order to close the readiness gap and support a learner-centered, competency based culture. We are going to fine-tune our understanding of the "big" development blocks on the learning pathways of life.

Preparing students for post secondary education and the job market is critically important to us. We believe that the school, family, and community must share the educational responsibility of our youth.

I am encouraged by our district's progress. We will continue the unrelenting work necessary until all of our schools are excellent and every single child graduates with the skills needed to compete in the global economy. We will stand for learners, dream big, add value to the community, and be tenacious. We live in a world-class city and we are well on our way to creating a world-class school district.

–Michael L. Bobby, Acting Superintendent of Schools

CHARLESTON 12/11/2015

KNOWLEDGE

The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing

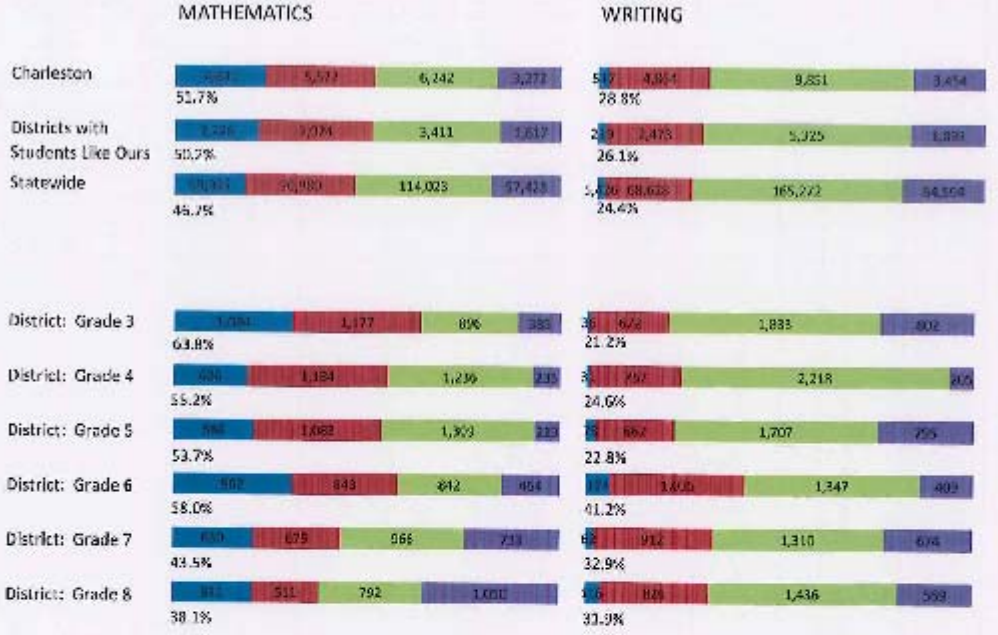


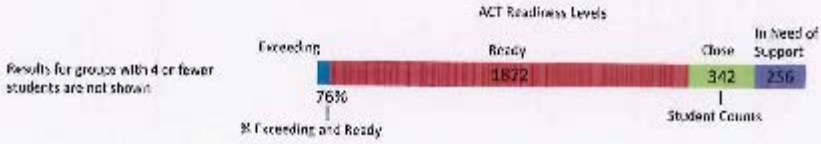
Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S Insufficient Sample

CHARLESTON 12/11/2015

KNOWLEDGE



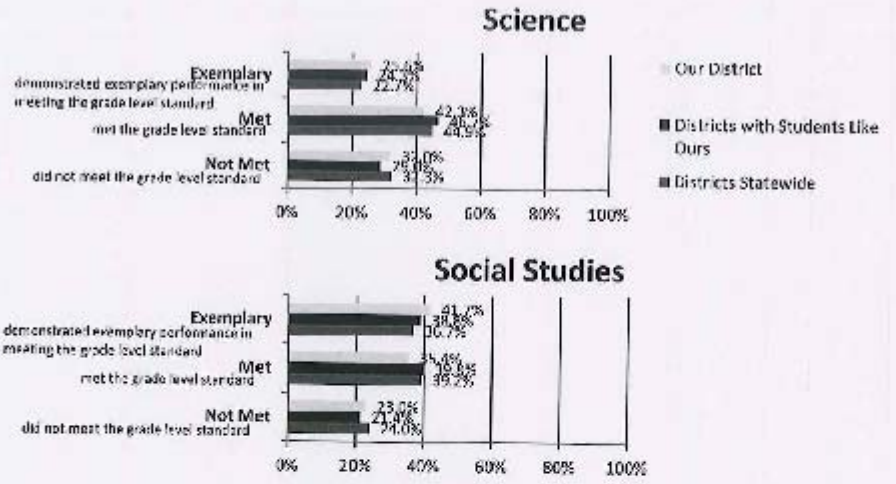


Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

KNOWLEDGE

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies.



Science SCPASS

Our District: Percent Met and Above for each grade level

4th grade	5th grade	6th grade	7th grade	8th grade
72.0	67.3	64.8	70.3	67.7

Social Studies SCPASS

Our District: Percent Met and Above for each grade level

4th grade	5th grade	6th grade	7th grade	8th grade
86.9	74.3	79.9	70.4	75.1

Note: Results include SC-Alt assessment results.

Exemplary "Exemplary": student demonstrated exemplary performance in meeting the grade level standard.

Met "Met": student met the grade level standard.

Not Met "Not Met": student did not meet the grade level standard.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

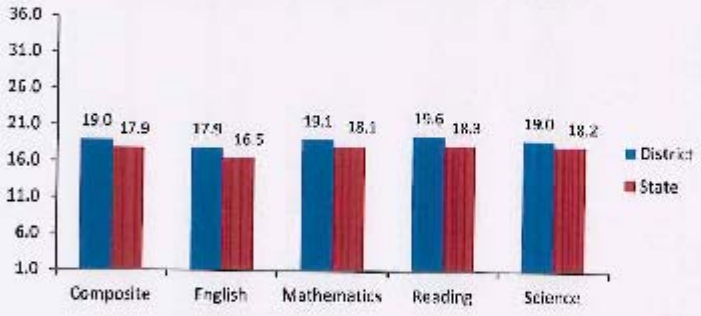
KNOWLEDGE

End of Course Tests			
Percent of tests with scores of 70 or above on:	**Our District**	**Districts with Students like Ours**	**State**
Algebra 1/Math for the Technologies 2	92.7	87.7	85.7
English 1	79.8	79.5	75.1
Biology 1	87.7	80.2	77.8
US History and the Constitution	76.7	73.0	69.1
All Subjects	84.3	80.4	77.3

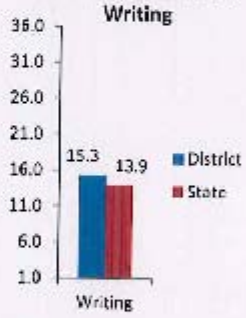
Districts with Students like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

The ACT, a college readiness assessment, was given to every South Carolina 11th grader in 2015 with the exception of those eligible for alternate assessments. The ACT scores range from 0 to 36. The district and state averages are included for comparison. State averages for ACT data are based on regular public schools and do not include private schools in the state.

Average ACT Score Achieved by Students: English, Math, Reading, Science, Composite of all four tests, 2015



Average ACT Score Achieved by Students: Writing



Percent of Students in District Meeting ACT College-Ready Benchmarks, 2015				
English Benchmark Score: 18	**Math Benchmark Score: 22**	**Reading Benchmark Score: 22**	**Science Benchmark Score: 23**	**All 4 Subjects**
48.4	31.2	30.1	27.4	19.7

ACT benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.

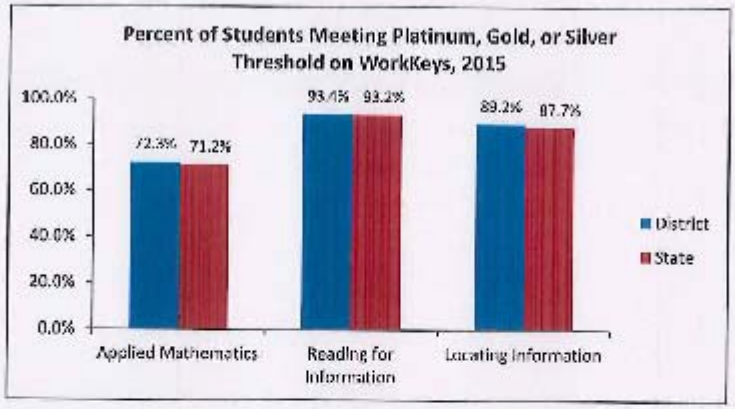
The ACT is a registered trademark of ACT, Inc.

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

KNOWLEDGE

ACT WorkKeys is a job skills assessment system measuring 'real world' skills that employers believe are critical in the workplace. The assessment is given to every South Carolina 11th grader with the exception of those eligible for alternative assessments. The assessment consists of three subtests: Applied Mathematics, Reading for Information, and Locating Information. Students can earn certificates at the Platinum, Gold, Silver, and Bronze level on WorkKeys assessments.



District SAT Performance				
Percent of Students Tested	Average Critical Reading Score	Average Math Score	Average Writing Score	Average Composite Score
53.0	503	495	483	1480

The highest composite score on the SAT is a 2400. For each of the three sections of the test, the highest score is 800.

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

OUTCOMES

State Graduation Rate	
Four-Year	Five-Year
80.1	82.0

District Four-Year Cohort Graduation Rate			
2015	2014	2013	2012
83.8	80.1	76.9	75.5

District Five-Year Cohort Graduation Rate			
2015	2014	2013	2012
83.4	80.2	78.7	76.9

Percentage of Seniors Eligible for LIFE Scholarship	
District	State
38.4	42.2

Percentage of Students from 2014 Graduating Class Enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall 2014	
District	State
78.4	70.3

Abbreviations for Missing Data

N/A Not Applicable N/AV-Not Available N/C-Not Collected N/R Not Reported I/S Insufficient Sample

OPPORTUNITIES

For students to meet the profile of the SC Graduate

	Our District	Change from Last Year	Districts with students like ours
Students (n = 46,916)			
Percent of students participating in Medicaid, SNAP, or TANF; homeless, foster, or migrant students (poverty index)	57.8	Down from 63.0%	N/A
Attendance Rate	95.2	Down from 95.6%	95.6
With disabilities	7.7	Down from 8.0%	11.5
Out of school suspensions or expulsions for violent and/or criminal offenses	2.5	Up from 2.3%	0.7
Percentage of students served by gifted and talented programs	21.8	Up from 20.6%	18.1
Enrolled in AP/IB programs	38.6	Down from 40.6%	25.7
Successful in AP/IB programs	69.9	Down from 71.3%	54.0
Career/tech students in co-curricular organizations	2.1	N/A	0.9
Enrollment in career/technology courses	N/A	N/A	-18.0
Students participating in work-based experiences	9.3	N/A	2.5
Number of seniors who have completed FAFSA forms	1586	N/A	911
Percentage of seniors completing college applications	81.7	N/A	89.4
Number of students in dual enrollment courses	1155	Up from 181	359
Success rate of students in dual enrollment courses	96.4	N/A	98.2
Annual dropout rate	3.1	Up from 1.4%	2.1
Dropout recovery rate	5.6	N/A	5.5
Percentage of students retained	1.9	No change	1.5
Enrolled in adult education GED or diploma programs	169	Up from 131	320
Completed adult education GED or diploma program	49	Down from 171	41
Teachers (n = 3,147)			
Percentage of teachers with advanced degrees	57.4	Up from 56.4%	62.0
Percentage of teachers on continuing contract	69.7	Down from 79.2%	76.8
Teachers returning from previous year	88.6	Down from 89.3%	90.8
Teacher attendance rate	96.1	No change	94.6
Average teacher salary*	$46,862	Up 2.5%	$49,023
Professional development days / teacher	27.4 days	Up from 11.8 days	N/AV
District-issued technology devices per teacher	N/A	N/C	N/A
Percentage of classes not taught by highly qualified teachers	6.6	Down from 7.2%	3.8
Percentage of teacher vacancies for more than 9 weeks	0.8	N/A	0.7

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

OPPORTUNITIES

	Our District	Change from Last Year	Districts with students like ours
District			
Superintendent's years at district	1.0	Down from 7.0	3.5
Student-teacher ratio in core subjects	23.8 to 1	Up from 21.5 to 1	23.5 to 1
Prime instructional time	90.1	Down from 90.8%	89.1
Opportunities in the arts	Excellent	No change	Excellent
Opportunities in foreign languages	Excellent	N/A	Excellent
Number of schools with AdvancEd (SACS) accreditation	21	Up from 20	N/A
Parents attending conferences	100.0	No change	100.0
Bandwidth capacity per student	<25 Mbps	N/C	N/A
Number of schools with classroom wireless access	40.0	N/C	N/A
Do any schools plan to implement one-to-one computing	Yes	N/C	N/A
District issued learning devices per student	N/A	N/C	N/A
Do any schools offer online or blended (50% online) courses	Yes	N/C	N/A
Dual enrollment courses offered	28	N/A	24
Dollars spent per pupil**	$11,062	Up 4.5%	$8,759
Percent of expenditures for instruction**	52.8	Up from 52.6%	55.4
Percent of expenditures for teachers' salaries**	53.1	Down from 54.8%	58.0
Average administrator salary	$89,378	Up 13.6%	$82,380

* Includes current year teachers contracted for 190 days or more.

** Prior year audited financial data are reported.

State Ratings History of District

Year	Absolute Rating	Growth Rating
2014	Excellent	Good
2013	Good	Average
2012	Good	Good

Based on state law, districts will not be rated for state accountability purposes until Fall 2017.

Additional Resources

SC State Content Standards
Family-Friendly Guides to the SC Content Standards
2014-15 Accountability Manual
Report Card Data Files
ESEA Data Files

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

APPENDIX C: Master Schedules

Sample Elementary 120 Minute Balanced Literacy Schedule

Instructional Component	1st-2nd Nine Weeks	Class Configuration
Reading Workshop	80 minutes	
Read-Aloud (Daily)	10-15 min.	Whole Group
Shared Reading (Daily)	10-15 min.	Whole Group or Small Group
Guided Reading (3 Groups/Class, Daily) *Literacy /Activity Centers occur at this time including blended learning*	30-45 min. (10-15 min./ group)	Small Group: Integrate Literacy Centers: Word Study, Independent Reading and Writing
Reflecting and Sharing (Daily)	5 min.	Whole Group
Word Study (Daily)	10 min.	Whole, Small Group, Independent
Writing Workshop*(All Writing Structures)*	30 minutes	
Guided Writing (Mini-lesson) (Shared and interactive writing)	10 min.	Whole class
Independent Writing (Daily)	15 min.	Whole class or can be Embedded in Literacy Centers in K-2 classes
Reflecting, Sharing, and Presenting (Daily)	5-10 min.	Whole Group
Total Time: Balanced Literacy Kindergarten	***120 min.***	

Sample Middle School Schedule

	6th grade	7th grade	8th grade
Homeroom	8:30-8:50	8:30-8:50	8:30-8:50
Period 1	8:53–9:53(Core 1)	8:53-9:41(Exploratory 1)	8:53–9:53 (Core 1)
Period 2	9:56–10:56(Core 2)	9:44-10:44(Core 1)	9:56–10:56 (Core 2)
Period 3	10:59-11:39(Lunch)	10:47-11:47(Core 2)	10:59-11:44(Exploratory 1)
Period 4	11:42-12:42(Core 3)	11:50-12:30(Lunch)	11:47-12:27(Exploratory 2)
Period 5	12:45-1:45(Core 4)	12:33-1:18(Exploratory 2)	12:30-1:10 (Lunch)
Period 6	1:48-2:33(Exploratory 1)	1:21-2:21(Core 3)	1:13 -2:13 (Core 3)
Period 7	2:35-3:25(Exploratory 2)	2:25-3:25 (Core 4)	2:16-3:25(Core 4)

* 60 minutes of instruction are allowed daily in all core academic classes
* At least 60 minutes of additional literacy-focused instruction will be embedded in core content classes each day.
* Students have two opportunities for exploratory options, 45 minutes each.
* Students in need of intensive intervention will be pulled from one of their exploratory classes.

	Freshman			Sophomore		
		Tier 1			**Tier 1**	
S1	English 1	45 min		English 2	45 min	
	World Geography	45 min	50% targeted in literacy	World History	45 min	50% targeted in literacy
	Elective	90 min		Chemistry	90 min	30% targeted in literacy
	Alg. 1 or Geo.	90 min	25% targeted in literacy	Geometry/Algebra 2	90 min	25% targeted in literacy
	Elective	90 min		Elective	90 min	
S2	English 1	45 min		English 2	45 min	
	World Geography	45 min	50% targeted in literacy	World History	45 min	50% targeted in literacy
	World Language	90 min		World Language	90 min	
	Biology	90 min	25% targeted in literacy	Elective	90 min	
	Elective	90 min		Elective	90 min	
		Tier 2			**Tier 2**	
S1	English 1	45 min		English 2	45 min	
	English Intervention	45 min	Essentials of Reading	English Intervention	45 min	Developmental Reading
	Elective	90 min		Elective	90 min	
	Foundations in Alg.	90 min	25% targeted in literacy	Geometry	90 min	25% targeted in literacy
	World History	90 min	50% targeted in literacy	Elective	90 min	
S2	English 1	45 min		English 2	45 min	
	English Intervention	45 min	Ess. of Reading	World History	45 min	50% targeted in literacy
	Intermediate Alg.	90 min	25% targeted in literacy	World Language	90 min	
	Physical/Earth Science	90 min	30% targeted in literacy	Biology 1	90 min	30% targeted in literacy
	Elective	90 min		Elective	90 min	

	Tier 3			Tier 3		
S1	English 1	45 min		English 2	45 min	
	English Intervention	45 min	Essentials of Reading	English Intervention	45 min	Developmental Reading
	Elective	90 min		Elective	90 min	
	Essentials of Math	90 min	25% targeted in literacy	Intermediate Alg	90 min	25% targeted in literacy
	Elective	90min		Elective	90min	
S2	English 1	45 min		English 2	45 min	
	Eng. Intervention	45 min		Eng. Intervention	45 min	
	Foundations in Alg	90 min	25% targeted in literacy	World History	90 min	50% targeted in literacy
	Physical/Earth Science	90 min	30% targeted in literacy	Biology 1	90 min	30% targeted in literacy
	Elective	90min		Elective	90min	

*Students will be organized for small group or individualized instruction in regular English classes, as needed.

*Students in Grades 11 and 12 will have interventions provided based on a menu of options. See Component 5 for details.

APPENDIX D: Literacy Correspondence



Primary Grade Academy
October News

heather_burke@charleston.k12.sc.us debra_vennings@charleston.k12.sc.us cynthia_thomas@charleston.k12.sc.us

A Closer Look at Phonemic Awareness:

Phonemic Awareness is the ability to *hear* and *manipulate* sounds and it is critical to reading success. Here are some activities that you can do at home to strengthen your child's reading skills.

- Sing silly songs where you start every word with the same letter or play with tongue twisters.
- Read nursery rhymes or poetry. (Jack Prelutsky and Shel Silverstein are great poets!)
- Play rhyming games such as "I'm thinking of a word that rhymes with cat and begins with /b/."
- Play "deletion" games such as "What is cart without the /c/?" (art)
- Go on a Sound Hunt. Have your child search your house for objects beginning with a specific sound. Then check the objects together. Once they have mastered this skill, try it again and

It's a PGA Kickoff!

Please join us on October 8th at 5:00 pm for our PGA Kick-Off Event! Meet your child's reading teacher and enjoy some pizza just before

Food For Thought: Four for Families!

1) ***Place Value on Literacy***- Show your own interest in literacy by reading in front of your child and be sure to listen to them read too!
2) ***Press for Achievement***- Help your child set realistic goals and encourage them to achieve these goals.
3) ***Availability of Reading Materials:*** Create more opportunities to develop literacy by providing materials such as books, newspapers, writing paper, and crayons.
4) ***Opportunities for Verbal Interaction:*** Talk with your child. The quantity and content of conversation between you and your child influences language and vocabulary development, which are building blocks for reading success.

Family Activities:

The best way to improve your child's reading is to read TO them and read WITH them. It is never too late to start.

The St. Andrews Library is a great place for you and your child to visit and enjoy choosing books together.

Check out the website for events:

http://www.ccpl.org

Reading Strategy of the Month:

"Look at the Picture"

Pictures can provide useful clues to early readers and build confidence. If your child is reading and gets stuck on a word, prompt them to look at the picture to see if there is a clue that can help them with the unknown word.

We want to hear from you. Jot us a note below or email us with any questions or comments.

FGA Form 7.8

Primary Grades Academy Progress Report

Student Name:	
FGA Master Teacher:	
School:	
School Year:	

Reporting Period	FGA Program Description	FGA Attendance
☐ 1st Quarter	____ minutes, ____ days a week	____ out of ____ sessions
☐ 2nd Quarter	____ minutes, ____ days a week	____ out of ____ sessions
☐ 3rd Quarter	____ minutes, ____ days a week	____ out of ____ sessions
☐ 4th Quarter	____ minutes, ____ days a week	____ out of ____ sessions

Reading Progress

1 | Needs Improvement
2 | Making Adequate Progress
3 | Making Excellent Progress
N/A | Not Applicable

	Reporting Period			
	1	2	3	4
Student is making progress based on weekly monitoring results.				
Student identifies all letters and letter sounds.				
Student is able to decode (sound out) words smoothly.				
Student is increasing sight word vocabulary.				
Student is comprehending what is read.				
Student is writing simple words.				
Student is writing simple sentences.				
Student participates in lessons and is cooperative.				

FGA Master Teacher Comments

1st Quarter:

2nd Quarter:

3rd Quarter:

4th Quarter:

Middle Grade Academy Progress Report 20___-___

Student Name:	
MGA Master Teacher:	
School:	

Reporting Period	MGA Program Description	MGA Attendance
☐ 1st Quarter	____ minutes, ____ days a week	____ out of ____ sessions
☐ 2nd Quarter	____ minutes, ____ days a week	____ out of ____ sessions
☐ 3rd Quarter	____ minutes, ____ days a week	____ out of ____ sessions
☐ 4th Quarter	____ minutes, ____ days a week	____ out of ____ sessions

Reading Progress

1 | Needs Improvement
2 | Making Adequate Progress
3 | Making Excellent Progress
N/A | Not Applicable

	Reporting Period			
	1	2	3	4
Decoding (read multisyllabic words)				
Reading Fluency				
Sight word vocabulary				
Grade level words and meanings (knowledge of academic vocabulary)				
Comprehension: Literal (easy questions) Interpretive (more difficult) Evaluative (most difficult)				
Writing Responses to Reading				
Student is making progress based on progress monitoring results				
Student participates in lessons and is cooperative				

MGA Master Teacher Comments

1st Quarter:
2nd Quarter:
3rd Quarter:
4th Quarter:

CCSD| Literacy Based Learning Handbook - Middle School

R.B. Stall High School: Parent Survey 2015-2016

In an effort to improve the academic lives of our students at R.B. Stall High School, please fill out this brief survey.
En un esfuerzo para mejorar la vida académica de nuestros estudiantes, favor de llenar esta encuesta breve.

How often do you meet in person with teachers at your child's school?
¿Qué tan frecuente se reúne en persona con los maestros en la escuela?

- Almost never - Casi nunca
- Sometimes - A veces
- Frequently - Frecuentemente
- Only when requested by the school - Solamente cuando es requerido por la escuela

In the past year, how often have you discussed your child's school with other parents from the school?
¿En este año escolar, que tan frecuente ha discutido el tema de la escuela de su estudiante con los otros padres de la escuela?

- Weekly - Semanal
- Monthly - Mensual
- Never - Nunca

How often do you help your child understand the content he or she is learning in school?
¿Qué tan frecuente le ayuda a su hijo(a) a entender el contenido que está aprendiendo en la escuela?

- Almost never - Casi nunca
- Sometimes - A veces
- Frequently - Frecuentemente
- Only when requested by my child - Solamente cuando me lo pide mi hijo(a)

In the past year, how often have you helped out at your child's school?
¿En este año escolar, que tan frecuente ha ayudado en la escuela de su hijo(a)?

- Weekly - Semanal

- Monthly - Mensual
- Never - Nunca

How confident are you in your ability to make sure your child's school meets your child's learning needs?

¿Que tan confidente está usted en su habilidad de asegurarse que la escuela de su hijo(a) satisfaga las necesidades de aprendizaje de su hijo(a)?

- Somewhat confident - Poco confidente
- Not confident - No confidente
- Very confident - Muy confidente

How well do the activities offered at your child's school match his or her interests?

¿Que tan bien empareja los intereses de su hijo(a) las actividades dentro de la escuela?

- Extremely well - Extremadamente bien
- Somewhat well - Mas ó menos bien
- Not so well - No tan bien

How well do you feel your child's school is preparing him or her for his or her next academic year?

¿Que tan bien piensa usted que la escuela de su hijo(a) lo(a) esté preparando para su siguiente año escolar?

- Fairly well - Mas o menos bien
- Really well - Muy bien
- Not well - No muy bien

How well do administrators at your child's school create a school environment that helps children learn?

¿Que tan bien crean un ambiente escolar los administradores que les ayuda a los estudiantes a aprender?

- Quite well - Bien
- Not quite well - No muy bien
- Really well - Muy bien

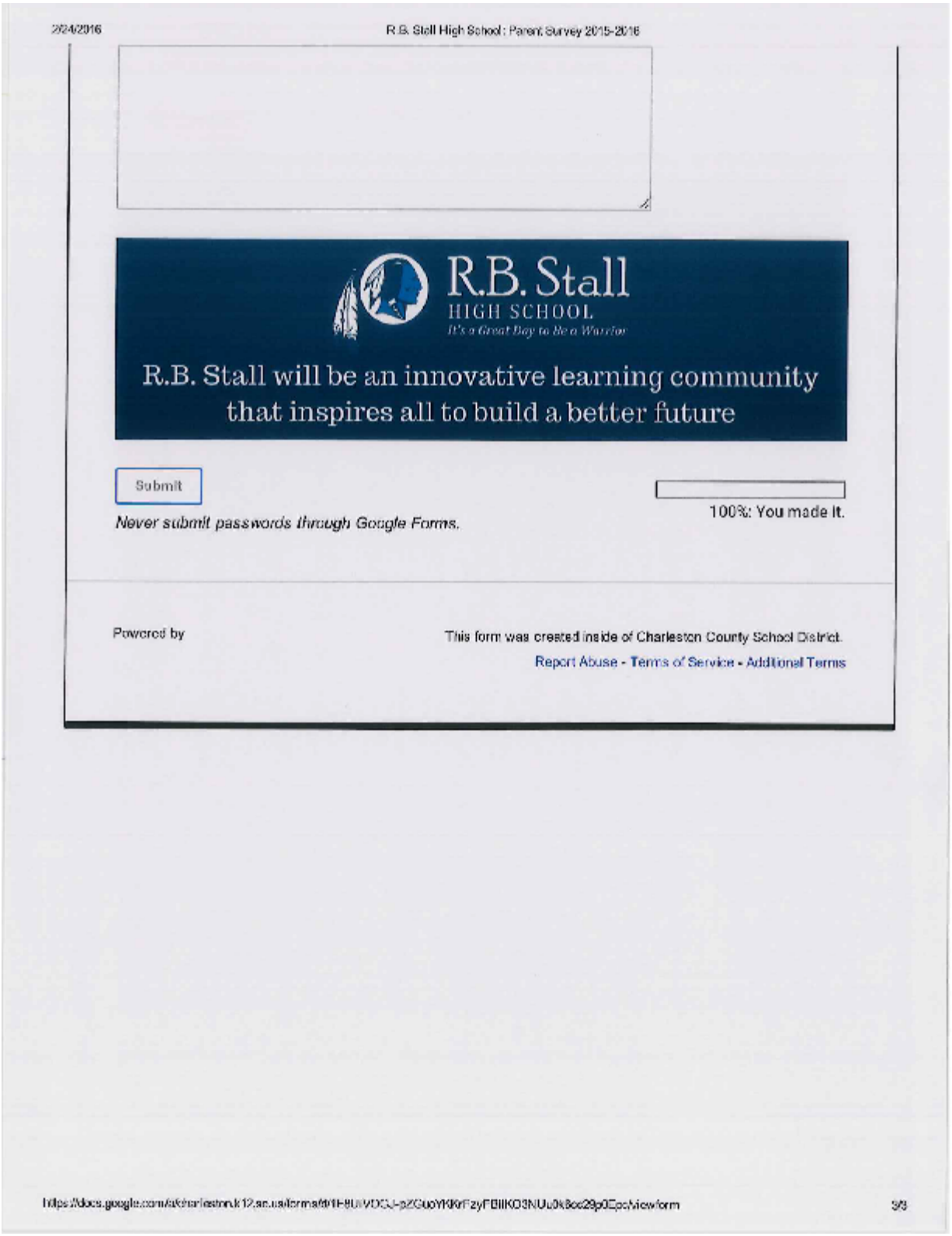
Overall, how much respect do you think the teachers at your child's school have for the children?

¿En totalidad, cuanto respeto cree usted que los maestros en la escuela de su hijo(a) les tiene a los estudiantes?

- Quite a bit of respect - Una buena cantidad de respeto
- Little respect - Poco respeto
- A lot of respect - Mucho respeto
- No respect - No hay respeto
- Other:

Please let us know about any questions or concerns you may have here:

Favor de dejarnos saber sobre cualquier pregunta ó preocupación que tenga aquí:


R.B. Stall
HIGH SCHOOL
It's a Great Day to Be a Warrior
R.B. Stall will be an innovative learning community that inspires all to build a better future
Submit
Never submit passwords through Google Forms.
100%: You made it.
Powered by
This form was created inside of Charleston County School District.
Report Abuse - Terms of Service - Additional Terms

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BOARD AGENDA ACTION FORM
March 7, 2016

Section:	Open Session- Strategic Education Committee		
Subject:	Advanced Studies @ Ellington		
Name/Department:	Terri Nichols / Elementary Learning Community		
Agenda Item Number:	IX 9.3 B		
Background:	The Board approved an "advanced studies" program for D23 that was originally slated to open August 2015 at Blaney Elementary. In June 2015 the CCSD board voted to open at Ellington as there was sufficient space to house the 4 grades (K-3). The program has operated this year with a total enrollment of 45.		
Discussion:	The program needs to grow by one grade for the 2016-2017 school year to add 4th grade. There is space to add this class at Ellington. This fulfills the commitment to have an "advanced studies" program in D23. Applications for new students are being accepted at this time and will remain open until all seats are filled.		
Goals & Budget:	1.0 FTE (approximately $65,000)		
This recommendation supports CCSD goal #:			
Overall budget for implementing CCSD goal:	1.0 FTE		
Request approval for funds within that budget in the amount of $:		**Funding Source**	
		GOF	
Resulting positive impact for students in our District will be:	More opportunities for students in District 23		
Potential impact of this decision on other budget areas will be:	N/A		
Future Fiscal Impact:	Additional FTE for Grade 5 in 2017-18		
Recommendation:	☒ **Action**	☐ **Information**	
	☒ **Open Session**	☐ **Executive Session**	
It is hereby recommended that the Strategic Education Committee approve addition of one grade (Grade 4) to the Advanced Studies Program at Ellington.			
Person(s) Responsible for Implementation:	Terri Nichols		
Superintendent's Approval:	Jessita Poatleyrait		
Board Member(s) Approval:	Kate Darby		
Attachment(s):	☐ **Yes**	☒ **No**	

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BOARD AGENDA ACTION FORM
March 7, 2016

Section:	Open Session- Strategic Education Committee		
Subject:	Buist Kindergarten / Increase enrollment by 2		
Name/Department:	Terri Nichols / Elementary Learning Community		
Agenda Item Number:	IX 9.3 C		
Background:	Buist currently has two Kindergarten classes with a capped enrollment of 25 in each class; a total Kindergarten enrollment of 50.		
Discussion:	This request is to increase each Kindergarten class by 1 student. This would make a total Kindergarten enrollment of 52 with 26 students per class. Rationale for request: 1. There are 4 "lists" created for Buist admissions. Having 52 spaces will allow an equal number of students to be selected from each list (13). 2. It will provide 2 additional seats in a popular program. 3. Teachers indicated they would prefer to have an even number of students per class (26).		
Goals & Budget:			
This recommendation supports CCSD goal #:	Goal 14		
Overall budget for implementing CCSD goal:	No additional funding required.		
Request approval for funds within that budget in the amount of $:	N/A	**Funding Source** (GOF, IDEA, Title I, Capital, etc.)	
Resulting positive impact for students in our District will be:	Provide 2 additional seats in a popular program.		
Potential impact of this decision on other budget areas will be:	N/A		
Future Fiscal Impact:	None		
Recommendation:	☒ **Action**	☐ **Information**	
	☒ **Open Session**	☐ **Executive Session**	
It is hereby recommended that the Strategic Education Committee increase each Kindergarten class at Buist by 1 student.			
Person(s) Responsible for Implementation:	Terri Nichols and Shawntay White		
Superintendent's Approval:	Jessita Poothewait		
Board Member(s) Approval:	Kate Darby		
Attachment(s):	☐ **Yes**	☒ **No**	

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BOARD AGENDA ACTION FORM
March 7, 2016

Section:	Open Session- Strategic Education Committee	
Subject:	North Charleston Promise Zone	
Name/Department:	Dr. Gerrita Postlewait, Superintendent	
Agenda Item Number:	IX 9.3 D	
Background:	The goal and vision of the North Charleston Promise Zone (NCPZ) is to create a thriving, vibrant, and economically viable asset to the community.	
Discussion:	The preliminary MOU has been developed for the purpose of implementing a Promise Zone Initiative for comprehensive revitalization efforts of the NCPZ. If CCSD supports this initiative, and the 2016 NCPZ proposal is awarded a federal Promise Zone designation, CCSD will then present the final MOU to the CCSD Board for final authorization. The MOU requires no CCSD funding.	
Goals & Budget:		
This recommendation supports CCSD goal #:	#5 and #6	
Overall budget for implementing CCSD goal:	N/A	
Request approval for funds within that budget in the amount of $:	N/A	**Funding Source** (GOF, IDEA, Title I, Capital, etc.)
Resulting positive impact for students in our District will be:		
Potential impact of this decision on other budget areas will be:	None	
Future Fiscal Impact:		
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**
It is hereby recommended that the Strategic Education Committee approve the Superintendent's letter of support for the North Charleston Promise Zone.		
Person(s) Responsible for Implementation:	Gerrita Postlewait	
Superintendent's Approval:	Gerrita Postlewait	
Board Member(s) Approval:	Katie Fair	
Attachment(s):	☒ **Yes**	☐ **No**

NORTH CHARLESTON PROMISE ZONE

PRELIMINARY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is hereby entered into for the purpose of implementing a Promise Zone Initiative for comprehensive revitalization efforts in the neighborhoods of the North Charleston Promised Zone (communities are defined by census tracts that have at least 32.5% of residents living below the poverty line – see attached map). **This MOU represents a preliminary commitment. If the 2016 North Charleston Promise Zone (NCPZ) proposal is awarded a federal Promise Zone designation, each Party is expected to present the final MOU to its respective Governing Entity for final authorization and adoption of the MOU and a North Charleston Promise Zone Plan (NCPZ Plan) within an expedient timeframe to meet federal requirements.**

The goal and vision of the NCPZ is to create a community that is a thriving, vibrant and economically viable asset to the people who live and work there, as well as for the rest of the city. The NCPZ is an opportunity to build on existing work by aligning goals and strategies to address the ongoing challenges, the historic and current isolation, and the concentration of poverty in North Charleston – all of which foster high crime, unemployment rates and other acute inequities and racial disparities. Through implementation Partner Organizations (Implementing Partners) will coordinate to break down silos; align priorities across agencies, departments and organizations; and implement collaborative solutions. The goals of the NCPZ will focus in five areas:

1. **Creating Jobs**: The North Charleston Promise Zone will help residents obtain stronger employment with higher incomes by coordinating existing job placement opportunities within the Promise Zone to achieve better collaborative impact. As a means to this goal, job training and entrepreneurship (including opportunities for youth) will be supported within the Promise Zone.

2. **Increasing Economic Activity:** The North Charleston Promise Zone will leverage public and private sector investment to revitalize the commercial assets of the Zone. Investment will focus on place-making strategies (including integrating the arts and community development), improved access to healthy food, revitalization of primary commercial corridors, and infrastructure upgrades that improve the economic attractiveness of the NCPZ.
3. **Improve Educational Opportunities:** Through a model of Collaborative Impact, student education and job readiness outcomes will improve from cradle to career within the Promise Zone. Improvements will be focused on expansion of early childhood education, improvements in school performance and out of school opportunities for continued education.
4. **Reduce Violent Crime:** The North Charleston Promise Zone will achieve annual reductions in the rate of violent crime through strong community policing strategies, the focusing of resources in high crime areas and greater collaboration between police and the community.
5. **Increase Access to Quality Affordable Housing:** The North Charleston Promise Zone will pursue the a vibrant mixed-income community through the addition of new quality affordable housing units (for rental and homeownership), the repair of homes for homeowners on a fixed income and the financial education of local residents enabling them to secure high quality affordable housing. The NCPZ includes a HOPE VI Project of the North Charleston Housing Authority.

Purpose of MOU: The purpose of this MOU is to set forth each Implementing Partner's understanding of its role in jointly implementing the NCPZ Plan. This MOU, a preliminary and non-binding agreement, recognizes that the 2016 Promise Zone opportunity, if awarded, does not provide direct federal funding to any parties to the agreement, including Metanoia Community Development Corporation (the Lead Organization, the City of North Charleston, or to its Implementing Partners). Nevertheless, the Parties pledge to continue coordination efforts that contribute to shared values and goals for North Charleston's Promise Zone community.

All Parties affirm that significant parts of the proposed NCPZ goals and vision align with each Implementing Partner's mission, particularly with respect to North Charleston. Implementing Partners are not expected to engage resources in areas of the NCPZ which do not align with their existing mission. The NCPZ Partners consist of: the Metanoia Community Development Corporation (Lead Applicant), with the support of the City of North Charleston, and Implementing Partners which will consist of other public sector partners, non-profit sector partners, and institutions of primary, secondary, and higher education, and local businesses focused on the redevelopment of the NCPZ. All Implementing Partners signing below agree to support the NCPZ goals and the NCPZ Plan by fully participating in implementation of services and in management/oversight of all services as needed to promote the collective NCPZ goal and vision. Each Implementing Partner signing this MOU agrees to share information and data gathered in relation to the NCPZ Plan in accordance with pertinent public data sharing requirements. Each Implementing Partner signing this MOU agrees to attend quarterly Strategic Team meetings and engage staff in Tactical Team meetings around goals that are specific to the Implementation Partners value to the NCPZ. Implementation Partners agree to provide feedback on programming and to contribute to the implementation of the NCPZ Plan.

Term of Preliminary MOU: The term of this MOU will begin as of the date of the final signature by an Implementing Party and continue until the later of the date of Promise Zone designation or the signature of all Parties to the final MOU.

Adhere to Federal Regulations: Each Party to this MOU agrees that it will be subject to and adhere to all applicable, federal regulations related to its role as an Implementing Party in fulfilling Promise Zone requirements.

Role of Lead Organization: If awarded the designation, Metanoia Community Development Corporation (MCDC) will act as the Lead Organization for the North Charleston Promise Zone. As Lead Organization, MCDC has the support of the City of North Charleston and will administer and manage the overall plan. In accordance with the preliminary requirements set forth in the application guideline, the MCDC will be responsible for the following functions:

1. Executing a Promise Zone designation agreement;
2. Organizing and coordinating activities pursuant to the plan proposed in the application;
3. Administering any funding or other benefits that the Promise Zone designation may confer in the future;
4. Tracking North Charleston Promise Zone outcomes;
5. Reporting progress to each Implementing Partner and participating federal agencies;
6. Participating in evaluation activities as requested by federal agencies;
7. Providing certification to other organizations applying for grants and other benefits that, if received, would help to advance the NCPZ Plan;
8. Delegating activities to an Implementing Partners that the MCDC, as Lead Organization, may be unable to directly perform;
9. Replacing Implementing Partners and other partner organizations in the event that such partners are not able to fulfill their responsibilities;
10. Transferring, if necessary, the Lead Organization responsibilities to another Implementing Partner pursuant to the terms of the Promise Zone designation agreement.

Role of Implementation Partners: The Implementation Partners, through their signatures below, agree to fulfill the specific responsibilities needed to carry out the daily work and operations of the North Charleston Promise Zone Plan. As an Implementation Partner, the organizations below commit to the following:

1. To participate in the Strategic Team's meetings and attend resident engagement activities;
2. To participate in their respective goal-area Tactical Teams, as established based upon their core competencies;
3. To share relevant evidence-based and place-based data and information that promotes the goals and objectives of the North Charleston Promise Zone Plan;
4. To work for coordination, reach, advocacy, resource development, date collection, and resident engagement in the proposed activities and solutions;
5. To commit staff and leadership time as needed for implementation of the North Charleston Promise Zone Plan.

Endorsing Signatures of Lead Organization and Implementation Partners:

1. Lead Organization: Metanoia Community Development Corporation

   Signature: _____ Date: 2-16-16

2. Supporting Municipality: The City of North Charleston

   Signature: Pending Date: March 21, 2016

3. Implementation Partner: Berkley, Charleston, Dorchester County Council of Governments.

   Signature: _____ Date: 2/16/16

4. Implementation Partner: Charleston County School District

Signature: Pending Date: March 21, 2016

5. Implementation Partner: Charleston County Government

Signature: Pending Date: March 8, 2016

6. Implementation Partner: North Charleston Police Department

Signature: Pending Date: March 21, 2016

7. Implementation Partner: North Charleston Housing Authority

Signature: Pending Date: March 2, 2016

8. Implementation Partner: Clemson University

Signature: Pending Date: March 15, 2016

9. Implementation Partner: The Medical University of South Carolina

Signature: Pending Date: March 15, 2016

10. Implementation Partner: Lowcountry Alliance for Model Communities

Signature: Omar Muhammad Date: 2/19/16

11. Implementation Partner: Tri-County Cradle to Career

Signature: [signature] Date: 2/16/16

12. Implementation Partner: Trident United Way

Signature: Amanda Laurence Date: 2/19/16

13. Implementation Partner: South Carolina Community Loan Fund

Signature: [signature] Date: 2/16/16

14. Implementation Partner: Lowcountry Local First

Signature: _____ Date: 2/16/16

15. Implementation Partner: Limehouse Produce

Signature: _____ Date: 2/16/16

16. Implementation Partner: The Urban Electric Company

Signature: _____ Date: 2/17/16

17. Implementation Partner: Charleston Promise Neighborhood

Signature: _____ Date: 2/18/16

18. Implementation Partner: The Sustainability Institute

Signature: _____ Date: 2/17/16

19. Implementation Partner: WINGS for Kids

Signature: _____ Date: 2/17/16

20. Implementation Partner: Fresh Future Farm

Signature: _____ Date: 2/18/16

21. Implementation Partner: Palmetto Goodwill

Signature: _____ Date: 2/18/16

Metanoia

February 21, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

While most of the Implementing Partners were able to sign the Preliminary Promise Zone MOU for the North Charleston Promise Zone. There were a few who were unable to sign because their authorization policies did not align with the February 23rd submission date for the proposal. The following is a listing of entities who are now engaged in following their processes to achieve signatures on the MOU for the Promise Zone initiative. All of these Implementing Partners have submitted letters of support and will be recommending approval of the signed MOU:

The City of North Charleston & North Charleston Police Department:

- The MOU will be recommended by the Mayor and City staff for approval and receive a first reading at the North Charleston City Council Finance Meeting on March 17th followed by a final reading and approval on March 21st. The Mayor and Chief of Police will sign on the same date.

Charleston County:

- The MOU will come recommended by staff for approval with a first reading on the March 3rd County Council Finance Committee Meeting agenda, to be voted on for final approval at the March 8th County Council Meeting.

Charleston County School District:

- The MOU is being recommended by staff for approval with a vote at the March 21, 2016 Board Meeting of the Charleston County School District.

North Charleston Housing Authority:

- To be voted on for approval at the next Housing Authority Board meeting on March 2, 2016.

Medical University of South Carolina:

- The MOU is being vetted by the MUSC Legal Team, once cleared it will be signed. Anticipated signing will occur before March 15, 2016.

Clemson University:

- The MOU is being vetted by the Clemson University Legal Team, once cleared it will be signed. Anticipated signing will occur before March 15, 2016.

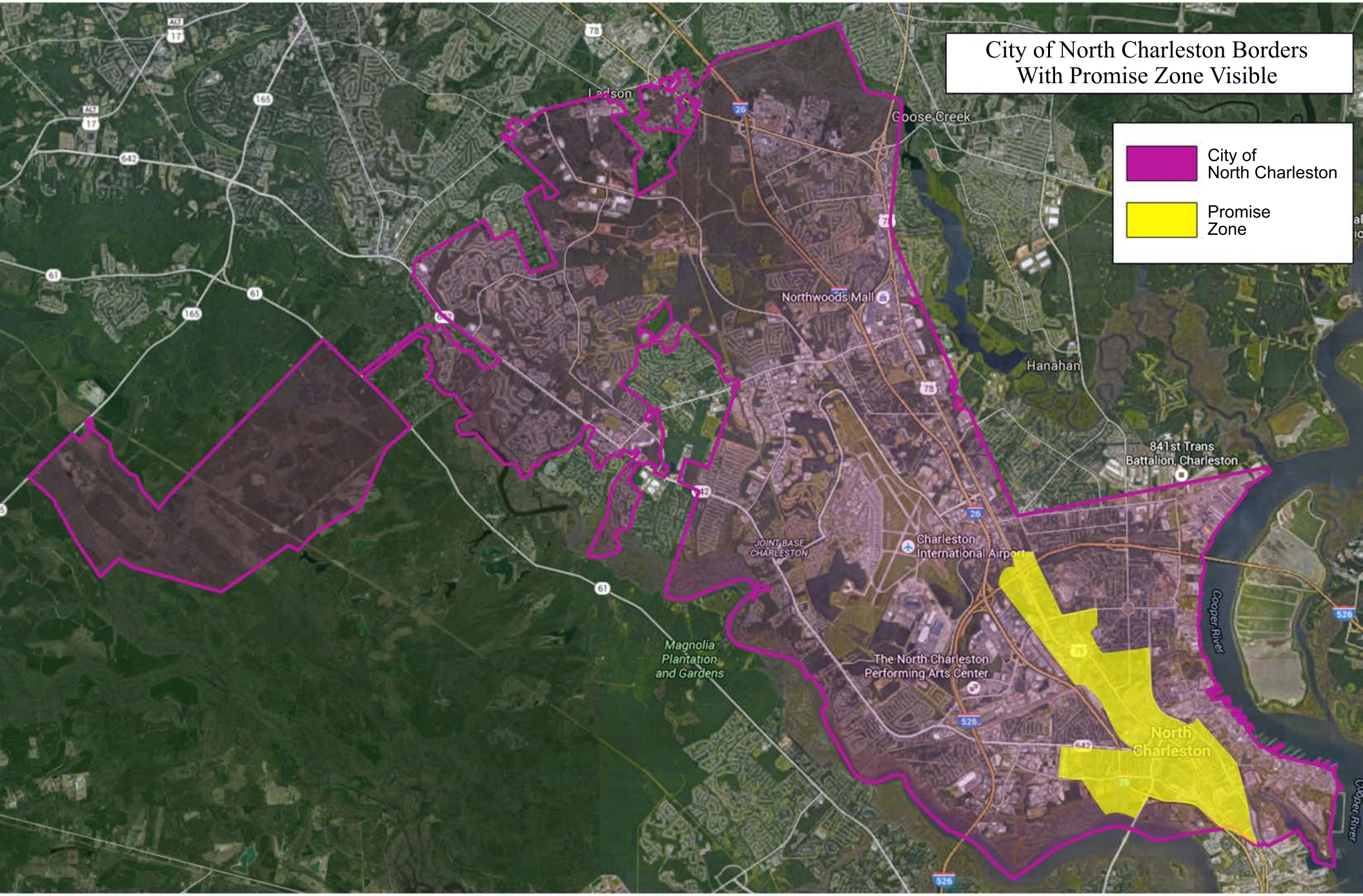
As approvals come in, we will submit updates to the PromiseZones@hud.gov email as instructed in the application guide.

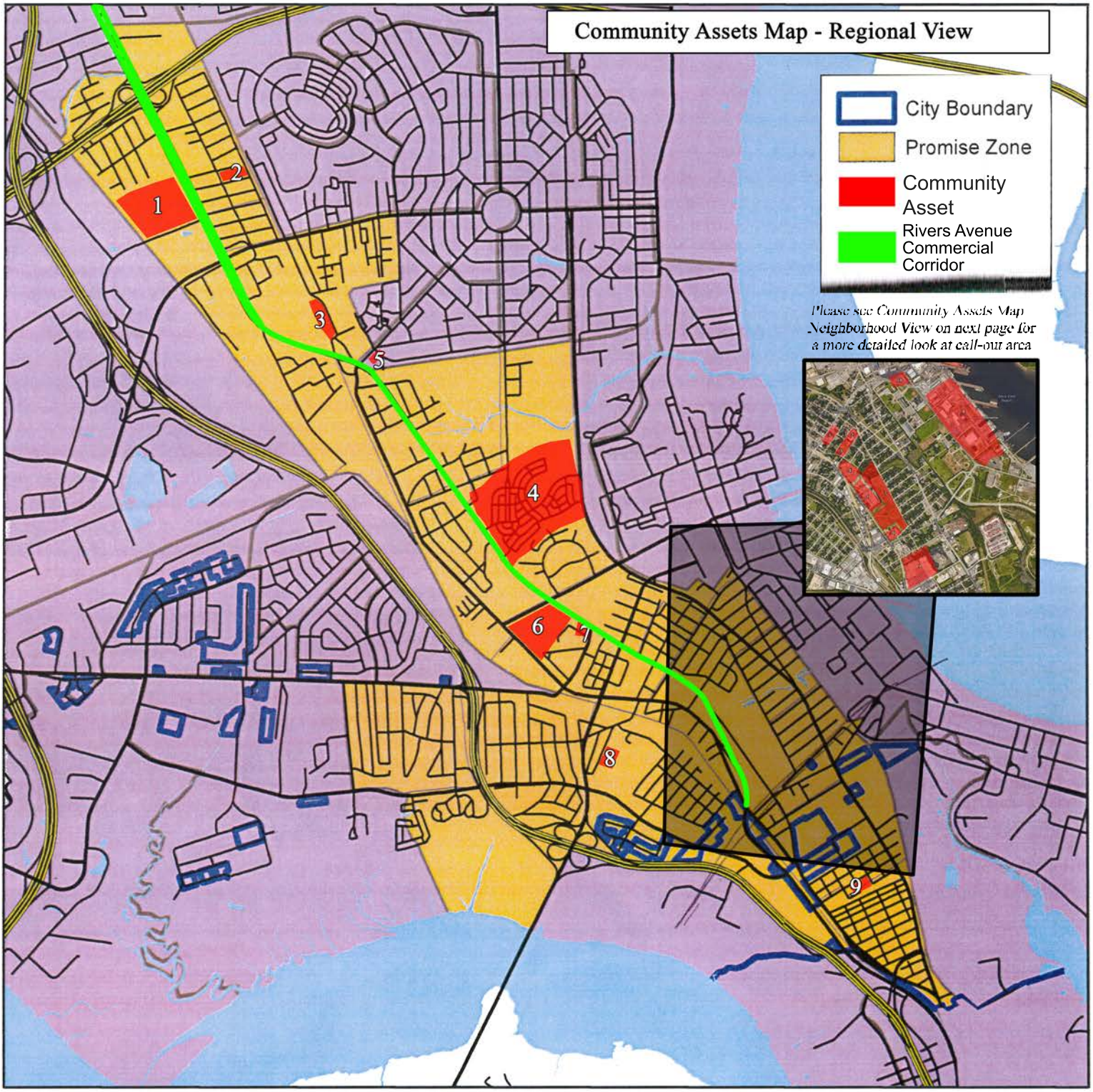
Thank you for your consideration,

Rev. Bill Stanfield
Metanoia CEO

"...People pushing forward into a new relationship with God and one another to create strong communities."

2005 Reynolds Ave. ▪ N. Charleston, SC 29405 ▪ tel 843.529.3014 ▪ fax 843.529.3639 ▪ www.pushingforward.org


City of North Charleston Borders
With Promise Zone Visible
City of
North Charleston
Promise
Zone
Ladson
Goose Creek
Northwoods Mall
Hanahan
841st Trans
Battalion, Charleston
JOINT BASE
CHARLESTON
Charleston
International Airport
Cooper River
Magnolia
Plantation
and Gardens
The North Charleston
Performing Arts Center
North
Charleston



Map Key

1) Economic Development Project - Location of new $26 million hospital facility being constructed by the Medical University of South Carolina, constructed on land purchased for $4 million by the City of North Charleston and donated to incentivize the Project.

2) **Ferndale Community Center** - Playground and gymnasium

3) **Economic Development Project** - Former Amtrak train station being rebuilt as a $13.6 million intermodal transit hub ($6 million FTA Grant, $1.7 million from Charleston County, $4.7 million from Charleston Area Regional Transit Authority, $1.2 Million from City of North Charleston.)

4) $50 million + **HOPE VI redevelopment project** of the North Charleston Housing Authority.

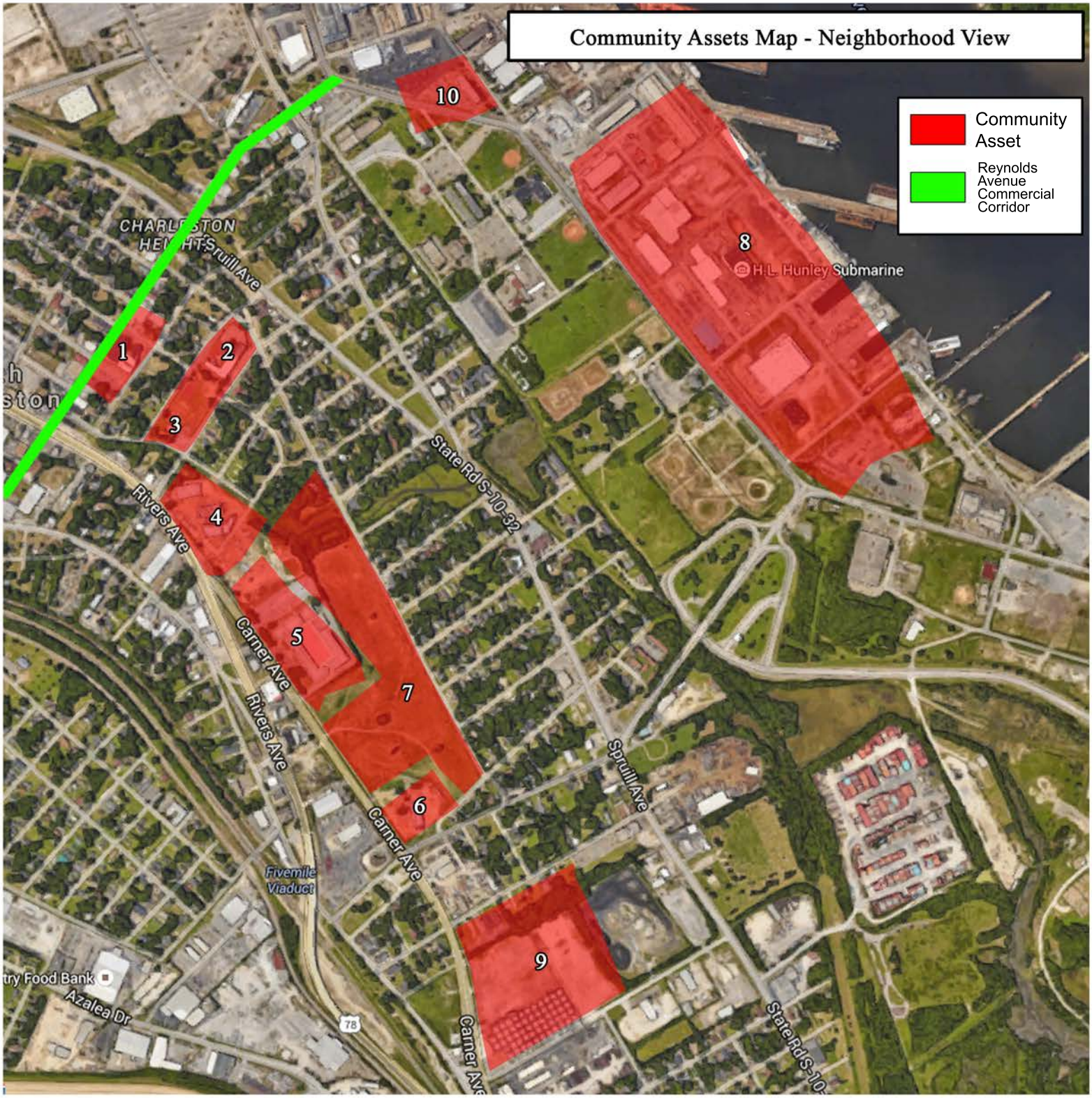
5) **Hursey Elementary School**

6) **Economic Development Project** - Former Shipwatch Square Shopping center. $5 million acquisition, demolition and site prep in anticipation of attracting redevelopment to include a full service grocery store.

7) Location of new $6 million **Cooper River Library** which will more than double in size from current library (from 6,000 to 15,000 sq/ft). To be built by County Council with proceeds from a voter-approved 1/2 cent sale tax referendum for several new libraries across the county.

8) **Mary Ford Elementary School**

9) **Gesthemani Recreation Center**



Map Key

1) **Metanoia CDC** (lead applicant) offices
2) **Former Chicora Elementary School** ($5 million adaptive reuse project)
3) Location of **Fresh Future Farm** urban farm project
4) New $26 million **Chicora Elementary School** - to open in fall 2016
5) **Military Magnet Academy** (public magnet middle/high school with military theme)
6) $6 million newly opened **City of North Charleston Fire Station**
7) **Planned public park** (and possibly gymnasium) land purchased for $2 million by City of North Charleston, currently in planning stages.
8) **Clemson Restoration Institute** - including Hunley Restoration and Wind Turbine Testing Facilities. Located on the former Charleston Naval Shipyard.
9) **Economic Development and Job Creation**: New $10 million+ produce distribution facility being constructed by **Limehouse Produce**.
10) Location of **Urban Electricc Company** who is partnering with Metanoia CDC to create 40 new jobs in Promise Zone with CED Grant from OCS.

Page 13 of 68
Strategic Education Committee
IX 9.3 D
3/21/16 Board Meeting

BCDCOG
COUNCIL OF GOVERNMENTS
CHAIRMAN Teddie Pryor | VICE CHAIRMAN Vacant | SECRETARY Caldwell Pinckney | TREASURER Linda Page | EXECUTIVE DIRECTOR Ronald E. Mitchum
PLANNING, PARTNERSHIPS & PROSPERITY

February 16, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, SC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. The Berkeley Charleston Dorchester Council of Governments (BCDCOG) is committed to working with the City of North Charleston and Metanoia CDC, strategically coordinating our work and investments within the North Charleston Promise Zone.

As the region's primary workforce development agency, we administer a number of job creation initiatives that operate, or service residents, within the Promise Zone. We are also the administrator of our regional public transportation system (CARTA), the designated Metropolitan Planning Organization (MPO), and regional planning agency and as such we have the capacity to coordinate local efforts within the Promise Zone with key transportation initiatives. We are already investing significant resources within the Promise Zone and we are hopeful that a federal designation will enhance our local capability for Collective Impact along with attracting new levels of investment to the area. As an Implementing Partner, we are primarily aligned around two of the goals of the Promise Zone:

1. **Creating Jobs**: The North Charleston Promise Zone will help residents obtain stronger employment with higher incomes by coordinating existing job placement opportunities within the Promise Zone to achieve better collaborative impact. As a means to this goal, job training and entrepreneurship (including opportunities for youth) will be supported within the Promise Zone.
2. **Increasing Economic Activity:** The North Charleston Promise Zone will leverage public and private sector investment to revitalize the commercial assets of the Zone. Investment will focus on place-making strategies (including integrating the arts and community development), improved access to healthy food, revitalization of primary commercial nodes, and infrastructure upgrades that improve the economic attractiveness of the NCPZ.

While our process of approval will not allow me to sign the Preliminary MOU until a vote from our Board of Directors (which will come after the submission date from the grant), we commit to working to get the necessary approvals for the Preliminary MOU.

We also commit to working closely with the Implementing Partners of the North Charleston Promise Zone to align efforts toward the goals stated above. We have a great admiration and respect of the Lead Applicant, Metanoia CDC, and have confidence in their ability to shepherd this effort forward. Metanoia CDC possesses the organizational capacity, entrepreneurial spirit, access to non-governmental funding sources and public trust to coordinate Promise Zone initiative effectively.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. The BCDCOG stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

With Sincerest Thanks,

Ronald E. Mitchum
Executive Director

Charleston > excellence is our standard
County SCHOOL DISTRICT

VISION 2016
CHARLESTON ACHIEVING EXCELLENCE

February 16, 2016

Secretary Julian Castro
U.S. Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. As Superintendent of Charleston County Schools, I am committed to working with the City of North Charleston and their identified Lead Applicant, Metanoia CDC, in strategically coordinating our work and investments within the North Charleston Promise Zone.

There are three elementary schools (Chicora, Mary Ford and Hursey Elementary Schools) and a middle/high school (Military Magnet Academy) located within the Promise Zone, and several other schools draw students from the Zone. We are already investing significant resources within the Promise Zone schools and we are hopeful that a federal designation will enhance our local capability for Collective Impact along with attracting new levels of investment to the area. If the Charleston County School District were an anchor institution within the NCPZ, an Implementing Partner, we would align around the educational goal of the Promise Zone:

> **Improve Educational Opportunities:** Through a model of Collaborative Impact, student education and job readiness outcomes will improve from cradle to career within the Promise Zone. Improvements will be focused on early childhood education, improvements in school performance, and out of school opportunities for continued education.

While our process of approval will not allow me to sign the Preliminary MOU until a vote from our board (which will come after the submission date from the grant) I commit to working to get the necessary approvals for the Preliminary MOU and to working closely with the Implementing Partners of the North Charleston Promise Zone to align efforts toward the goal stated above. We have appreciation and respect for the Lead Applicant, Metanoia CDC and have confidence in their ability to shepherd this effort forward. They have worked extensively and successfully with our schools within the Promise Zone for years and are a trusted partner in the education of our students.

Gerrita Postlewait, Ed.D.
Superintendent of Schools

Board of Trustees

Cindy Bohn Coats, Chair
4458 South Rhett Avenue
North Charleston, SC 29405

Chris Staubes, Vice Chair
126 Seven Farms Drive, Suite 200
Charleston, SC 29492

Rev. Chris Collins
75 Calhoun Street
Charleston, SC 29401

Kate Darby
245 Indigo Bay Circle
Mt. Pleasant, SC 29464

Tom Ducker
2357 Sorentrue Avenue
North Charleston, SC 29405

Todd P. Garrett
338 President Street
Charleston, SC 29403

Rev. Dr. Eric Mack
5446 Rosebank Road
Wadmalaw Island, SC 29487

Michael Miller
1660 Pierpont Avenue
Charleston, SC 29414

Tripp Wiles
184 East Bay Street, Suite 103
Charleston, SC 29401

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County SCHOOL DISTRICT

VISION 2016
CHARLESTON ACHIEVING EXCELLENCE

I am deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant and stand ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

Sincerely,

Gerrita Postlewait

Gerrita Postlewait
Superintendent of Schools

75 Calhoun Street • Charleston, SC 29401 • tel (843) 937-6319 • www.ccsdschools.com

February 16, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, SC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. The North Charleston Police Department is committed to supporting Metanoia CDC and the City of North Charleston in strategically coordinating the work of our officers and programs within the NCPZ.

The North Charleston Police Department works hard to reduce crime and increase positive community relationships within the neighborhoods we serve. The NCPZ represents some of our more vulnerable communities where high quality policing is especially important. We are closely aligned with the goal of "Reducing Violent Crime" within the North Charleston Promise Zone:

1. **Reduce Violent Crime:** The North Charleston Promise Zone will strive to achieve annual reductions in the rate of violent crime through strong community policing strategies, the focusing of resources in high crime areas, and greater collaboration between police and the community.

The North Charleston Police Department will work closely with the City of North Charleston, Metanoia CDC (Lead Applicant), and the Implementing Partners of the North Charleston Promise Zone to align its own efforts toward the reinforcement of the goal stated above. While our process of approval will not allow me to sign the Preliminary MOU until a vote from our board (which will come after the submission date from the grant) we commit to working to get the necessary approvals for the Preliminary MOU. We have appreciation and respect of the Lead Applicant, Metanoia CDC and have confidence in their ability to shepherd this effort forward. We have engaged in a number of positive initiatives with them and appreciate that they have earned the trust of our officers and the communities we serve.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead

City of North Charleston, SC
R. KEITH SUMMEY, MAYOR
POLICE DEPARTMENT EDDIE DRIGGERS, CHIEF OF POLICE

Applicant. The North Charleston Police Department stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

With Sincerest Thanks,

Chief Eddie Driggers,
North Charleston Police Department

PO Box 62558 • North Charleston, SC 29419-2558 • (843) 554-5700 • northcharleston.org
North Charleston Police Department is a CALEA Accredited Agency

City of North Charleston Housing Authority

"Providing Safe and Decent Housing to the Citizens of North Charleston"

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Jenion Tyson

Executive Director
Gary W. Scott

February 16, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. The North Charleston Housing Authority has a number of units of housing within the NCPZ and we provide vouchers to residents within the Zone that do not live in NCHA housing. Our most significant development within the NCPZ is our HOPE VI Horizon Village redevelopment.

The North Charleston Housing Authority is pleased to be an Implementing Partner of the NCPZ for the area of "Increasing Access to Quality Affordable Housing." We are aligned with the other Implementation Partners on this grant around this goal:

1. **Increase Access to Quality Affordable Housing:** The North Charleston Promise Zone will pursue the affordable side of creating a vibrant mixed-income community through the addition of new quality affordable housing units (for rental and homeownership), the repair of homes for homeowners on a fixed income and the financial education of local residents enabling them to secure high quality affordable housing. The NCPZ includes a HOPE VI Project of the North Charleston Housing Authority.

The North Charleston Housing Authority will work closely with the City of North Charleston, Metanoia CDC and the other Implementing Partners of the NCPZ to align its own investments toward the reinforcement of the goals stated above. While our process of approval will not allow me to sign the Preliminary MOU until a vote from our board (which will come after the submission date from the grant) we commit to working to get the necessary approvals for my signature to be added the Preliminary MOU as soon as is legally feasible per our policies.

We commit to working closely with the Implementing Partners of the North Charleston Promise Zone to align efforts toward the goal stated above. We have appreciation and respect of the Lead Applicant, Metanoia CDC and have confidence in their ability to shepherd this effort forward.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. The North Charleston Housing Authority stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

With Sincerest Thanks,

Gary Scott
President,
North Charleston Housing Authority

P. O. Box 70987, North Charleston, S. C. 29415-0987
Phone: 843-747-1793—Fax: 843-744-3466—TDD: 800-735-8583
Web: nchashousingauthority.com

EQUAL HOUSING OPPORTUNITY

February 19, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

Clemson University is writing to express our support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. Clemson University and its Lowcountry affiliates, (including the Clemson University Restoration Institute and the Clemson University School of Architecture based in Charleston) have strong interest in seeing the communities of the North Charleston Promise Zone reach renewed and strengthened.

As you will see in the application for the North Charleston Promise Zone we operate a number of initiatives that have either direct or indirect benefits to the North Charleston Promise Zone. Our Restoration Institute (CURI) is adjacent to the Promise Zone and is home to the largest wind-turbine testing facility in the nation along with the renovation of the confederate Hunley submarine. Our Architecture Program is currently partnering with Metanoia CDC to develop an adaptive reuse design for the former Chicora Elementary School in the heart of the NCPZ. We are eager to find other ways to support the Promise Zone through this initiative. We are aligned with the Implementation Partners on this grant around the many components of three of the key goals of the Promise Zone:

1. **Creating Jobs**: The North Charleston Promise Zone will help residents obtain stronger employment with higher incomes by coordinating existing job placement opportunities within the Promise Zone to achieve better collaborative impact. As a means to this goal, job training and entrepreneurship (including opportunities for youth) will be supported within the Promise Zone.
2. **Increasing Economic Activity:** The North Charleston Promise Zone will leverage public and private sector investment to revitalize the commercial assets of the Zone. Investment will focus on place-making strategies (including integrating the arts and community development), improved access to healthy food, revitalization of primary commercial corridors, and infrastructure upgrades that improve the economic attractiveness of the NCPZ.
3. **Improve Educational Opportunities:** Through a model of Collective Impact, student education and job readiness outcomes will improve from cradle to career within the Promise Zone. Improvements will be focused on expansion of early childhood education, improvements in school performance and out of school opportunities for continued education.

Clemson faculty and partners will work closely with the Implementing Partners of the North Charleston Promise Zone to align our own efforts toward the reinforcement of the goals stated above. For example, I am aware that talks are currently underway with Dr. James H. Spencer who is the Founding Chair of our Department of Planning, Development and Preservation about focusing some research and efforts within the 29405 zip code that is home to the North Charleston Promise Zone.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. The City of North Charleston stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

Sincerely,

Robert H. Jones

Robert H. Jones
Provost

Robert H. Jones
Executive Vice President for Academic Affairs and Provost

Office of the Provost
Clemson University
206 Sikes Hall
Clemson, SC
29634

P 864-656-3243
Asst. 864-656-3940
provost@clemson.edu

MUSC
DEPARTMENT of PSYCHIATRY & BEHAVIORAL SCIENCES

Chanita Hughes Halbert, PhD
Associate Dean for Assessment and Evaluation
College of Medicine

Professor
Department of Psychiatry and Behavioral Sciences

Endowed Chair for Cancer Equity
Hollings Cancer Center

Center for Population Health and Outcomes
68 President Street, Suite BE103
Charleston, SC 29425
Phone: 843-676-2421
Fax: 843-876-2344
Email: hughesha@musc.edu

February 12, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. The Medical University of South Carolina (MUSC) is South Carolina's only comprehensive academic health science center. Our purpose is to preserve and optimize human life in South Carolina and beyond. MUSC provides an inter-professional environment for learning, discovery, and healing through: (1) education of health care professionals and biomedical scientists, (2) research in the health sciences, and (3) provision of comprehensive health care.

We are pleased to support the Promise Zone Application being submitted by Metanoia CDC with the support of the City of North Charleston. On the Northern end of the area designated as the Promise Zone, we have already announced a partnership with the City of North Charleston to build a 33,0000-square-foot pediatric ambulatory surgical center with four operating rooms and three procedure rooms, pre- and post-operative recovery spaces and more. The project is anticipated to open in mid-2017 and represents a $26.3 million investment by MUSC in the Promise Zone. We also partner with the Charleston Promise Neighborhood (also an implementation partner on this proposal) to host a series of school based medical clinics within the Promise Zone. It is our sincere hope that the creation of our new facility will enhance critical portions of two of the goals of the North Charleston Promise Zone.

1. **Creating Jobs:** The North Charleston Promise Zone will help residents obtain stronger employment with higher incomes by coordinating existing job placement opportunities within the Promise Zone to achieve better collaborative impact. As a means to this goal, job training and entrepreneurship (including opportunities for youth) will be supported within the Promise Zone.

2. **Increasing Economic Activity:** The North Charleston Promise Zone will leverage public and private sector investment to revitalize the commercial assets of the Zone. Investment will focus on place-making strategies (including integrating the arts and community development), improved access to healthy food, revitalization of primary commercial corridors, and infrastructure upgrades that improve the economic attractiveness of the NCPZ.

MUSC will be pleased to coordinate efforts and share relevant data with others operating within the North Charleston Promise Zone. We are excited that the Lead Applicant, Metanoia CDC, has approached us about how to knit together our own goals and development plans for greater impact within the NCPZ. We believe they have the organizational capacity and relationships within the Promise Zone to effectively steward this designation to bring more prosperity to the NCPZ.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. MUSC stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

With Sincerest Thanks,

Chanita Hughes Halbert, PhD
Associate Dean for Assessment and Evaluation, College of Medicine
Professor, Department of Psychiatry and Behavioral Science
AT&T Endowed Chair for Cancer Equity, Hollings Cancer Center
Medical University of South Carolina

LAMC
Lowcountry Alliance for Model Communities

February 12, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. The cumulative environmental and social factors have dramatically affected the overall quality of life for Neck Area residents. In 2005, LAMC officially incorporated as a 501c3 organization. Seven neighborhoods were able to demonstrate that their neighborhoods bore a disproportionate share of the region's air, water, and land-based pollution and were formally identified as environmental justice populations. The establishment of LAMC is to promote a sense of ownership within the community that translates into empowered residents that actively participate in initiatives to improve the quality of life of their communities. These actions allow residents to become participatory in the decision making processes that impact where they live, work, and play through education and advocacy to improve environmental conditions, educational attainment, job creation, and home ownership.

Along with the City of North Charleston, we negotiated $4million of mitigation funding set aside by the SC State Ports Authority to mitigate against the negative effects of a new North Charleston Port Terminal. We worked to develop the LAMC Revitalization Plan that will be a driving force behind choices made within the North Charleston Promise Zone. The $4million of funding originally set aside was to be dedicated to the following categories ($1million – housing, $250,000 – Education, $500,000 – wellness center, $300,000 - community center improvements, $100,000 – environmental programs, $350,000 – economic development, $600,000 – a maritime training facility). We are aligned with the Implementation Partners on this grant around the goals of the Promise Zone:

1. **Creating Jobs**: The North Charleston Promise Zone will help residents obtain stronger employment with higher incomes by coordinating existing job placement opportunities within the Promise Zone to achieve better collaborative impact. As a means to this goal, job training and entrepreneurship (including opportunities for youth) will be supported within the Promise Zone.
2. **Increasing Economic Activity:** The North Charleston Promise Zone will leverage public and private sector investment to revitalize the commercial assets of the Zone. Investment will focus on place-making strategies (including integrating the arts and community development), improved access to healthy food, revitalization of primary commercial corridors, and infrastructure upgrades that improve the economic attractiveness of the NCPZ.

2125 Dorchester Road North Charleston, SC - 29405
www.lamcnc.org

3. **Improve Educational Opportunities:** Through a model of Collective Impact, student education and job readiness outcomes will improve from cradle to career within the Promise Zone. Improvements will be focused on expansion of early childhood education, improvements in school performance and out of school opportunities for continued education.
4. **Reduce Violent Crime:** The North Charleston Promise Zone will achieve annual reductions in the rate of violent crime through strong community policing strategies, the focusing of resources in high crime areas and greater collaboration between police and the community.
5. **Increase Access to Quality Affordable Housing:** The North Charleston Promise Zone will pursue the affordable side of creating a vibrant mixed-income community through the addition of new quality affordable housing units (for rental and homeownership), the repair of homes for homeowners on a fixed income and the financial education of local residents enabling them to secure high quality affordable housing. The NCPZ includes a HOPE VI Project of the North Charleston Housing Authority.

The Lowcountry Alliance for Model Communities is pleased to be working on a number of these issues with the Lead Applicant, Metanoia CDC. We are working with them to effectively steward the remaining $860,000 that is set aside for our quality affordable housing initiatives.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. The Lowcountry Allliance for Model Communities stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly by phone at (843) 693-3911 or email at ccrabej@gmail.com.

With Sincerest Thanks,

Omar Muhammad

Omar Muhammad,
President,
Lowcountry Alliance for Model Communities (LAMC)

TRI-COUNTY
CRADLE TO CAREER
COLLABORATIVE

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Bryan Derreberry
Charleston Metro Chamber of Commerce

David Ginn
Charleston Regional Development Alliance

Christopher Kerrigan
Trident United Way

John C. Read
Tri-County Cradle to Career Collaborative

Frances C. Welch, Ph.D.
College of Charleston

February 17, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. The Tri-County Cradle to Career Collaborative (TCCC) is a community-wide effort in Berkley, Charleston, and Dorchester Counties, South Carolina focused on improving the quality of life of its citizens and its workforce through education by collectively aligning resources and working toward common goals. Using data and focused community collaboration across a continuum from "cradle-to-career," TCCC works to build and implement strategies that will facilitate widespread systemic change, with the ultimate goal of increased student success and economic prosperity for all.

The North Charleston Promise Zone represents a unique opportunity for us to understand and grow collective impact within a particularly distressed corridor of our region. We are now partnering with others to develop kindergarten readiness and improve high school graduation rates. We are happy to bring our capacity to understand and analyze data and drive efforts toward Collective Impact to bear within the Promise Zone. We are particularly aligned around the educational goal of the Promise Zone:

> **Improve Educational Opportunities**: Through a model of Collective Impact, student education and job readiness outcomes will improve from cradle to career within the Promise Zone. Improvements will be focused on expansion of early childhood education, improvements in school performance and out of school opportunities for continued education.

TCCC has a good understanding of local efforts within the Promise Zone and is happy to partner with the other Implementing Partners to share information and drive Collective Impact. We have a positive working relationship with the Lead Applicant, Metanoia CDC and we believe they have the capacity and relationships to effectively steward the Promise Zone effort in North Charleston.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. TCCC stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

Thank you for your consideration,

John C. Read
CEO

LIVE UNITED
United Way
Trident United Way

Bold Community Change

Education

88% of students graduate high school

Financial Stability

30% more local residents are financially stable

Health

25% more residents adopt a healthy lifestyle

Trident United Way
6296 Rivers Ave.
North Charleston, SC 29406

(843) 740-9000
(843) 566-7193 fax
email: tuwc@tuw.org
www.tuw.org

LIVE UNITED.

February 19, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. The Trident United Way is committed to supporting efforts across our region that enhance educational outcomes, increase financial stability and encourage healthy living. We are eager to work with the other implementation Partners to strategically coordinate our investments that occur within the Promise Zone to achieve greater Collective Impact.

Though we are currently in the middle of our three year grant decision making process and have not made firm decisions, we can attest that we have invested significant resources within the North Charleston Promise Zone and have funded Metanoia for twelve years. Our work aligns with the Implementation Partners and we support the outlined Promise Zone goals in the following areas:

1. **Creating Jobs:** The North Charleston Promise Zone will help residents obtain stronger employment with higher incomes by coordinating existing job placement opportunities within the Promise Zone to achieve better collaborative impact. As a means to this goal, job training and entrepreneurship (including opportunities for youth) will be supported within the Promise Zone.
2. **Increasing Economic Activity:** Through a model of Collective Impact, student education, and job readiness outcomes will improve from cradle to career within the Promise Zone. Improvements will be focused on expansion of early childhood education, improvements in school performance and out of school opportunities for continued education.
3. **Increase Access to Quality Affordable Housing:** The North Charleston Promise Zone will pursue the affordable side of creating a vibrant mixed-income community through the addition of new quality affordable housing units (for rental and homeownership), the repair of homes for homeowners on a fixed income and the financial education of local residents enabling them to secure high quality affordable housing.

Trident United Way will work to share information on investments and outcomes for those efforts that we fund within the Promise Zone. We have enjoyed a long partnership with Metanoia CDC and want to express our confidence in them as the Lead Applicant. They have established themselves as one of the higher performing, outcomes driven non-profit partners in our region. Metanoia CDC has remained an organization in good standing that received Trident United Way funding for the past twelve consecutive years.

While our process of approval will not allow me to sign the Preliminary MOU until a vote from our board (which will come after the submission date from the grant) we commit to working to get the necessary approvals for the Preliminary MOU.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. Trident United Way stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity, please do not hesitate to contact my office directly.

Sincerely,

Amanda Lawrence

Amanda Lawrence
Vice President of Community Impact
Trident United Way

Please remember Trident United Way in your estate plans and let us know when you do.

SC COMMUNITY LOAN FUND

investing in community

February 12, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. The South Carolina Community Loan Fund is the state's largest and most established Community Development Financial Institution. We focus our investments in affordable housing, healthy food financing and overall community development.

As a Certified Community Development Financial Institution, SCCLF's mission and investments align closely with several goals of the North Charleston Promise Zone. We have provided lending and technical assistance to groups within the NCPZ that are pursuing these goals and we would love to continue working with the other Implementation Partners to identify fundable projects that continue to improve outcomes for the NCPZ. Our mission is closely aligned with key aspects of the following three NCPZ goals:

1. **Creating Jobs**: The North Charleston Promise Zone will help residents obtain stronger employment with higher incomes by coordinating existing job placement opportunities within the Promise Zone to achieve better collaborative impact. As a means to this goal, job training and entrepreneurship (including opportunities for youth) will be supported within the Promise Zone.
2. **Increasing Economic Activity:** The North Charleston Promise Zone will leverage public and private sector investment to revitalize the commercial assets of the Zone. Investment will focus on place-making strategies (including integrating the arts and community development), improved access to healthy food, revitalization of primary commercial corridors, and infrastructure upgrades that improve the economic attractiveness of the NCPZ.
3. **Increase Access to Quality Affordable Housing:** The North Charleston Promise Zone will pursue the affordable side of creating a vibrant mixed-income community through the addition of new quality affordable housing units (for rental and homeownership), the repair of homes for homeowners on a fixed income and the financial education of local residents enabling them to secure high quality affordable housing. The NCPZ includes a HOPE VI Project of the North Charleston Housing Authority.

INVESTING IN COMMUNITY
1064 gardner road, suite 302 charleston, sc 29407 843.973.7285 www.sccommunityloanfund.org

SCCLF will be pleased to coordinate efforts and share relevant data with others operating within the North Charleston Promise Zone. We are excited that the Lead Applicant, Metanoia CDC has approached us about how to knit together our goals for greater impact within the NCPZ. We have provided Metanoia CDC with financing for their affordable housing efforts and we believe they have the organizational capacity and relationships within the Promise Zone to effectively steward this designation to bring more prosperity to the NCPZ.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. The SC Community Loan Fund stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

With Sincerest Thanks,

Michelle Mapp, CEO
South Carolina Community Loan Fund

Page 22 of 68
Strategic Education Committee
IX 9.3 D
3/21/16 Board Meeting

LOWCOUNTRY LOCAL FIRST

February 12, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. Lowcountry Local First is a nonprofit advocate for local, independent businesses and a resource for the community members they serve. We are an established leader in assisting small businesses and entrepreneurs with technical assistance and peer to peer relationships they need to have to succeed in the Lowcountry.

We have provided connections and technical assistance to groups within the NCPZ that are creating jobs and driving economic development. We would love to continue working with the other Implementation Partners to identify key business growth opportunities that can improve outcomes for the NCPZ. We operate a small business incubator less than .25 miles from the NCPZ and we view the NCPZ as ripe for small business development because it is one of the few areas of our urban region where small star-up businesses can find affordable space for rent or acquisition. Our mission is closely aligned with key aspects of the following two NCPZ goals:

1. **Creating Jobs**: The North Charleston Promise Zone will help residents obtain stronger employment with higher incomes by coordinating existing job placement opportunities within the Promise Zone to achieve better collaborative impact. As a means to this goal, job training and entrepreneurship (including opportunities for youth) will be supported within the Promise Zone.
2. **Increasing Economic Activity:** The North Charleston Promise Zone will leverage public and private sector investment to revitalize the commercial assets of the Zone. Investment will focus on place-making strategies (including integrating the arts and community development), improved access to healthy food, revitalization of primary commercial

Lowcountrylocalfirst.org
1630-2 Meeting Street Road
Charleston, SC 29405

corridors, and infrastructure upgrades that improve the economic attractiveness of the NCPZ.

Lowcountry Local First will be pleased to coordinate efforts and share relevant data with others operating within the North Charleston Promise Zone. We are excited that the Lead Applicant, Metanoia CDC has approached us about how to knit together our goals for greater impact within the NCPZ. We believe they have the organizational capacity and relationships within the Promise Zone to effectively steward this designation to bring more prosperity to the NCPZ.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. Lowcountry Local First stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

With Sincerest Thanks,

Jamee Haley,
Executive Director
Lowcountry Local First

Lowcountrylocalfirst.org
1630-2 Meeting Street Road
Charleston, SC 29405

4791 TRADE STREET,
N.CHARLESTON, SC
29418-2824

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QUALITY FRESH FRUIT & VEGETABLES

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FAX (843) 556-3950
limehouseproduce.com

February 16, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. Limehouse Produce Company is the largest produce distribution company in the South Carolina Lowcountry. We have acquired a facility and are now starting to up-fit that facility within the heart of the NCPZ. This will represent a $9million investment within the North Charleston Promise Zone and will present both job opportunities and opportunities for healthy food access within the NCPZ as well.

As a for-profit business with deep values, we recognize that we have a role to play in the revitalization of the neighborhoods surrounding our facility. For this reason we are pleased to be an Implementing Partner, working with others for the economic revitalization of the NCPZ. We have discussed not only job creation efforts in partnership with the Lead Applicant, but also the possibility of creating a fresh produce outlet where local residents can visit our facility and purchase fresh produce in a small retail setting. It is our sincere hope that the creation of our new facility will enhance critical portions of two of the goals of the North Charleston Promise Zone.

1. **Creating Jobs**: The North Charleston Promise Zone will help residents obtain stronger employment with higher incomes by coordinating existing job placement opportunities within the Promise Zone to achieve better collaborative impact. As a means to this goal, job training and entrepreneurship (including opportunities for youth) will be supported within the Promise Zone.
2. **Increasing Economic Activity:** The North Charleston Promise Zone will leverage public and private sector investment to revitalize the commercial assets of the Zone. Investment will focus on place-making strategies (including integrating the arts and community development), improved access to healthy food, revitalization of primary commercial corridors, and infrastructure upgrades that improve the economic attractiveness of the NCPZ.

Limehouse produce will be pleased to coordinate efforts and share relevant data with others operating within the North Charleston Promise Zone. We are excited that the Lead Applicant, Metanoia CDC has approached us about how to knit together our goals for greater impact within the NCPZ. We believe they have the organizational capacity and relationships within the Promise Zone to effectively steward this designation to bring more prosperity to the NCPZ.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. Limehouse Produce stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

With Sincerest Thanks,

Andrea Limehouse,
Limehouse Produce Company

2130 N. HOBSON AVE
N. CHARLESTON, SC 29405

INFO@URBANELECTRICCO.COM

WWW.URBANELECTRICCO.COM

723 8140 (f) |843| (p) 723 8746

February 15, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. The Urban Electric Company is a growing custom lighting manufacturing company. With our manufacturing facility currently abutting the neighborhoods of the NCPZ we have undertaken a project in partnership with Metanoia CDC to create forty jobs for lower income individuals over the next three years (supported by an $800,000 CED Grant from the Office of Community Service).

As a for profit business with deep values, we recognize that we have a role to play in the revitalization of the neighborhoods surrounding our facility. For this reason we are pleased to partner with Metanoia CDC and others (Goodwill, SC Works) to help develop a stronger workforce within the North Charleston Promise Zone and to hire qualified residents of the area. Our efforts closely align with aspects of two of the goals of the NCPZ:

1. **Creating Jobs**: The North Charleston Promise Zone will help residents obtain stronger employment with higher incomes by coordinating existing job placement opportunities within the Promise Zone to achieve better collaborative impact. As a means to this goal, job training and entrepreneurship (including opportunities for youth) will be supported within the Promise Zone.
2. **Increasing Economic Activity:** The North Charleston Promise Zone will leverage public and private sector investment to revitalize the commercial assets of the Zone. Investment will focus on place-making strategies (including integrating the arts and community development), improved access to healthy food, revitalization of primary commercial corridors, and infrastructure upgrades that improve the economic attractiveness of the NCPZ.

The Urban Electric Company has long been a strong supporter of the efforts of the Lead Applicant, Metanoia CDC. We believe they have the organizational capacity and relationships

2130 N. HOBSON AVE
N. CHARLESTON, SC 29405

INFO@URBANELECTRICCO.COM

WWW.URBANELECTRICCO.COM

723 8140 (f) |843| (p) 723 8746

within the Promise Zone to effectively steward this designation to bring more prosperity to the NCPZ.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. The Urban Electric Company stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

Sincerely,

David S. Dawson
Founder and CEO
The Urban Electric Company

THE URBAN ELECTRIC CO

February 15, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. Charleston Promise Neighborhood (CPN) is a nonprofit organization incorporated in May 2010, whose vision and purpose is to transform the "Neighborhood" within a generation. The CPN Neighborhood, home to over 22,000 residents—4,300 of whom are children under the age of 18—is a 5.6 square mile area of Charleston County that straddles portions of the City of Charleston and the City of North Charleston, and coincides with the attendance zones of two Charleston County School District (CCSD) elementary schools within the NCPZ, with high concentrations of children living in poverty: Chicora and Mary Ford. CPN's mission is to ensure that CPN is a place where residents are engaged in their community and every child is on track to graduate high school with the abilities necessary to succeed in college, the military or the workforce.

We recognize that the NCPZ represents a unique opportunity for us to understand and grow collective impact within a particularly distressed sector of our Neighborhood. CPN's mission aligns closely with the "Improve Educational Opportunities" portion of the NCPZ Goals:

> *Improve Educational Opportunities: Through a model of Collective Impact, student education and job readiness outcomes will improve from cradle to career within the Promise Zone. Improvements will be focused on expansion of early childhood education, improvements in school performance and out of school opportunities for continued education.*

CPN will gladly share data and knowledge to make other partners operating within the NCPZ better. We look forward to receiving data and knowledge from others that will help us improve as well. We believe the Lead Applicant, Metanoia CDC has the capacity and relationships to effectively steward the Promise Zone effort in North Charleston.

We are deeply appreciative of your willingness to consider the proposal for the NCPZ with the Metanoia CDC as the Lead Applicant, and CPN stands ready to collaborate and support the initiatives of the NCPZ. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

Kind regards,

Sherrie Snipes-Williams,
Chief Executive Officer

cc: Ted Legasey, Board Chair, Charleston Promise Neighborhood

THE
SUSTAINABILITY INSTITUTE

February 12, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. The Sustainability Institute ("SI") is a nonprofit 501c(3) organization founded in 1999 to empower South Carolinians to conserve energy and reduce our environmental footprint where we live and work. SI provides:

(1) Workforce training to retool individuals with certifications and work experience to place them into high-demand, energy industry jobs
(2) Community-based energy efficiency programs to directly retrofit, weatherize, or upgrade the efficiency of residential and commercial buildings to reduce energy use and save money
(3) Technical consulting and expertise to help cities and other stakeholders develop city-scale strategies for energy efficiency, carbon reductions, and energy industry jobs.

We operate a nationally recognized program called the Energy Conservation Corps, which is affiliated with national AmeriCorps and provides workforce training for disadvantaged or underserved populations in our community. The Program includes two initiatives – an initiative for at-risk, young adults aged 18-25, and an initiative for military service veterans. Our organization provides these individuals with a well-tested combination of industry training, certification, and job placement services. The program is partially funded by The Corps Network. Many of our Corps members are residents of the NCPZ.

We are also currently in the process of formalizing a deal to purchase a former fire station on Reynolds Avenue from the City of North Charleston. This facility will then be up-fitted to house our

113 CALHOUN STREET • CHARLESTON, SC 29401 • WWW.SUSTAINABILITYINSTITUTESC.ORG
843.529.3421 • FACEBOOK: SUSTAINABILITYINSTITUTESC • TWITTER: @INSTITUTESC

THE
SUSTAINABILITY INSTITUTE

programs and contribute to the overall NCPZ goal of the revitalization of the Reynolds Avenue Corridor. Our mission is closely aligned with key aspects of the following two NCPZ goals:

1. **Creating Jobs**: The North Charleston Promise Zone will help residents obtain stronger employment with higher incomes by coordinating existing job placement opportunities within the Promise Zone to achieve better collaborative impact. As a means to this goal, job training and entrepreneurship (including opportunities for youth) will be supported within the Promise Zone.

2. **Increasing Economic Activity:** The North Charleston Promise Zone will leverage public and private sector investment to revitalize the commercial assets of the Zone. Investment will focus on place-making strategies (including integrating the arts and community development), improved access to healthy food, revitalization of primary commercial corridors, and infrastructure upgrades that improve the economic attractiveness of the NCPZ.

The Sustainability Institute will be pleased to coordinate efforts and share relevant data with others operating within the North Charleston Promise Zone. We are excited that the Lead Applicant, Metanoia CDC has approached us about how to knit together our goals for greater impact within the NCPZ. We believe they have the organizational capacity and relationships within the Promise Zone to effectively steward this designation to bring more prosperity to the NCPZ.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. The Sustainability Institute stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

With Sincerest Thanks,

Bryan H. Cordell

Bryan H. Cordell
Executive Director
The Sustainability Institute

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Strategic Education Committee
IX 9.3 D
3/21/16 Board Meeting

WINGS
helping kids soar®

February 12, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, SC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. WINGS for kids is an education program that teaches kids how to behave well, make good decisions and build healthy relationships. We do this by weaving a comprehensive social and emotional learning curriculum into a fresh and fun after school program. Kids get the life lessons they need to succeed and be happy and they get a safe place to call home after school. WINGS currently operates after school programming in two schools (Chicora Elementary and Burns Elementary) which operate within or draw students from the NCPZ.

We recognize that the North Charleston Promise Zone represents a unique opportunity for us to understand and grow collective impact within a particularly distressed sector of our region. WINGS for kids has enjoyed a collaborative partnership with the Lead Applicant, Metanoia CDC, for several years. This year, for example we are working with them to host an outcomes measurement speaker series to try to improve non-profit performance across the region. We share in the out of school aspects of the educational Goal of the NCPZ:

> **Improve Educational Opportunities:** Through a model of Collective Impact, student education and job readiness outcomes will improve from cradle to career within the Promise Zone. Improvements will be focused on expansion of early childhood education, improvements in school performance and out of school opportunities for continued education.

WINGS for kids will gladly share data and knowledge to make other partners operating within the NCPZ better. We look forward to receiving data and knowledge from others that will help us improve as well. We have a positive working relationship with the Lead Applicant, Metanoia CDC and we believe they have the capacity and relationships to effectively steward the Promise Zone effort in North Charleston.

WINGS
helping kids soar®

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. WINGS for kids stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

With Sincerest Thanks,

Bridget Laird

Bridget Laird,
CEO,
WINGS for kids

Giving kids social and emotional skills to soar in school and in life
WINGS for kids, Inc.® · 476 Meeting Street · Suite E · Charleston, SC · 29403 · hello@wingsforkids.org · www.wingsforkids.org

February 12, 2016

SC URBAN FARM

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. Fresh Future Farm is a nonprofit urban farm that leverages healthy food and grocery services to create socially just economic development. The farm is our response to addressing food, health, economic and environmental disparities in the southern portion of North Charleston, SC.

As a working class North Charleston resident and certified Master Gardener who has received extensive training from Growing Power, the nationally respected urban farm, my team and I aspire to reconnect distressed neighborhoods with the process of growing food in a way that improves access to fresh foods, creates jobs, and enhances place-making strategies for economic development. In fact, we won a $50,000 SBA Accelerator prize last summer and plan to add a processing/incubator kitchen to our site by the end of the year. This is one of many ways in which our mission is closely aligned with the following NCPZ goals:

> **Increasing Economic Activity:** The North Charleston Promise Zone will leverage public and private sector investment to revitalize the commercial assets of the Zone. Investment will focus on place-making strategies (including integrating the arts and community development), improved access to healthy food, revitalization of primary commercial corridors, and infrastructure upgrades that improve the economic attractiveness of the NCPZ.

Fresh Future Farm will be pleased to coordinate efforts and share relevant data with others operating within the North Charleston Promise Zone. We are excited that the Lead Applicant, Metanoia CDC has approached us to knit together a collaborative strategy for greater impact within the NCPZ.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. Fresh Future Farm stands ready to support and execute the initiatives of the Promise Zone. Should you or those reviewing this application have any questions regarding our support for this opportunity, please do not hesitate to contact me directly.

With sincerest thanks,

Germaine Jenkins
CEO, Farm & Market Director
Fresh Future Farm Inc.
2008 Success Street
North Charleston, SC 29405

PO Box 22194, Charleston, SC 29413 - mailing address (843) 276-8552 freshfuturefarm@gmail.com

Palmetto Goodwill

Robert G. Smith
President & CEO

February 15, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. Palmetto Goodwill is a regional Goodwill affiliate that helps people achieve their full potential through the dignity and power of work. We offer workforce training and job placement services to residents of the North Charleston Promise Zone through our headquarters which is located on Rivers Avenue less than .25 miles North of the northernmost boundary of the Promise Zone and convenient to bus routes that serve the Promise Zone. Many of those we train and place in jobs are residents of the Promise Zone.

With job placement services for residents of the North Charleston Promise Zone, Palmetto Goodwill can fulfill its mission while also reinforcing the goal of creating jobs within the Promise Zone. For this reason we are pleased to partner with Metanoia CDC and others (Urban Electric Company, SC Works) to help develop a stronger workforce and workforce placement system within the North Charleston Promise Zone. Our efforts closely align with the following goal of the NCPZ:

> **Creating Jobs**: The North Charleston Promise Zone will help residents obtain stronger employment with higher incomes by coordinating existing job placement opportunities within the Promise Zone to achieve better collaborative impact. As a means to this goal, job training and entrepreneurship (including opportunities for youth) will be supported within the Promise Zone.

Palmetto Goodwill is pleased to be an Implementation Partner on this project and to collaborate and share data with the Lead Applicant, Metanoia CDC. We believe they have the organizational capacity and relationships within the Promise Zone to effectively steward this designation to bring more prosperity to the NCPZ.

Robert G. Smith
President & CEO

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. The Palmetto Goodwill stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

Sincerely,

Robert Smith
President & CEO
Palmetto Goodwill

Helping people achieve their full potential through the dignity and power of work!

PROMISE ZONE MAPPING TOOL DATA
Update version - 11/03/2014

PZ North Charleston
Target Area ID: 6830869
Email of User: bill@pushingforward.org
Name of Lead Applicant: Bill Stanfield
Address of Lead Applicant: 2005 Reynolds Avenue North Charleston SC 29405
Email of Lead Applicant: bill@pushingforward.org
Name of Target Geography: PZ North Charleston

Estimated number of All Housing Units in Target Area (Census 2010): 6314

Qualifying Criteria:

This tool provides information on some qualifying criteria.

Urban

1. Promise Zones must be one contiguous geography.
2. The overall poverty rate within the Promise Zone must be over 33 percent.
3. Promise Zone boundaries must encompass a population of at least 10,000 but no more than 200,000 residents.

Rural

1. Promise Zones must be one contiguous geography.
2. The overall poverty rate within the Promise Zone must be at or above 20 percent, and the Promise Zone must contain at least one census tract with a poverty rate at or above 30 percent.
3. Promise Zone boundaries must encompass a population of no more than 200,000 residents. The population limit of 200,000 may not include any incorporated municipalities or unincorporated areas with individual populations greater than 50,000.

Tribal

1. Applicants can define boundaries which can encompass: multiple census tracts and nearby tribally-owned areas; or reservations; or consortia of tribal and non-tribal jurisdictions. The defined community does not have to be one continuous geography.
2. The overall poverty rate within the Promise Zone must be at or above 20 percent, and the Promise Zone must contain at least one census tract with a poverty rate at or above 30 percent.
3. Promise Zone boundaries must encompass a population of no more than 200,000 residents. The population limit of 200,000 may not include any incorporated municipalities or unincorporated areas with individual populations greater than 50,000.

Target Neighborhood/Community Poverty Rate (Poverty Rate from ACS 2011 or ELI Rate from CHAS 2010, the greater of both): 43.45%

Highest Tract Poverty Rate in Target Neighborhood/Community (Poverty Rate from ACS 2011 or ELI Rate from CHAS 2010, the greater of both): 50.80%

Population in Target Neighborhood/Community (Census 2010): 13754

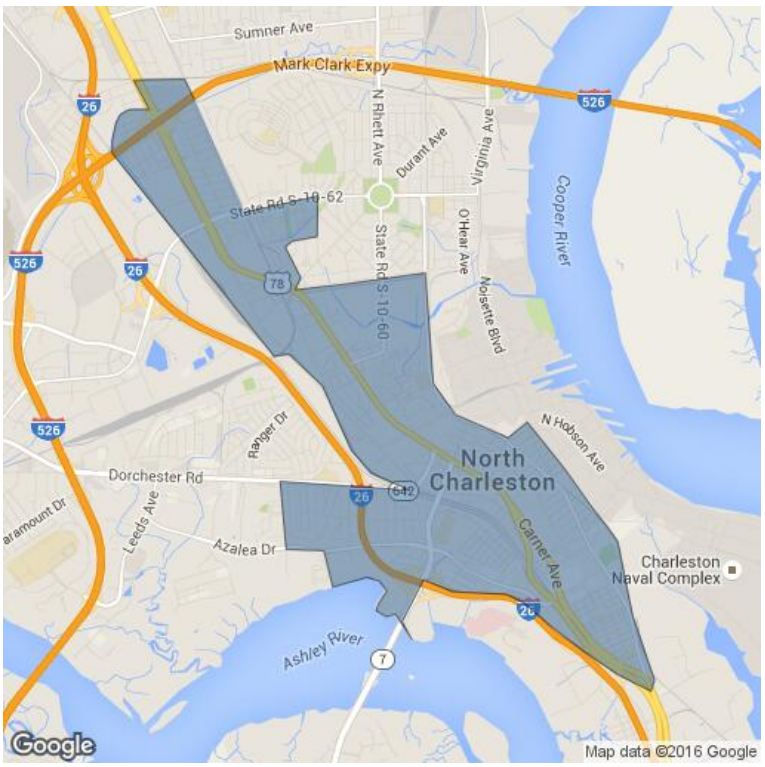
Need Selection Criteria:

In addition to the qualifying criteria above which includes the poverty rates, the tool will provide the following data that will help determine the need within the boundaries of the proposed Promise Zone. Note, this tool does not provide information on crime rates.

1. Percent of labor force (age 16 and above) that is employed or in the armed forces. **Target Neighborhood/Community Employment Rate (ACS 2011): 80.53%**

2. Percent of housing stock that is long-term vacant (*Only applies to the urban applications*). **Target Neighborhood/Community Vacancy Rate (ACS 2011 or USPS 2013, the greater of both): 14.43%**
Vacancy rate in Surrounding County/Parish: 3.40%

Project Map Snapshot for 6830869-1



NOTES ON AGGREGATION:

The Promise Zone mapping tool overlays the locally defined neighborhood/community boundaries with data associated with that area and estimates the rates of certain indicators in that area using a proportional allocation methodology. For metropolitan areas, the tool uses Census block group (as defined for Census 2010) as the smallest statistical boundary for the available data. For non-metropolitan areas, the tool uses census tract data to account for less precision in low-population areas. If the locally defined neighborhood/community is partially within two different Census areas, the data for each factor or threshold criteria are calculated based on the portion of the 2010 housing units located in each Census area for the vacancy variables and 2010 population for the population, poverty, and employment variables. The 2010 housing unit and population count data are available to HUD at the block level and thus can be used as the underlying data to apportion each block group and tract's appropriate share of importance.

For example, based on a user defined geography, 80 percent of the housing units in the locally defined neighborhood/community are in a block group with a poverty rate of 40 percent and 20 percent of the units are in a Block group with a poverty rate of 10 percent. The "neighborhood poverty rate" would be calculated as: (80% x 40%) + (20% x 10%) = 34%.

DATA SOURCES:

The data are from a variety of sources:

1. **ACS 2011** refers to the US Census American Community Survey 2007-2011 five-year estimates. These are the most recent nationally available data for small geographies at the same Census 2010 boundaries as the other data provided, using a statistical technique that combines five years of data to create reliable estimates for small areas.
2. **CHAS 2010** refers to the Comprehensive Housing Affordability Strategy (CHAS) special tabulations HUD receives of Census ACS data. The CHAS data used for this tool are based on ACS 2006-2010 five-year estimates see http://www.huduser.gov/portal/datasets/cp.html for more information.
3. **Census 2010** refers to block-level 2010 decennial counts of housing and population.
4. **USPS 2013** refers to the United States Postal Service long-term vacancy data as of June 30, 2013.

ADDITIONAL NOTES ON SPECIFIC VARIABLES:

Concentration of People in Poverty is calculated with data at the block group level from ACS 2011 for metropolitan areas and the tract level for non-metropolitan areas. This indicator represents the percent of people within the target geography who are below the poverty line. The estimated concentration of Extremely Low Income (ELI) households represents an approximation of the percent of households within the specified area whose household combined income is below 30% of the HUD defined Area Median Income (AMI). This ELI indicator is calculated with data from the block group level from CHAS 2010. The final number included in this report for "poverty rate" is the greater of these two indicators.

Employment Rate is calculated with data at the block group level from ACS 2011 for metropolitan areas and the tract level for non-metropolitan areas. This indicator represents the percent of the labor force (age 16 and above) that is employed or in the armed forces. Neither the numerator nor the denominator includes people outside of the labor force.

Long-term vacancy rates are calculated with data at the block group level with ACS 2011 and the USPS 2013, which ever source produces the greatest percentage.

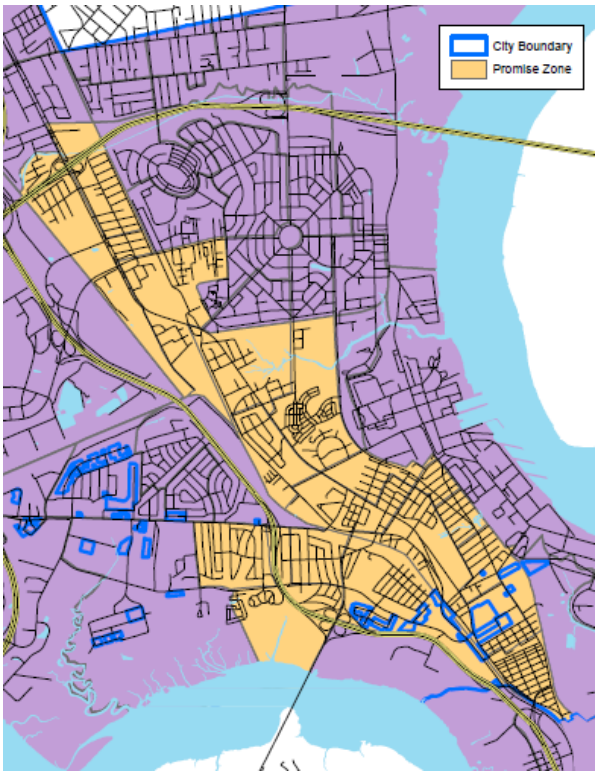
For the USPS data, HUD calculates the percent of residential addresses (excluding "no-stat" addresses) that are vacant. In the USPS data, a "vacant" address is one that has not had mail picked up for 90 days or longer. The USPS Vacant addresses can also include vacation or migrant labor addresses so HUD uses ACS data to reduce vacancy counts in these cases.

Using the ACS data, HUD calculates the vacancy rate as the percent of housing units that are "other" vacant. These are units not for sale, for rent or vacant for seasonal or migrant housing. This is considered another proxy for long-term vacant housing.

In theory the USPS data should be a stronger measure of distress than the ACS data because they are for 100 percent of the units (ACS is a sample), are more current (ACS aggregates data over a 5 year period), and are intended specifically to capture addresses 90 or more days vacant. However, USPS data are particularly poor at capturing vacancy in rural areas. As such, we use the ACS as a check on the USPS data so that every location gets a vacancy rate based on the greater of their USPS vacancy rate or their ACS 2007-2011 rate. For more information on HUD's USPS dataset, see: http://www.huduser.gov/portal/datasets/usps.html.

SECTION III – SELECTION CRITERIA - NEED

Community Boundaries: The North Charleston Promise Zone (hereafter "NCPZ" or "Promise Zone") will be bordered on its southern end by the southernmost border of North Charleston. It encompasses the southernmost neighborhoods of the city and an adjoining corridor of high poverty neighborhoods extending for approximately three miles alongside the city's primary commercial corridor (Rivers Avenue). The total square mileage of the area is approximately 4.33 square miles and the total population of the area is 13,754. This area encompasses the Horizon Village HUD HOPE VI Project of the North Charleston Housing Authority.



i. **High Poverty Rate:** The area's overall poverty rate is 43.5% with the highest poverty census tract having a poverty rate of 50.8%. Of the seven census tracts that are included in the target area, the lowest poverty rate is 38.53%, and four of the census tracts have poverty rates over 45%. The poverty rate of the NCPZ is nearly double the city-wide poverty rate of 23.4% (2011 ACS Population Study).

ii. **Low Employment Rate:** The HUD Mapping Tool reports that the percentage of working-age adults within the NCPZ who are either employed or in the armed forces is 80.53%. In the four lowest income census tracts within the Promise Zone, 5% of the adult population has a bachelors degree, thus making it particularly difficult to achieve meaningful employment (2011 ACS Population Study).

iii. **Serious & Violent Crime Rate:** North Charleston Police Department data for January 1, 2015 through December 31, 2015, reports that there have been a total of 939 serious and violent crimes within the NCPZ area. The most significant hot spots in the area occur in the southernmost neighborhoods within the city (Chicora/Cherokee and Union Heights) where dense, substandard multi-family housing intensifies the number of vulnerable individuals living in close proximity to one another. Overall violent crime trended roughly steady between 2013 and 2014 and began to decline in 2015.

	2013		2014		2015	
NORTH CHARLESTON PROMISE ZONE Part 1 Crime Rates	NCPZ Rate per 10,000	Citywide Rate per 10,000	NCPZ Rate per 10,000	Citywide Rate per 10,000	NCPZ Rate per 10,000	Citywide Rate per 10,000
Homicide	2.2	1.3	10.8	2.2	2.2	2.0
Rape	10.8	5.4	13.6	7.6	12.9	7.1
Robbery	60.3	19.0	58.9	22.8	55.3	24.1
Aggravated Assault	82.5	41.5	102.6	40.5	85.4	32.4
Theft	510.4	420.6	488.8	420.6	469.5	370.0
Stolen Vehicle	91.2	48.7	86.1	47.7	96.2	49.4
Part I Total	757.3	542.5	760.9	541.5	721.4	485.0

A further contributor to crime is the high vacancy rate and low educational attainment of the neighborhoods. The area includes significant pockets of housing vacancy and abandonment. According to the HUD Mapping Tool, 14.43% of the Promise Zone's housing stock is long-term vacant. This is more than quadruple the city-wide long-term vacancy rate of 3.40%. In five of the seven census tracts in the NCPZ 25% of residents do not have a high-school degree. Additionally, some of these tracts have very low pre-school attendance rates. In three of the tracts, less than 2.1% of eligible youth are enrolled in pre-school (2011 ACS Population Report). The need for accessible, high-quality educational opportunities, both in early childhood education and higher education, are

critical.

SECTION IV: - SELECTION CRITERIA: STRATEGY

Section IV: Part A: Needs and Assets Assessment

Community Needs: The NCPZ boundary was determined utilizing data to outline the most vulnerable set of contiguous neighborhoods in the greater Charleston region (see attached map for boundary). The boundary incorporates the southernmost neighborhoods in the City of North Charleston and an underinvested corridor running along either side of Rivers Avenue traveling north from these southernmost neighborhoods. Despite the significant growth of the greater Charleston region over the past several years, the NCPZ continues to be an area of high need and limited opportunity. The area sits adjacent to the former Charleston Naval Base which was once the largest employer in South Carolina, but was decommissioned in 1996, crippling the adjacent communities' economies. Poverty rates are especially high as are housing vacancy rates. Residents of the NCPZ earn very little income, and serious and violent crime continue to plague the neighborhoods. Job opportunities are insufficient and low educational attainment levels point to the lack of knowledge and skills needed to succeed in today's marketplace. Although the Charleston region has grown by the addition of several large employers (Boeing, Volvo) in the past five years, these jobs remain largely out of reach of residents in the NCPZ due to low educational attainment and meager workforce development. Achieving economic self-reliance and family sustaining wages will be dependent on the creation of new sustainable opportunities that will provide both jobs and commerce to the community.

Housing is a particular challenge. The NCPZ includes those areas of the region where the highest concentrations of households spending greater than 30% (homeowners) or 50% (renters) on housing are found. More than half of the owner-occupied households within the most challenged

neighborhoods of the NCPZ are paying more than 30% of their income on housing costs. In other portions of the Promise Zone, anywhere from 25% to 35% of the owner-occupied households live in housing that is not affordable (spending more than 30% of their incomes). Rental housing is even less affordable in that more than 25% of rental households throughout the NCPZ live in housing that costs more than 50% of their incomes.

Community Assets. The NCPZ area has an abundance of community assets, creating a sound foundation on which to build. It is centrally located in the "hub" of the Charleston region and is well serviced by the Charleston Area Regional Transportation Authority (CARTA). Currently, CARTA operates the region's major bus "Super Stop" within the NCPZ, and a larger intermodal facility for passenger rail and commuter bus service is under construction. Clemson University operates the Clemson University Restoration Institute (CURI) adjacent to the NCPZ. CURI is engaged in the renovation of the Civil War Era Hunley submarine and operates the largest wind turbine testing facility in the nation which was funded by a $47 million Department of Energy grant and $60 million in additional funding. CURI also hosts a satellite architecture program of Clemson University here. The NCPZ has one branch of the county library system that is to be rebuilt in 2017 for a larger and more spacious facility. There are six community centers in the NCPZ and 13 playgrounds, each operated by the City of North Charleston. There are three elementary schools in the Promise Zone and six other elementary, middle and high schools have catchment areas that cross into the NCPZ. The Promise Zone also contains the Military Magnet Academy, a military themed magnet school serving grades six through twelve. Though there is a significant amount of vacant and affordable commercial space awaiting reinvestment, there are a number of small retailers and restaurants operating successfully in the area. The Medical University of South Carolina has announced plans to build a new children's focused emergency care facility within the

Promise Zone. This $26 million project will occur on land donated by the City of North Charleston and will anchor a redevelopment node identified by the Neck Area Master Plan which will drive Promise Zone initiatives along with the Lowcountry Alliance for Model Communities (LAMC) Master Plan. LAMC is a local coalition of neighborhood groups that won a $4 million mitigation agreement from the SC State Ports Authority to mitigate against the negative effects of a new port terminal under construction adjacent to the Promise Zone. There are twenty seven Churches within the NCPZ and most communities within the area convene a monthly neighborhood council. A new fire station has just been completed by the City of North Charleston to serve the NCPZ and behind the fire station there are plans to add a ten acre park and gym on a former brownfield that was once a US Naval facility. There are a number of civic and community based groups that are collaborating within the Promise Zone, among these is LAMC and the Lead Applicant, the Metanoia Community Development Corporation.

On the flip side of the dire housing statistics shared above, based on the MLS data of sales that occurred in 2012, the Promise Zone is the most affordable area for the region's residents to purchase housing. The median sales price of single family homes (2012) in the NCPZ was affordable to households earning less than 50% of the region's median household income. While this can be attributed to the median sales price of only $52,000, the MLS area just below the NCPZ (the upper peninsula area of Charleston) had less sales that same year but the median price was $235,450 (affordable to households earning 153% of the region's median household income). As housing below the NCPZ becomes less affordable, this makes the Promise Zone area ripe for purchases by those living elsewhere in the region in the future. The Promise Zone contains the HOPE VI Horizon Village Project of the North Charleston Housing Authority which provides 250

affordable rental units, and houses 174 seniors in three different complexes. Horizon Village also has 31 homeowners with another 99 lots currently slated for homeownership opportunities.

Section IV Part B: Promise Zone Plan: Metanoia Community Development Corporation (Hereafter "Metanoia") is the Lead Applicant for the NCPZ. They are working with strong support from the City of North Charleston to engage public, nonprofit and institutional partners to build on the momentum of ongoing investments, programs and initiatives geared toward improving outcomes for the target area's lowest income residents. A *Collective Impact* approach will maximize resources and initiatives of the key actors to ensure that all efforts (a) share a common agenda, (b) assess impact through a shared measurement system (c) coordinate expertise in a way that mutually reinforces all activities (d) build trust and consensus through continuous communication, and (e) receive critical infrastructure support through a "backbone support" organization that coordinates, manages and oversees the effort. As Lead Applicant, Metanoia will provide the backbone support that integrates and streamlines all efforts to achieve the vision for the Promise Zone. The strategy's goals and approach are straightforward: the individual elements combine and reinforce one another to achieve larger, overarching goals. Priorities that will drive overall NCPZ strategy will be focused on (a) identifying and growing the existing assets within the NCPZ rather than focusing strictly on problems, (b) creative place making within the NCPZ, (c) healthy food access within the NCPZ, (d) building human capacities through education and job placement, and (e) measurable outcomes of any initiative undertaken within the NCPZ.

i. **Rationale for Sequencing the Promise Zone Plan:** Sequencing of the NCPZ Plan will be done with a priority for effective stewardship of resources and positive, demonstrable outcomes. Projects will be thoroughly assessed beforehand for their capabilities for moving forward. Projects with a higher capability will receive more focus, energy and prioritization within the NCPZ. Sequencing of

capabilities will be determined by the criteria of (a) resident feedback, (b) financial feasibility of the project, (c) capacity of the partners involved in the project, and (d) clarity of outcomes against which the project can be measured. One of the most significant benefits of the NCPZ will be the stronger coordination of Implementation Partner Organizations (IPOs), thus reducing potential conflicts and increasing the discovery of synergies. Relationships between IPOs will be defined by clear and documented roles. Each IPO will appoint a senior staff member or official to serve on the NCPZ Strategic Team and a representative to serve on the relevant goal oriented NCPZ Tactical Teams. The Promise Zone IPOs will participate in these Strategic and Tactical Teams to communicate efforts, work for synergy, and limit potential conflicts.

Priority and sequencing of larger development projects is based on the LAMC Master Plan and the Neck Area Master Plan facilitated by the Berkeley, Charleston, Dorchester Council of Governments (BCDCOG). The Neck Area Master Plan, completed in last 2014, establishes "catalyst areas". Catalyst areas are activity centers that have concentrations of regional and/or local goods and services and housing that also serve as transportation hubs with high levels of accessibility and connectivity. Several catalyst areas are located within the proposed Promise Zone (PZ): The Mall Drive area fronts on Rivers Avenue in the upper portion of the NCPZ (where MUSC is slated to open a facility); the Amtrak Station is the site of the future Intermodal Facility for CARTA; and Shipwatch Square along Rivers Avenue where the city is incentivizing redevelopment. The BCDCOG is working with North Charleston to promote these areas, because of their geographic location and transportation network, to the region's development community as locations for future new construction and investment in the Promise Zone as a means of establishing greater levels of economic opportunity and thus stability for residents in the surrounding neighborhoods. The goal is to have more goods and

services accessible to the existing neighborhoods, while new development also generates affordable housing options, as well as employment opportunities, in the catalyst areas.

ii. **Alignment of Activities of the Promise Zone Plan:** The NCPZ plan has been made after a thorough assessment of current initiatives and efforts within the NCPZ. These include the Hope VI project of the North Charleston Housing Authority and other federal programs operating within the area. IPOs understand the relatability of all areas of the plan and will collaborate to build synergies and shared values for the Promise Zone. As the result of engaging in holistic community development for more than a decade, the Lead Applicant has the relationships and understanding of issues across each major goal area to align activities and achieve synergies between each goal area. For example, this past year Metanoia's Youth Programming worked with the North Charleston Police Department to pilot a 'positive ticketing' program that allows officers to issue 'tickets' for youth showing good behavior in their neighborhood. Such initiatives seek to align education, youth development and crime reduction. Similarly, Metanoia is working with several partners to grow a commercial zone along Reynolds Avenue within the Promise Zone. Metanoia is opening a youth run café along this corridor and is partnering with the Sustainability Institute who operates an energy conservation corps. This Corps performs energy upgrades on owner occupied housing repair projects performed by Metanoia.

iii. **Responsiveness of strategy to gaps and opportunities:** The NCPZ possesses both great need and significant prospects to improve economic and educational opportunities, increase jobs and job access, build and revitalize housing and reduce crime. There are significant investments happening in the NCPZ but these need to be coordinated and networked for greater Collective Impact. The assets identified in the NCPZ represent opportunities that must be grown to help the community heal from within. As these assets attract investment and are grown, they will produce sustainable success

within the NCPZ. Those working within the NCPZ understand that these opportunities come in both human and physical forms. The citizens of the Promise Zone will grow their own capacities even as investment is attracted to the physical assets of the Promise Zone to increase the opportunities for citizens to exercise their gifts. The strategy will accomplish target goals for each policy area through a series of measurable, evidence-based action steps tailored to the communities' needs and assets. For example, the strategies to promote economic self-reliance for residents recognize the educational, financial, and basic needs of area residents. Economic opportunity strategies support job-readiness with skills training and provide individual financial counseling and financial workshops to residents through financial literacy programs.

Similarly, there is significant need for youth within the NCPZ to acquire the academic and social skills necessary to be successful in school, college and careers. Each of the public schools that serve the Promise Zone is currently underperforming. Strategies to increase the number of high performing K-12 schools within the Promise Zone are part of ongoing efforts focusing on: expanding early childhood education, providing data-driven instruction that informs teacher professional development, developing school cultures and climates that are conducive to teaching and learning, providing mentoring to young people out of school with a focus on college access and readiness, expanding the opportunities and diversity of after-school programming, and increasing parent engagement.

iv. Data Management, Accountability and Measurement of the Promise Zone Plan: Implementation Partner Organizations will utilize key mutually agreed upon outcomes to define the success of any project within the NCPZ. Each IPO will continue to advance its existing programs and leverage additional investment. The structure of the NCPZ will allow each IPO to build on other's work, as part of the Collective Impact approach. Each IPO will also collaborate to identify

and cultivate additional resources to support Promise Zone goals. Each IPO will also build on the momentum generated by current neighborhood revitalization efforts contained in the Lowcountry Alliance for Model Communities Master Plan and Neck Area Master Plans which were facilitated with significant citizen feedback and adopted by the City of North Charleston as the city's plan for the area.

Projects and programs will be undertaken with priority given to those efforts that are most immediately feasible and capable of generating significant impact. Investment will be measured with a priority for understanding the ability of projects (buildings, infrastructure, etc.) within the NCPZ to leverage additional public and/or private investment. Programs (education, job training, etc.) within the NCPZ will be measured with a priority on understanding outcomes (as opposed to outputs) of particular programs and linking those outcomes to key defined impacts within the Promise Zone. Data will be used to drive continuous improvement within the NCPZ. Data of a proprietary or personal nature will be treated securely in a manner that protects the privacy of citizens and IPOs.

v. **Barriers to Implementation of the Promise Zone Plan:** Possible barriers to implementation include failures in communication between IPOs, unanticipated crises that may occur within any one IPO, and regulatory issues related to particular projects or programs. Whenever a project or program is undertaken, barriers to the completion of the project are certain to be encountered, but need to be anticipated. IPOs will work collaboratively to solve barriers to implementation bringing their own strengths to bear in service of one another, thus improving the capabilities of all. The City of North Charleston's support is critical in solving regulatory issues that may occur as revitalization projects are undertaken.

Section IV Part C: Promise Zone Sustainability and Financial Feasibility:

i. **Strength of the Plan for Obtaining Funds for Activities:** Each of the IPOs in the Promise Zone have demonstrated the capacity to leverage investment to make their efforts sustainable. Each has been identified precisely because of their capacity to undertake sustainable projects and programs as proven by their completion of such initiatives in the past. The capacity of each of these public, private and non-profit institutions has already been proven in their own performance. As they now seek better coordination for Collaborative Impact, their capacity for sustainability will increase. With existing support from its various partners (the City of North Charleston, Trident United Way, and others), Metanoia has the capacity in terms of office space, management acumen and financial capability to host the five AmeriCorps VISTAs (including potential cost sharing). Metanoia will work with the IPOs to hire a Project Coordinator who will supervise the AmeriCorps VISTA positions and report directly to Metanoia's Chief Executive Officer on the progress of NCPZ Goals. Metanoia now has a proposal for $100,000 over two years that would fund most of a position for a project coordinator before a local philanthropic group, Social Venture Partners of Charleston. The funding is being recommended by the investment committee of this organization and goes before the full body in March 24, 2016 (but even without this infusion the funding can be sustained within Metanoia's existing income streams). Much of the value being brought to the NCPZ will be brought by IPOs who are doing what they are most capable of doing. Metanoia currently has the capability to cover $95,000 worth of operating expenses for the Promise Zone over each of its five years for a total commitment of $475,000 over five years (annual costs are anticipated to be $20,000 for 30% portion of Metanoia CEO's pay commensurate with time expected to be spent on the project, $55,000 for the annual cost of a project coordinator, and $20,000 for annual office expenses and training).

ii. **Soundness of the Organizational Structure:** Implementation Partner Organizations will appoint

a staff member to meet monthly (more often initially or as particular efforts dictate) to coordinate activities around each of the respective NCPZ goals. These **Promise Zone Tactical Teams** will be focused on the effective management of day to day efforts and building high levels of collaboration within each NCPZ goal area. In addition, IPOs will convene a meeting of senior executive leaders once per quarter. This **Strategic Team** will hear reports from the Lead Applicant and work to eliminate barriers to progress and reinforce the work of the Tactical Teams around NCPZ goals. Strategic Team meetings will be hosted by the City of North Charleston as a strong supporter of the Lead Applicant. In each of the program goals, IPOs have demonstrated capacity to bring investments to the NCPZ. Their success in these endeavors will only be enhanced by having a Promise Zone designation along with the added capacity of AmeriCorps VISTA workers assigned to build their ability to generate Collective Impact. By seeking additional funding for activities in a more collaborative environment, IPOs will also be more efficient. Efficiency will be gained by reducing the waste that comes from duplication of the same function by different institutions operating within the Promise Zone.

Section IV Part D: Resident Engagement Strategy

i. **Involvement by Resident and Community Organizations:** While many Promise Zone lead applicants across the country might be larger institutions or municipalities that need to work against institutional gravity for community engagement, the NCPZ is being shepherded by a Lead Applicant that was born directly from community participation and feedback. Metanoia began its work with a full year of listening in the NCPZ before undertaking any initiatives. One third of the Board of Directors seats for the Lead Applicant are dedicated to community residents and many of Metanoia's staff (including its CEO) live within this neighborhood as well. The Lead Applicant will provide reports and gather feedback from the neighborhoods that is equivalent to the reporting

and feedback given by the Implementation Partner Organizations. In this way, the value of citizens and citizens' associations will be reinforced. The Lead Applicant will work closely with other community based IPOs like the Lowcountry Alliance for Model Communities (LAMC), a local coalition of neighborhood presidents that was awarded a $4 million mitigation settlement from the SC State Ports Authority to mitigate against the effects of a state port terminal being constructed adjacent to the NCPZ. Metanoia has significant experience in utilizing the asset-based and community organizing principals that are essential for not only soliciting feedback from communities but inviting their participation in projects as well. The Lead Applicant has engaged in successful community organizing efforts to have a new Chicora Elementary School constructed, reduce speed limits and promote more healthy zoning all within the NCPZ. Solicitation on the progress of the NCPZ will be sought through multiple opportunities for public engagement including participation in regular neighborhood council meetings, special town hall meetings, social media and grassroots organizing. One of the core tenets of Metanoia is that resident feedback is a non-negotiable characteristic of any project or program undertaken within the NCPZ. For example, Metanoia has partnered with the City of North Charleston and Clemson University's School of Architecture to consider the adaptive reuse of the former Chicora Elementary School within the NCPZ. Public feedback was solicited through a series of public design meetings to help designers understand what the community most desired, in terms of repurposing for this local neighborhood asset that awaits investment.

SECTION V – SELECTION CRITERIA: CAPACITY AND LOCAL COMMITMENT

Section V Part A: Partnership Structure and Commitment:

The North Charleston Promise Zone has twenty-one Implementing Partner Organizations representing significant local commitment across multiple sectors. The partnership structure will

be coordinated by the Lead Applicant with the five AmeriCorps VISTAs serving in the NCPZ being assigned to facilitate coordination around each of the five goals of the Promise Zone. The Promise Zone goals (see goals section of application) are derived expressly from the capacities and planned work of the IPOs for each goal. **Rather than utilize a top down structure, we have developed a structure where those working closest to the goals of the Promise Zone are supported by the Lead Applicant and a Strategic Team.**

The Promise Zone Strategic Team is designed to enhance collaboration and high level decision making within the NCPZ. The Strategic Team is made up of senior officers of the Implementing Partners and will meet quarterly to hear reports on the goals of the NCPZ and collaborate for greater Collective Impact. The Strategic Team will receive data, community feedback, and progress reports from Metanoia on all the goals of the Promise Zone. Meanwhile, more "front line" staff from each IPO will work more regularly within their goal team to better share information, overcome barriers and consider what further value each IPO can add to the NCPZ. These Tactical Teams will meet monthly around the core goal of the NCPZ over which they have influence. The organizational structure of the NCPZ is designed to reinforce and support the work of those working most closely with each goal area day to day. Rather than principally being dictated to by the Lead Applicant and Strategic Team Tactical Teams will be supported by these entities to better coordinate and perform their goal functions. See the graphic below where the Lead Applicant and Strategic Team are represented as supporting from beneath each tactical team rather than dictating from above each Tactical Team. We feel that this form of structure is actually a better way to keep Implementing Partners excited about their work and allow those working most closely on a project to have authority within that project area.

We have intentionally focused on five goal areas with the understanding that we will have five

AmeriCorps VISTAs assigned to us when the Promise Zone designation is approved. Each AmeriCorps VISTA will be principally responsible for the coordination and facilitation of cooperation among all of the Implementing Partners operating in their respective goal areas. AmeriCorps VISTA positions will report to a Project Coordinator funded by Metanoia who will report to the Metanoia CEO.

COMMUNITY FEEDBACK INTEGRATED AT EACH LEVEL

GOAL ACCOPLISHMENT IS MOST SIGNIFICANT DRIVER OF EFFORTS

All tactical teams are working toward their respective goal accomplishment with the support of the Strategic Team and Lead Applicant behind them

Tactical Team 1 CREATE JOBS	Tactical Team 2 ECONOMIC DEVELOPMENT	Tactical Team 3 IMPROVE EDUCATION	Tactical Team 4 REDUCE CRIME	Tactical Team 5 ESTABLISH QUALITY HOUSING
- BCDCOG - Palmetto Goodwill - Metanoia - Urban Electric Company - Limehouse Produce	- BCDCOG - City of North Charleston - Clemson University - MUSC - Metanoia - SC Comm. Loan Fund - Limehouse Produce - Lowcountry Local First - Charleston County - Fresh Future Farm - Metanoia	- Charleston County Schools - Trident United Way - Tri-County Cradle to Career - Charleston Promise Neighborhood - WINGS for Kids - Metanoia	- North Charleston Police Department - Metanoia - City of North Charleston	- North Charleston Housing Authority - Metanoia - City of North Charleston - Charleston County - LAMC - SC Community Loan Fund
To be served by 1 AmeriCorps VISTA & meeting monthly	*To be served by 1 AmeriCorps VISTA & meeting monthly*	*To be served by 1 AmeriCorps VISTA & meeting monthly*	*To be served by 1 AmeriCorps VISTA & meeting monthly*	*To be served by 1 AmeriCorps VISTA & meeting monthly*

NCPZ Strategic Team – Meeting quarterly and comprised of senior executives of NCPZ Implementing Partners. Will receive

OUTCOMES DRIVEN DATA MANAGEMENT MODEL OCCURING AT EACH LEVEL

	reports and set strategic direction for the NCPZ.	
	Metanoia CDC as Lead Applicant working with support of the City of North Charleston Will coordinate and support Strategic and Tactical Team meetings and solicit ongoing citizen feedback and representation for NCPZ efforts.	

Below is a further description of what Implementing Partner Organizations will bring to the NCPZ.

i. **Local Anchor Institution Commitment:** There are several local Anchor Institutions that will be Implementation Partner Organizations within the Promise Zone. Though its primary campus is based in the South Carolina upstate, **Clemson University** operates a number of satellite initiatives that are adjacent to and/or within the NCPZ. The Clemson University Restoration Institute (CURI) is on industrial property which abuts the NCPZ and operates the largest wind turbine testing facility in the nation along with a restoration facility for the Civil War Era Hunley Submarine. Clemson Architecture students are currently assisting the Lead Applicant in considering the adaptive reuse of the former Chicora Elementary School. Clemson University is also in discussions with those in the NCPZ about bringing the tools of its Planning and Urban Design faculties and students to bear on the project. Additionally, the **Medical University of South Carolina (MUSC)** operates medical clinics in two of the NCPZ schools and is building a new medical facility within the NCPZ on land donated by the City of North Charleston. This medical campus, scheduled to open in 2017, will include a 33,000 square foot pediatric outpatient surgical facility and its cost is estimated at $26.4 million. **Trident United Way (TUW)** has funded multiple partners within the Promise Zone including the Lead Applicant, Metanoia. Currently, TUW is now in the middle of making their three year grant funding decisions, it is anticipated that they will continue to both fund programs within the NCPZ as well as facilitate the work of its partner agencies operating within the Promise Zone for stronger Collaborative Impact.

City Council, Metropolitan Planning Organization and State Officials: Over the last four years the **City of North Charleston** has invested over $20 million to grow the assets of the NCPZ. These include investments to create new green space, economic development, medical facilities, educational facilities and revitalized commercial corridors within the NCPZ. **Charleston County** has jurisdiction over several 'doughnut hole' properties within the NCPZ. They have funded repairs for homeowners on a fixed income, down-payment assistance and new housing units in partnership with the Lead Applicant. They are also permitting a new produce distribution facility on County land that is being constructed by NCPZ Implementation Partner, Limehouse Produce. **The Berkeley, Charleston, Dorchester Council of Governments (BCDCOG)** is a hub for regional planning, workforce development and transit. BCDCOG's Neck Area Master Plan integrates the priorities of the LAMC Master Plan for the NCPZ. In addition, the BCDCOG operates the primary workforce development and job placement services in the region. They operate SC Works which is the regional job placement service along with a Youth Demonstration Grant (E2E) and a Workforce Innovation and Opportunity Grant (WIOA) under SC Works, with 34% of those served through these opportunities being residents of the NCPZ. Finally, the BCDCOG is the administrator of the regional mass transportation system (CARTA), and as such they are a key Implementation Partner in planning transportation projects and solutions for the NCPZ. The BCDCOG partnered with the City of North Charleston to author *the I-26ALT study* which identified Rivers Avenue (US52) to Meeting Street as the preferred corridor for development of a fixed guideway (transit mode) alternative to move the region's population and labor force between North Charleston and the Charleston peninsula. Thus eliminating the significant congestion occurring along Interstate 26, the primary freeway passing through the Promise Zone. Once developed, the fixed guideway would provide residents of the NCPZ

greater accessibility to jobs. Several key transit stations for the fixed guideway system exist or will be located within the Rivers Avenue corridor. Ridership forecasts estimate close to 1,500 NCPZ residents would benefit from the future fixed guideway system when developed. The BCDCOG anticipates applying later this year to the Federal Transit Administration for entry into its Capital Investment Grant program to fund development of the system.

ii. **Local educational officials, criminal justice officials, housing authority officials, transit authorities and the workforce investment board:** The **Charleston County School District CCSD** is a key Implementation Partner for the educational goals within the NCPZ. As a sign of its commitment to education within the NCPZ, the CCSD is currently constructing a new $28 million Chicora Elementary school within the NCPZ. The CCSD will share data and information with other education centered Implementation Partners. These include **WINGS For Kids,** a 501c3 organization which operates after school programming for approximately 200 students within the NCPZ, the **Charleston Promise Neighborhood**, a 501c3 organization which operates multiple programs in support of Mary Ford and Chicora Elementary School and **Tri-County Cradle to Career,** a 501c3 organization focused on measuring education oriented data and building a movement for collective impact. As mentioned previously, the **BCDCOG** will assist in workforce development as will **Palmetto Goodwill**, the regional Goodwill affiliate which operates job placement services for residents of the NCPZ in partnership with the programs of the BCDCOG.

The North Charleston Police Department (NCPD) is the key Implementing Partner for the crime reduction goals of the NCPZ. The NCPD operates a number of community policing initiatives and will focus resources in the neighborhoods of the NCPZ where crime is most concentrated.

iii. **Involvement of Neighborhood-Serving Businesses and/or Business Associations:** Two for-

profit businesses are Implementation Partners for the Economic Development and Job Creation goals of the NCPZ. **The Urban Electric Company** is currently engaged with the Lead Applicant to create forty new jobs for NCPZ residents over the next three years (supported by an $800,000 CED Grant from the Office of Community Service). **Limehouse Produce** is now starting construction on a new 60,000 square foot produce distribution facility in the NCPZ that will offer jobs as well as opportunities for retail produce offered at discounted rates. The following two entities will provide support and technical assistance to small businesses and entrepreneurs within the NCPZ. **Lowcountry Local First** is a 501c3 organization encouraging local business growth. They will provide mentoring and job training to small businesses operating within the NCPZ. As the state of South Carolina's largest Community Development Financial Institution, **The South Carolina Community Loan Fund** will provide technical expertise in areas of both business and housing development along with consideration of financing for community businesses, healthy food financing, and affordable housing initiatives.

Section V Part B: Capacity of Lead Applicant:

i. The Metanoia Community Development Corporation (Metanoia) will serve as the Lead Applicant for the North Charleston Promise Zone. Begun in 2002 as an effort of community development in the zip code of South Carolina with the highest concentration of child poverty, Metanoia has grown to a holistic community development organization with multiple lines of business. "Metanoia" is a Greek word that means to make a positive transformation. Metanoia has won multiple local, state, and national awards as a leader in holistic, asset-based community development work. They won a national award from Metlife and Local Initiatives Support Corporation (LISC) for crime reduction in partnership with the North Charleston Police Department. They were awarded with an "angel" designation by the SC Department of Commerce for operating exemplary programing with low

overhead and were recognized in 2011 by then Federal Reserve chairman Ben Bernanke as a leading community development effort in the nation. Chairman Bernanke cited Metanoia in a speech given to the Federal Reserve Community Affairs Research Conference in Arlington, Virginia.

Metanoia invests in neighborhood assets to build leaders, establish quality housing, and generate economic development. They operate year-round youth leadership development programs for students, grades 1-12, after school and during the summer months. This program includes a Youth Entrepreneurship Center offering high school students job training year-round and a Children's Defense Fund Freedom School which runs each summer and continues to support the academic work with the students who attend Metanoia's Youth Leadership Academy each day after school from September through May.

Metanoia has been a certified Community Housing Development Organization since 2006. It has built new or renovated 28 units of affordable housing and repaired over 60 units of housing for homeowners on a fixed income. Metanoia also works closely with the City of North Charleston on key initiatives: leading successful community organizing campaigns to have a new elementary school built in the community (Chicora Elementary), reducing speed limits, and establishing more community friendly zoning within the neighborhoods they serve. Metanoia's CEO maintains a standing monthly meeting with the chief of staff for North Charleston Mayor Keith Summey to coordinate efforts.

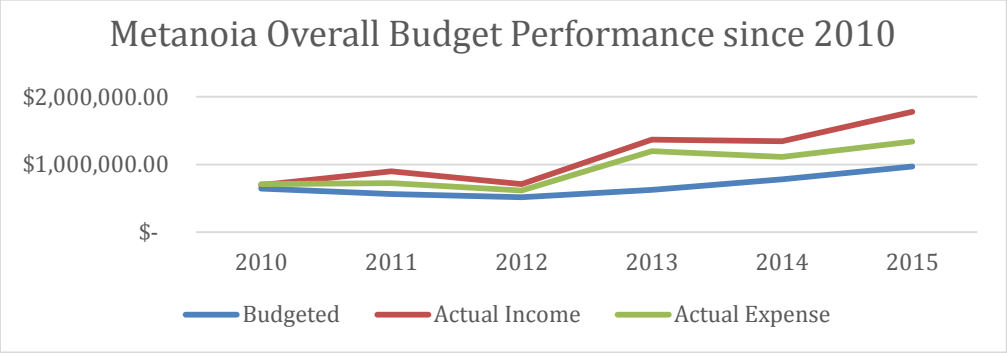
By virtue of its relatively stable and steady growth, Metanoia has been able to build the deep relationships within the NCPZ that will be essential to the success of this effort. They have a full time Performance Analyst to measure the outcomes of all projects and programs that are undertaken so that a clear impact can be understood. They have extensive experience in both the strategic

planning and the execution of projects that bring value to the Promise Zone.

One example of Metanoia's approach to encouraging Implementation Partner Organizations to invest in the assets of the community can be found in the evolution of Chicora Elementary School in the heart of the NCPZ. When Metanoia began its work in 2002, the historic Chicora Elementary School was in serious disrepair. Metanoia recognized that the building would not be brought up to International Building Codes for an elementary school and they led a community based campaign to have a new school built at a site adjacent to the old school. Recognizing Metanoia's leadership in gathering support for this new school, the City of North Charleston then purchased the land for the new school and swapped the new land with the Charleston County School District and in return the City got the historic old school. A new Chicora Elementary School is nearly complete and scheduled to open in the fall of 2016. Meanwhile, Metanoia is partnering with the City of North Charleston, Clemson University and the National Development Council to develop a plan for the adaptive reuse of the historic former Chicora Elementary School. This project was listed in a New Market Tax Credit application submitted by the South Carolina Community Loan Fund. This is just one of many examples of how Metanoia leverages the resources and gifts of others to attract investment (both financial and knowledge based) to neighborhood assets.

ii. Metanoia Community Development Corporation has never had less than a best-case, "Unqualified Audit Opinion" in over ten years of consecutive audit opinions. Metanoia has never been cited for ongoing underperformance on past federal grants and they have stewarded over $4 million in CDBG and HOME funding along with receiving an $800,000 2015 Community Economic Development grant from the Office of Community Service. If funders raise any issues of concern, these issues are addressed quickly and collaboratively to build confidence for the funder in the

capabilities of Metanoia. For example, this year Metanoia had enough federal spending to receive its first Single Audit. Though the opinion was clean, there were a few minor documentation issues brought out by the auditor. Metanoia convened a meeting with the auditor, internal staff, and Charleston County grants administrators to build a process for solving any future issues with documentation. Metanoia maintains a balanced income stream from private gifts, foundations, and government entities. No one funding stream makes up more than 15% of the operating budget, and Metanoia has enjoyed steady growth in revenues over the past five years – outperforming budget expectations and generating revenues in excess of expenses that are reinvested in the community.



Metanoia has the experience to understand that performance issues with some aspects of the NCPZ are to be expected. However, Metanoia has developed a deliberate, conscientious management culture that acknowledges issues quickly and seeks to solve them collaboratively with those involved. Metanoia will work to understand and communicate the expectations of the NCPZ with IPOs and others and search for win/win solutions when issues arise between IPOs. Metanoia has extensive experience working with internal and external evaluators and will facilitate the smooth sharing of information with any external evaluators that assess the NCPZ.

Section V Part C: Capacity of Implementation Partner Organizations:

Each of the Implementation Partner Organization has been invited to participate in the Promise Zone because they have established a professional reputation and solid performance outcomes in

the past. The goals of the NCPZ have been designed expressly through an acknowledgement of what strengths and resources each IPO can bring to goals that align with their existing work within the NCPZ. Each IPO also understand the need for assessment and collaboration for greater Collective Impact. Each IPO has clear responsibilities that they are to carry out within the established goals of the Promise Zone Plan. The existing plans and initiatives in progress lay the basis and groundwork for NCPZ goals and strategies, and provide the evidence-base, partner buy-in, and leveraging of private investment to support efforts in the Promise Zone.

An outcomes-based management model will be utilized across the NCPZ. This model is based on the writings of Mario Morino (*Leap of Reason*) and focuses on developing clearly understood outcomes before endeavoring to undertake any effort. Secondly, there will be a focus on providing these outcomes in real time to those engaged in the project so that they can work toward continuous improvement based on key data. This is an approach that will be utilized with all the partners in the NCPZ.

One important example of this effort for the field of education will be in the participation of Tri-County Cradle to Career (TCCTC) in the NCPZ area. TCCTC was begun in 2013 as a regional clearinghouse for what works in education. Based off the *Strive* model that achieved significant educational progress in Cincinnati, TCCTC has focused on building Collaborative Impact across the education sector by understanding and reporting on local school district data, and by helping partners achieve stronger outcomes for those they serve. In the Spring of 2016 TCCTC will partner with Trident United Way, WINGS for Kids, Metanoia CDC, Blackbaud (a nationally recognized software developer for non-profits based in Charleston), and the local Community Foundation to host a series of training for non-profits in outcomes definition and measurement. This initiative, which will happen in advance of any potential Promise Zone designation, is an

example of how strong evidence-based outcomes management is encouraged within the NCPZ.

The success of the NCPZ, like all Collective Impact initiatives, will depend on a large, diverse group of stakeholders working together and providing mutually reinforcing programs and activities. This strategy will create the framework for the development of these activities and the collaboration of partners to ensure their effectiveness and impact. The momentum generated by a number of efforts will improve the likelihood of positive outcomes. Metanoia has intentionally chosen to align around five goals since that is the number of AmeriCorps VISTAs available with the Promise Zone. With direction from the Project Coordinator and Metanoia's CEO, each VISTA will work to coordinate and gather key outcomes that are defined for each goal within the Promise Zone.

Section V Part D: Data and Evaluation Capacity:

Each Implementation Partner Organization has been invited to engage in Collective Impact within the NCPZ only after their capacity for the collection of data has been understood. Each IPO will be responsible for submitting data relevant to the goals of the North Charleston Promise Zone. The Lead Applicant currently maintains a full-time Performance Analyst who assists in organizing its own existing data and getting information to staff quickly so that they can make real time programming improvements. The same real time model will be used for all data within the NCPZ (rather than just collecting data for reporting purposes to federal or other outside entities). Data will first be collected so that IPOs can understand what is occurring within the Promise Zone and make real time improvements based on data feedback.

Data will drive evaluation within the North Charleston Promise Zone plan. Data will also drive a commitment to lift up and grow what works. By sharing data with one another, IPOs will reduce duplication and rally around efforts that work best within the NCPZ. The NCPZ also has several IPOs who currently collect data across sectors and programs (Trident United Way, Charleston

County Schools, etc.). These IPOs have the capacity to share both program related data as well as data on individuals who do not participate in specific programs within the NCPZ. This comparison data can further be utilized to analyze what projects or programs are working well within the NCPZ based on comparison sample sets.

One example of the use of data can be understood in the goal area of crime reduction. By partnering with the North Charleston Police Department (NCPD) to pull crime statistics on one particularly vulnerable community within the Promise Zone, Metanoia saw a strong correlation between the presence of a Neighborhood Resource Officer (NRO) within a community and the overall crime rates of the community. This reinforced NCPDs efforts to put a capable NRO in each neighborhood of the NCPZ. This initiative was further reinforced by a $1.9 million US Department of Justice Community Oriented Policing Services Grant to put 15 new Neighborhood Resource Officers in high crime areas of the City of North Charleston. This is a good example of how measuring and understanding outcomes is driving substantive policy and tactics within the NCPZ.

Section V Part E: Resident Engagement Capacity:

Being "Community Based" is a key strategic value of the Lead Applicant (Metanoia). This value is exercised by having 1/3 of Metanoia's board of directors being community residents and a majority of Metanoia's staff (including its CEO), living within the distressed communities of the NCPZ. Metanoia already collaborates with local neighborhood councils within the NCPZ to gather feedback and listen to concerns, and they host an Annual Town Hall in partnership with the neighborhood councils to further solicit community feedback. No initiative is begun or continued without support from the neighborhoods where that initiative is located.

Metanoia's work with the community is not intended to merely sell the goals of the NCPZ to the community through a form of community engagement that is merely marketing the ideas of a

few. Instead, the community is organized and provides feedback that has a direct influence on the NCPZ goals. For example, after the leading concern of neighborhood residents at the Metanoia Town Hall was identified as the lack of a grocery store for several years running, Metanoia worked to communicate that concern to the North Charleston Mayor's Office. The City of North Charleston then purchased and demolished a large defunct strip shopping center in the heart of the NCPZ at a cost of just over $5 million. The City is preparing to offer a request for qualifications for developers who will have the capacity to redevelop the 11 acre site contingent on there be a grocery store located on the property.

Section V Part F: Strength and Extent of Local Government Commitment:

The City of North Charleston has a very strong commitment to the NCPZ goals. Evidence for this can be found in the significant level of municipal investment to help incubate projects within the NCPZ (See attached letter of support and goal worksheets for a summary of financial commitments).

The Lead Applicant's CEO already maintains a monthly meeting with the Mayor of North Charleston's chief of staff to coordinate activities within the NCPZ, and both the City and Metanoia have enjoyed a strong working relationship since Metanoia was founded in 2002. The Lead Applicant has received 10 years of consecutive CDBG and HOME funding from the City of North Charleston for projects in youth leadership development, housing development, and economic development.

Though a strategic decision was made by the City of North Charleston to support Metanoia to be the Lead Applicant (as opposed to the City of North Charleston), this should not be understood as a lack of commitment from the City. It was understood that Metanoia would have the strong backing of the City of North Charleston, and Metanoia possesses the drive, relationships, and

entrepreneurial spirit to further NCPZ goals across sectors. Metanoia may also have access to additional funding sources that the City cannot access in service to the NCPZ.

It should also be noted that there are a few, small non-incorporated "doughnut holes" within the Promise Zone. For this reason, Charleston County will also serve as an IPO in the NCPZ. The largest of these doughnut holes is to be home to a new produce distribution facility operated by Limehouse Produce (also an Implementation Partner). This facility will offer jobs and opportunities for a small retail produce outlet in partnership with the Lead Applicant.

Conclusion:

On April 4, 2015, a white police officer in North Charleston, South Carolina killed African American citizen by shooting him in the back as he fled from a routine traffic stop. The shooting was captured on video and drew the attention of national media to the city. The incident was seen as symptomatic of communities where high rates of poverty and crime have too long aligned with low rates of educational attainment and homeownership. This strains relationships between officers and local communities and undermines the success of those communities.

However, another story went largely untold in media coverage of this tragic event. Since 2002, the Metanoia Community Development Corporation (hereafter "Metanoia" – the Lead Applicant on this proposal) has worked with strong support from the City of North Charleston to grow an award winning effort of asset-based community development in some of the city's most distressed neighborhoods. The North Charleston Promise Zone (NCPZ) represents the next evolution of this effort. It is a collaboration of 21 Implementation Partner Organizations working to achieve far greater *Collective Impact* as a coalition than any one organization could achieve on its own. With strong support from the City of North Charleston, which has made

over $20 million in investments to incentivize the redevelopment of the NCPZ, Metanoia is making use of the knowledge and relationships gained from over 14 years' experience in asset-based community development. They are working with a diverse set of institutions and citizens groups to create jobs, generate economic development, reduce crime, increase educational attainment and establish quality affordable housing.

While the NCPZ has certain census tracts with poverty rates as high as 50.8% and a percentage of vacant housing stock that is more than four times the city average, it also contains significant assets that are already beginning to change the direction of the community. Assets in the NCPZ that will lead us to a bright future include revitalized commercial corridors, bright students and new affordable housing. With a federal designation as a Promise Zone the citizens of the North Charleston Promise Zone can write a new story of hope that can be worthy of national attention itself.

February 16, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, SC 20410

Dear Secretary Castro:

I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. The City of North Charleston is committed to supporting Metanoia CDC in strategically coordinating the work and investments of its departments and community partners toward the five key strategies of the North Charleston Promise Zone.

As you will see in the application for the North Charleston Promise Zone, our City is already investing significant resources within the Promise Zone for new projects and we anticipate this to continue in the coming years. We are aligned with the Implementation Partners on this grant around the goals of the Promise Zone:

1. **Creating Jobs**: The North Charleston Promise Zone will help residents obtain stronger employment with higher incomes by coordinating existing job placement opportunities within the Promise Zone to achieve better collaborative impact. As a means to this goal, job training and entrepreneurship (including opportunities for youth) will be supported within the Promise Zone.
2. **Increasing Economic Activity:** The North Charleston Promise Zone will leverage public and private sector investment to revitalize the commercial assets of the Zone. Investment will focus on place-making strategies (including integrating the arts and community development), improved access to healthy food, revitalization of primary commercial corridors, and infrastructure upgrades that improve the economic attractiveness of the NCPZ.
3. **Improve Educational Opportunities:** Through a model of Collective Impact, student education and job readiness outcomes will improve from cradle to career within the Promise Zone. Improvements will be focused on expansion of early childhood education, improvements in school performance and out of school opportunities for continued education.
4. **Reduce Violent Crime:** The North Charleston Promise Zone will achieve annual reductions in the rate of violent crime through strong community policing strategies, the focusing of resources in high crime areas and greater collaboration between police and the community.

5. **Increase Access to Quality Affordable Housing:** The North Charleston Promise Zone will pursue the affordable side of creating a vibrant mixed-income community through the addition of new quality affordable housing units (for rental and homeownership), the repair of homes for homeowners on a fixed income and the financial education of local residents enabling them to secure high quality affordable housing. The NCPZ includes a HOPE VI Project of the North Charleston Housing Authority.

When feasible The City of North Charleston will work closely with the Implementing Partners of the North Charleston Promise Zone to align its own investments toward the reinforcement of the goals stated above.

As a testimony to our commitment to the North Charleston Promise Zone the City has made the following investments within the area. A number of these investments will generate further opportunities for investment to increase our capacity to deliver on the Promise Zone Goals stated above.

- $1.2 million + administration to build an intermodal facility within the PZ ($6million is coming to this project from a Federal Transit Authority Grant, $1.7 million will come from Charleston County and $4.7 million from the Charleston Area Regional Transportation Auth.)
- $6 million – for a new full service fire station in the NCPZ that is also capable of significant community outreach.
- $1.7 million – Acquisition of land for the New Chicora Elementary School and spending on assessment of eventual adaptive reuse of historic former Chicora Elementary building.
- $5 million+ - acquisition and site preparation of Shipwatch Square shopping center in hopes of attracting a grocery store and additional economic development to the NCPZ.
- $2 million – cost of acquiring the former Navy Chicora Tank Farm which has been cleaned and is now to become Green Space for the City and School District to mutually utilize.
- $4 million – acquisition and donation of land for the construction of a new hospital facility in partnership with the Medical University of South Carolina.
- $450,000+ - Miscellaneous sidewalk, playground and community center improvements within the NCPZ.

I also need to express our strong support for the Metanoia Community Development Corporation as the Lead Applicant for the North Charleston Promise Zone. While I am aware that many city governments will apply for the Lead Applicant status, we feel Metanoia CDC is well positioned to carry this initiative forward. Metanoia CDC possesses the organizational capacity, entrepreneurial spirit, access to non-governmental funding sources and public trust to coordinate Promise Zone initiatives effectively. They will have strong support from the City of North Charleston. For example, Metanoia's CEO maintains a standing monthly meeting with my senior staff to better coordinate opportunities within the Promise Zone.

The City has enjoyed a twelve year history of partnership with Metanoia CDC. We have seen them go from a small grassroots non-profit to an award winning holistic community development organization with annual revenues in excess of $2 million. They have established themselves as one of the most trustworthy and diligent non-profits in our region through consistent performance and steady growth. They have effectively stewarded city funding as well as federal CDBG and HOME funding for effective programs and housing projects in our community. A few years ago we were so impressed with their programming that we invited them to take over a formerly city run Owner Occupied Repair program, a decision we still view as beneficial for the City.

We are deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. The City of North Charleston stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity, please do not hesitate to contact my office directly.

Sincerely,

R. Keith Summey
Mayor

/mo

J. Elliott Summey - Chairman
A. Victor Rawl – Vice Chairman
Colleen T. Condon
Henry E. Darby
Anna B. Johnson
Teddie E. Pryor
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February 16, 2016

Secretary Julian Castro
US Department of Housing and Urban Development
451 7th Street S.W.
Washington, DC 20410

Dear Secretary Castro:

As Chairman of Charleston County Council, I am writing to express my strong support for the North Charleston Promise Zone (NCPZ) and its Lead Applicant, Metanoia Community Development Corporation. Charleston County is committed to supporting Metanoia CDC and the City of North Charleston in strategically coordinating the work and investments of its departments and community partners toward the five key strategies of the North Charleston Promise Zone.

With several small unincorporated areas within the North Charleston Promise Zone, Charleston County shares the goals of the NCPZ. We are hopeful that this effort can lead all communities within the NCPZ to contribute to the well-being of the Promise Zone and our region as a whole. We are aligned with the Implementation Partners on this grant around the goals of the Promise Zone in the following areas:

1. **Creating Jobs**: The North Charleston Promise Zone will help residents obtain stronger employment with higher incomes by coordinating existing job placement opportunities within the Promise Zone to achieve better collaborative impact. As a means to this goal, job training and entrepreneurship (including opportunities for youth) will be supported within the Promise Zone.
2. **Increasing Economic Activity:** The North Charleston Promise Zone will leverage public and private sector investment to revitalize the commercial assets of the Zone. Investment will focus on place-making strategies (including integrating the arts and community development), improved access to healthy food, revitalization of primary commercial corridors, and infrastructure upgrades that improve the economic attractiveness of the NCPZ.
3. **Improve Educational Opportunities:** Through a model of Collaborative Impact, student education and job readiness outcomes will improve from cradle to career within the Promise Zone. Improvements will be focused on expansion of early childhood education, improvements in school performance and out of school opportunities for continued education.

4. **Reduce Violent Crime:** The North Charleston Promise Zone will achieve annual reductions in the rate of violent crime through strong community policing strategies, the focusing of resources in high crime areas and greater collaboration between police and the community.
5. **Increase Access to Quality Affordable Housing:** The North Charleston Promise Zone will pursue the affordable side of creating a vibrant mixed-income community through the addition of new quality affordable housing units (for rental and homeownership), the repair of homes for homeowners on a fixed income and the financial education of local residents enabling them to secure high quality affordable housing. The NCPZ includes a HOPE VI Project of the North Charleston Housing Authority.

Charleston County will work closely with the City of North Charleston, the Lead Applicant (Metanoia CDC) and the Implementing Partners of the NCPZ to align its own investments toward the reinforcement of the goals stated above. While our process of approval will not allow me to sign the Preliminary MOU until a vote from County Council (which will come after the submission date from the grant) we commit to working to get the necessary approvals for the Preliminary MOU to be signed in a timely manner.

I also wish to communicate my appreciation and respect for the Lead Applicant, Metanoia CDC. I have confidence in their ability to shepherd this effort forward. They have successfully stewarded several million dollars of HOME and CDBG funding through the County and the City of North Charleston over their 13 year existence. They are one of our more trusted sub-grantees for this funding.

I am deeply appreciative of your willingness to consider the proposal for the North Charleston Promise Zone with Metanoia Community Development Corporation as the Lead Applicant. Charleston County stands ready to collaborate and support the initiatives of the Promise Zone. Should you or those reviewing this application have any questions at all regarding our support for this opportunity please do not hesitate to contact my office directly.

Thank you for your consideration.

Sincerely,

J. Elliott Summey
Chairman
Charleston County Council

Charleston County SCHOOL DISTRICT excellence is our standard

BOARD AGENDA ACTION FORM
March 7, 2016

Section:	Strategic Education Committee
Subject:	Textbook Adoption
Name/Department:	Dr. Valerie Harrison, Academic Division Sandy Brossard, Curriculum and Instruction Solange Brewer, Curriculum and Instruction, District Textbook Coordinator
Agenda Item Number:	IX 9.3 E

Background:

In the fall of 2015, the South Carolina Board of Education adopted a recommended list of instructional materials (including textbooks) for the 2016–2017 school year. In accordance with policy IJJ-R, CCSD initiated a process to review and recommend materials for use in local schools. Alignment of the curriculum standards is a major element of the review process.

The adoption process began on January 14, 2016, with the state textbook caravan held locally in Charleston. Selections are due to the State Department of Education on March 14, 2016. However, CCSD was granted a one-week extension in order to provide additional time for teachers and community members to review materials.

Each school, via the school textbook coordinator, was tasked with facilitating the teacher review process as well as setting up a review window to include advertising to families and the community that materials were available for review. Each of our schools (with materials being adopted at their level) hosted an event open to the public. Documentation of notices includes but is not limited to school messenger reports, copies of newsletters, screen shots of web pages, etc.

At the district level, four public review events were hosted at the CCSD Professional Learning Center. These were held from 3:00 p.m. – 7:00 p.m. in late January and early February. Advertised through our Communications Office, we had a total of two community members attend.

At all public review opportunities, Form IJJ-E(1) was available for completion. Two hundred and eighty-six (286) Public Review of Instructional Materials Proposed for Adoption Comment Forms were submitted to the District Textbook Office, and their evaluations were tallied in the final results. A breakdown of the submitted forms is below. Based upon sign-in sheets from schools and the district public event, eight percent (8%) of the public comments came from non-parent community members.

Subject	No. Forms	No. of forms w/Unsuitable checked	Supplemental Material Reviews
K-5 Science Textbooks	141	2	0
K-5 Science Kits	3	1	0
K-5 Social Studies	109	4	23
US Government	18	2	0
Biology	10	1	0

Unsuitable comments included text being too easy (Biology), text not using authentic photographs and no mention of Christian values and holidays (K-5 Social Studies), too much teacher set up (K-5 Science Kit), and the use of the term "democracy" (US Government). These public comment forms can be found in the beginning of content section of the Spring 2016 Textbook Adoption Notebook.

	Teacher Review Committees, composed of content-specific representatives, met three times throughout the process to conduct in-depth reviews of the materials and evaluation forms that were submitted by each school. At the final selection meeting, the committee reviewed forms; tallied the teacher, public, and community votes; and used data along with committee discussion of teacher and public comments to select the instructional materials that best prepare and support students in meeting the requirements of the South Carolina College-and Career Ready standards. Please note that five adoption areas only had one textbook from which to select and, therefore, have limited, if any, evaluation forms. These include Human Geography AP, Western Civilization, Introduction to Family and Consumer Science, Exploratory Family and Consumer Science, and 3rd grade Social Studies.	
Discussion:	If the recommended adoptions are approved, the following activities will begin: ○ CCSD Textbook Coordinator will notify the S. C. Department of Education of the district selections approved to ensure adequate inventory at the state depository. ○ CCSD Textbook Coordinator will notify all schools of the approved instructional materials. ○ School Textbook Coordinators will pre-order approved materials from the state depository in March and April to ensure timely arrival for the 2016-2017 school year. ○ Staff in the Curriculum and Instruction Office will begin to develop and schedule in-service workshops on the appropriate implementation of the new instructional materials.	
Goals & Budget:		
This recommendation supports CCSD goal #:	5	
Overall budget for implementing CCSD goal:	$0	
Request approval for funds within that budget in the amount of $:	None	**Funding Source** (GOF, IDEA, Title I, Capital, etc.)
Resulting positive impact for students in our District will be:	Instructional materials will be available to support students' college- and career-readiness	
Potential impact of this decision on other budget areas will be:	None	
Future Fiscal Impact:	None	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**
It is hereby recommended that the Strategic Education Committee approve the instructional materials recommended for use in Charleston County School District by the textbook adoption committees for the following subjects: K-5 Science (including textbooks and kits), K-5 Social Studies, Civics, US Government (including AP), Western Civilization, Human Geography, Biology (including IB and AP), Exploratory and Introduction to Family and Consumer Sciences, Computer Applications, and Integrated Business Applications 1 and 2.		
Person(s) Responsible for Implementation:	Solange Brewer, District Textbook Coordinator	
Superintendent's Approval:	Gerrita Postlewait	
Board Member(s) Approval:	Kate Darby	
Attachment(s):	☒ **Yes**	☐ **No**

ACADEMIC AND INSTRUCTIONAL SUPPORT

INSTRUCTIONAL MATERIALS ADOPTION RECOMMENDATIONS

Biology

Biology I, College Prep *and* Honors
RECOMMENDATION:
Biology Miller Levine, Pearson Education- Prentice Hall

The teachers on the textbook review and selection committee determined that the Pearson Education textbook, *Biology Miller Levine,* was the best selection for instruction of both Biology 1 Honors and College Prep levels. Pearson Education has worked to directly match their curriculum with the 2014 Science Academic Standards and Performance Indicators for Biology and provides for differentiated instruction to meet the needs of high achieving and struggling students. The following resources provide differentiation opportunities to support use for Honors and CP instruction:

1. Differentiated Leveled Labs (A & B)
2. Differentiated Reading and Study Leveled Workbook (A & B)
3. Test prep with scoring rubrics aligned to the SC End Of Course assessment
4. Virtual labs and Quick Labs
5. Untamed Science videos with activities
6. Differentiated digital resources
7. An increased focus on the Engineering and Design Process
8. Connections to STEM and STEM activities throughout the program

The following aspects of this text appealed to CCSD teachers in supporting struggling learners in Scientific Literacy:

1. Spanish student edition, multilingual glossary and ELL handbook
2. Bolded key concepts, pictures and diagrams throughout each chapter
3. Differentiated reading passages and leveled readers
4. Chapter Mysteries focused on real-world problems
5. Data analysis and key questions to help guide students

Biology 2, College Prep
RECOMMENDATION:
Glencoe Biology, McGraw-Hill School Education

It was apparent to the selection committee that the *Glencoe Biology* text follows CCSD Biology 2 Standards closely. Textbook resources include: Brain Pop video clips, full text audio with Spanish summaries, lab safety worksheets that support virtual labs, mini labs with data analysis, multilingual glossary, study assistance, vocabulary eFlashcards, web links, and WebQuest Project-Based-Learning to support students' learning.

Biology 2, Honors

RECOMMENDATION:

Biology 12th Edition Mader, McGraw-Hill School Education

The McGraw-Hill book, *Biology 12th Edition Mader*, is well suited for an Honors level classroom. The McGraw-Hill text matches the CCSD-developed Biology 2 standards. They are well covered in an interesting format. The text employs an inquiry-based approach to present the material in a thought provoking way to introduce Big Ideas, enabling students to use science practices to deepen their understanding of science concepts. Textbook components such as Before You Begin, Following the Themes, and Thematic Feature Readings piece together the three major themes of the text. The integration of the text and digital resources has been achieved with the addition of Digital Success Academy, which includes LabSmart, Integrated eBook Note Sharing, eBook Interactive Question Types and 3D Animations

Biology, Advanced Placement

RECOMMENDATION:

Principles of Life 2nd Edition for the AP Course, Bedford, Freeman & Worth Publishing Group

The selection committee agreed by consensus that Bedford, Freeman & Worth Publishing Group's text; *Principles of Life 2nd Edition* would be the best choice to support the high school Advanced Placement Biology course. This text proved to be more engaging, interesting, and interactive to support the development of College Board's AP Biology Curriculum Framework. In addition, the AP Biology framework directs students to cultivate core competencies to become successful scientists. Numerous opportunities to practice these core skills are provided in every chapter and include:

1. Making Sense of Data-a statistics primer
2. Opportunities to use models through animated tutorials
3. Media clips
4. Research tools including e-Book
5. Self checkpoints to help students self evaluate
6. Preparation for the AP Biology Exam

Biology, International Baccalaureate

RECOMMENDATION:

IB Biology, IB Source Oxford University Press

This resource was developed with the International Baccalaureate to accurately match the new 2014 syllabus. The new online course book gives unparalleled support for the new concept-based approach to learning, the Nature of Science. Understanding, applications and skills are integrated in every topic, alongside Theory of Knowledge (TOK) links and real-world connections to drive inquiry and independent learning. Assessment support directly from the International Baccalaureate includes practice questions and worked examples in each topic, along with focused support for both the Internal Assessment and Extended Essay.

K-5 Science

The K-5 Science adoption consists of the two parts outlined below:

- Primary instructional materials consist of hands-on materials that are housed at the CCSD Science Materials Resource Center. These are adopted at the county level and are uniform for all schools. Teachers from all schools were given the opportunity to preview the materials and make recommendations for the county-wide adoption.
- Text materials are also adopted. They are chosen at the school level and used to support the hands-on program. Teachers from all schools were given the opportunity to preview the materials and determine which materials would be used at their school. This year's selections included a digital format and a hard copy format that individual schools will be allowed to select. Principals have already submitted their school-based choice, and 8 schools have selected the all-digital platform.

Primary Instructional Materials to be distributed through the Science Materials Resource Center (Science Kits):

Grade 1
RECOMMENDATION:
Building Blocks of Science: Light and Sound Waves, Carolina Biological

The committee chose *Building Blocks of Science: Light and Sound Waves* because it closely aligns to the 2014 Science Academic Standards and Performance Indicators. The Science and Engineering Practices are embedded within the lesson structure requiring students to design investigations, create models, engage in argument writing, and analyze data. The kit contains all necessary hands-on materials along with supporting text and formative and summative assessments. Access to online resources is also provided.

Grade 2
RECOMMENDATION:
Building Blocks of Science: Push, Pull, Go, Carolina Biological

The committee chose *Building Blocks of Science: Push, Pull, Go* because it closely aligns to the 2014 Science Academic Standards and Performance Indicators. The Science and Engineering Practices are embedded within the lesson structure requiring students to design investigations, create models, engage in argument writing, and analyze data. The kit contains all necessary hands-on materials along with supporting text and formative and summative assessments. Access to online resources is also provided.

Grade 3
RECOMMENDATION:
FOSS Energy and Electromagnetism, Delta Education

The committee chose *FOSS: Energy and Electromagnetism* because it closely aligns to the 2014 Science Academic Standards and Performance Indicators. The Science and Engineering Practices are imbedded within the lesson structure requiring students to design investigations, create models, engage in argument writing, and analyze data. The kit contains all necessary hands-on materials along with supporting text and formative and summative assessments. Access to online resources is also provided.

Grade 4
RECOMMENDATION:
STC Sound, Carolina Biological

The committee chose *STC: Sound* because it closely aligns to the 2014 Science Academic Standards and Performance Indicators. The Science and Engineering Practices are imbedded within the lesson structure requiring students to design investigations, create models, engage in argument writing, and analyze data. The kit contains all necessary hands-on materials along with supporting text and formative and summative assessments. Access to online resources is also provided. Text materials are to be chosen at the school level. Both programs were recommended by the State Science Adoption Committee.

Textbooks are to be housed at each school for student check-out. Each school will be allowed to select either a digital platform OR hard copy print editions.

Hard copy print edition
RECOMMENDATION:
Interactive Science, Pearson Education

Schools chose this program based on its alignment to the 2014 Science Academic Standards and Performance Indicators. An interactive workbook is provided for each student. Leveled readers, assessments, and online resources are also provided.

Digital Platform
RECOMMENDATION:
Discovery Education Science Techbook, Discovery Education

Schools chose this digital program based on its alignment to the 2014 Science Academic Standards and Performance Indicators and the school's access to digital devices. This interactive program uses the 5E model. It allows teachers to assign videos, interactive labs, ebooks, and labs to students based on individual needs. Whole class assignments can also be created. An assessment item bank is also a part of the program.

U.S. Government

U.S. Government, College Prep

RECOMMENDATION:

United States Government: Democracy in Action, McGraw-Hill School Education

Democracy in Action has many features that made it the choice for U.S. Government. DBQs are included in the text program, which also has online capability to change reading levels (lower by 2 levels). In order to assist students, there are numerous strategies included, and the committee determined that this program has the strongest alignment to the S.C. Academic Standards for Social Studies. Technology is clearly superior in this program, including making an app available for phones or other devices so that students may access text at anytime. In addition, there is a Reading Essentials component, which has the capability to customize reading levels. Consensus was reached that this program would be the best choice for CP students.

U.S. Government, Advanced Placement

RECOMMENDATION:

American Democracy Now, McGraw-Hill

The majority of the Textbook Selection Committee felt that this textbook was the strongest choice for Advanced Placement students. Not only is it well-organized and student friendly, annotated contributions are very helpful. The text is well-written with substantial content and ample illustrations, graphs, charts and political cartoons for analysis. The online student and teacher support is very ample with EdConnect, Learn Smart, and Smartbook elements that are very helpful and appealing. This program also has an app to be used on other devices so that students can access materials anywhere, anytime.
NOTE: The committee stated that it is very important for CCSD to obtain the package service in order to bring an interface between McGraw Hill and Power School to enable many of the critical features, which make this the top choice.

Civics

Civics

RECOMMENDATION:

Center for Civic Education: We the People Civics, Houghton Mifflin Harcourt Publishing Company

Reviews from the Civics Adoption Team indicated that *Center for Civic Education: We the People Civics* was the best choice for Civics instruction as it emphasizes the features the principles of government, active citizenship, and responsible economic participation. The revised and updated fourth print edition of *We the People* features new text, images, exercises, and Supreme Court cases to ensure that the next generation of Americans has the intellectual tools they need to become informed and engaged citizens. *We the People* gives high school students a firm understanding of government and citizenship. Students explore the history and principles of constitutional democracy through critical-thinking exercises, cooperative-learning and participation in a simulated congressional hearing. The *We the People* student textbook contains six units and 39 lessons. The updated teacher's guide contains a step-by-step walkthrough of the student book as well as reproducible handouts and the end-of-course assessment. This program provides an in-depth look at the creation of government through George Washington's presidency and does an excellent job of providing the background on the influences and creation of our government. The textbook is an interesting read for grades 10 and 11th.

Armed with content knowledge provided in this text, along with support from the S.C. Bar Association's Law Related Education arm, CCSD high schools will be prepared to participate competitively in the annual state-wide *We the People* debate program.

Human Geography

Human Geography, Advanced Placement
RECOMMENDATION:
The Cultural Landscape: An Introduction to Human Geography, AP® 11th Edition, Pearson - Prentice Hall Education, Inc.

While there was only one selection available for the Human Geography AP class, the committee agreed that Pearson's textbook offering is trusted for its timeliness, readability, and sound pedagogy. ***The Cultural Landscape: An Introduction to Human Geography*** emphasizes the relevance of geographic concepts to human problems. The relationship between globalization and cultural diversity is woven throughout, with these themes in a clear organization and presentation that engages students and appeals to instructors. The **Eleventh Edition** focuses on issues of access and inequality to discuss negative trends (such as the economic downturn, depleting resources, and human-caused climate change) as well as positive steps taken (sustainability, technology, regime change, women's rights, and more). An updated design is optimized for eBooks and more effective student learning.

Western Civilization

European History, Advanced Placement
RECOMMENDATION:
Western Civilization Since 1300, National Geographic (Cengage)

While there was only one selection available to review, this text does an excellent job of presenting integrated social, cultural, and political history. In addition, there is strong coverage of family life, changing roles of women, political movements. The committee felt that this text had excellent clarity and accessibility for students, including study guide modules and map exercises to help students with self-study. There is an excellent accompanying website. Although this text is listed as Western Civilization, it will be used as the text for AP European History. This text includes 155 maps and excerpts of more than 250 primary sources which introduces students to the source material of historical scholarship. A variety of pedagogical tools, including features on relevant films and end-of-chapter study aids, make this edition accessible to any learning style. The new AP® 9th edition includes new content relating to the redesigned course and exam—chapter openers, new document questions, the end of chapter practice questions, and slightly adapted DBQs. This updated AP® Edition also includes additional resources correlating to the redesigned European History AP® framework.

Kindergarten, First Grade, Second Grade, and 5th Grade

RECOMMENDATION:

Pearson - Prentice Hall Education, Inc.,

Grade K: *My World Social Studies: Here We Are*
Grade 1: *My World Social Studies: Making Our Way*
Grade 2: *My World Social Studies: We Are Connected*
Grade 5: *My World Social Studies: The Growth of Our Country*

Reviewed school evaluation forms sent a clear message to the Textbook Selection Team that the Pearson textbooks for grades K,1, 2, and 5 were the clear choice. The online access to Pearson Realize™ Learning Platform was a plus, but the majority of comments reflected that this product offered more higher order thinking activities, more content, and more rigor. The committee agreed by consensus that the rigor of the Pearson instructional program was superior to the McGraw-Hill program, except for Grade 4. (**The recommendation is that CCSD adopt McGraw-Hill for Grade 4 only.**)

The following items will be provided FREE by Pearson per classroom teacher:

• Leveled Readers Super Kit: Below-level,On-level, Advanced level titles for each chapter (6 copies of each title)
• Online Leveled Readers with Audio and Lesson Plans
• Activity Card Bundle

Teachers will also have access to Teacher eText, Student eText, Lesson Plans, Teacher Orientation Podcast, Big Question Activities, myStory Videos, 21st Century Skills Tutorials, Online Leveled Readers w/Lesson Plans, Reading Skill Lessons, Vocabulary Preview / Review Activities. In addition, also provided are: Key Ideas (Grades 3-5) – Lesson Quizzes (Grades 4-5) – Chapter Tests – Answer Keys – Discussion Board – eText App – Access to Gooru Search Engine • NBC Learn Videos • Flip Book (K) • Teacher Resource Library DVD-ROM • myStory Video DVD-ROM • ExamView® CD-ROM • Atlas (K-2 or 3-5).

4th Grade

RECOMMENDATION:

United States: Early Years, McGraw-Hill School Education, LLC

The Textbook Selection Committee felt strongly from their own analysis and discussion, as well as, from the many individual and school feedback evaluation forms that the Grade 4 program from Pearson was inadequate and that the McGraw-Hill textbook for this grade level was definitely superior. Some of the reasons cited for the Grade 4 text included: excellent vocabulary for each section, helpful test preps for each assessment, reading skills at beginning of every unit, and additional resources, such as, primary sources, articles throughout to help with comprehension, online text was able to convert to the level of the reader, unit projects at end of every unit, and the online ability to customize assessments. However, the primary reason for the recommendation to adopt McGraw-Hill's text at Grade 4 is that this textbook covers a majority of the standards whereas the Pearson Grade 4 textbook did not.

Free Per Teacher

• South Carolina Teacher Edition • South Carolina Online Teacher Edition
• South Carolina Assessments Edition • Center Skills Cards
• Timelinks Grade 4 Atlas Book
• Timelinks Grade 4 Citizenship Book

• Leveled Reader Biographies Complete Set (1 each of 24 titles) – Gr. 4
• Leveled Reader Places and Events Complete Set (1 each of 24 titles) Gr. 4

3rd Grade
RECOMMENDATION:
The South Carolina Story, Gibbs-Smith

Only one textbook publisher, Gibbs-Smith, submitted a proposal for a textbook to address the Grade 3 South Carolina Studies Academic Standards to the S.C. State Department of Education state panel for consideration at the time of their hearings for instructional materials. With the knowledge that districts may only adopt what has been approved by the S.C. State Department of Education's state panel, the textbook committee reviewed and approved the use of the Gibbs-Smith textbook for instruction of the Grade 3 course standards. The *South Carolina Story* is a textbook program which has been specifically written to meet the 2011 state-approved South Carolina Studies Academic Standards for Grade 3. The textbook addresses the history of South Carolina from prehistoric times to the present, with an emphasis on how the state's history coincides with the history of the nation (as intended by the state standards). The new platform offers all of the previous features in a more organized and useful format. The digital textbook allows students to move easily from page to page with a tap on their screen or a click of their mouse. Interactive "Memory Master" quizzes in each chapter will help students check their understanding on their own.

CTE

Introduction to Family and Consumer Sciences
RECOMMENDATION:
Preparing for Life and Career, Goodheart-Wilcox Publisher

This was the only text selection available for this course.

Exploratory Family and Consumer Sciences
RECOMMENDATION:
Exploring Life and Career, Goodheart-Wilcox Publisher

This was the only text selection available for this course.

For the following courses, some selections include more than one textbook. This committee felt that it was imperative to offer a diverse selection to our learners. With limited teachers for input, the evaluation forms were very close in votes. Final selections took into account which texts were available for certain grade levels, public comments, and teacher votes. The committee was mindful of not allowing for the duplication of titles for different courses.

Computer Applications

RECOMMENDATION:
Microsoft Office 2013: Illustrated, First Course, National Geographic Cengage Learning
Learning Microsoft Office 2013, Level I, Pearson Education, Inc./Prentice Hall

In order to meet the diverse needs of our learners, the committee voted to adopt the above two texts. As several of the texts offered crosses over into the Integrated Business Applications I class, the committee was mindful of selecting different texts for each course. Public comment forms supported the adoption of these texts.

Integrated Business Applications 1, Grades 7 - 9
RECOMMENDATION:
Learning Microsoft Office 2013, Level I, Pearson Education, Inc./Prentice Hall

In order to not duplicate textbooks between courses, this is the only available text for grades 7-9. Upon evaluation, this text was selected for the middle school course for those schools offering IBA I as well as any 9th grade course. Committee members indicated that this text was more suited for middle grades due to readability and visual support.

Integrated Business Applications 1, Grades 9 - 12
RECOMMENDATION:
Business and ITCenter21, Applied Educational Systems
Microsoft Office 2013: Introductory, National Geographic Learning/Cengage Learning

See below.

Integrated Business Applications 2
RECOMMENDATION:
Microsoft Office 2013: Advanced, National Geographic Learning/Cengage Learning
Learning Microsoft Office 2013, Level 2, Pearson Education, Inc./Prentice Hall

In order to maintain continuity with the level 1 course at both levels, the committee recommended offering both texts. Correlation between the high school course and the middle school course offered at feeder schools should occur before making final selection. Both texts offered thorough coverage of standards as well as support with programs.

Charleston County SCHOOL DISTRICT — excellence is our standard

BOARD AGENDA ACTION FORM

May 21, 2016 Board Meeting

Section:	Policy and Personnel Committee	
Subject:	Policy BDE – Board Committees (Committee of the Whole)	
Name/Department:	Ms. Kate Darby, Board of Trustees	
Agenda Item Number:	9.4B	
Background:	The Board of Trustees has transitioned from its usual format of holding regular meetings twice per month to holding one regular meeting the fourth Monday of each month. A Committee of the Whole format has been established, holding committee meetings monthly, the second Monday of each month. In order to effectively move forward with the Committee of the Whole format, a policy detailing the process is being proposed.	
Discussion:	Based on feedback received during first reading, the policy has been updated to clarify that only items approved by the COW by a majority vote, will be moved forward to the board for review at its board meeting. The policy has been changed to state the support of four board members is needed to place an item on the COW agenda, as required in Policy BEDB. Lastly, the policy states the chairman of the board may not serve on special and/or ad hoc committees.	
Goals & Budget:		
This recommendation supports CCSD goal #:	Efficient and Effective Governance.	
Overall budget for implementing CCSD goal:	NA.	
Request approval for funds within that budget in the amount of $:	NA.	**Funding Source**
Resulting positive impact for students in our District will be:	A productive and efficiently run board meeting will benefit the students of CCSD by allowing the board to focus on the many issues affecting our students.	
Potential impact of this decision on other budget areas will be:	NA.	
Future Fiscal Impact:	NA.	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**

It is hereby recommended that the Charleston County School District Board of Trustees approve **second** reading of the creation of Policy BDE –Board Committees (Committee of the Whole).

Person(s) Responsible for Implementation:	John F. Emerson	
Superintendent's Approval:		
Board Member(s) Approval:		
Attachment(s):	☒ **Yes**	☐ **No**

I. COMMITTEE OF THE WHOLE

A. Purpose

Before each regular monthly board meeting, the board shall meet as a Committee of the Whole (COW) to study, discuss, and receive information about matters that require the board's attention. Except as otherwise permitted by PolicyBEDB, or a decision of the board, no item will advance to the board unless approved by the Committee of the Whole, except student and personnel hearings, charter school hearings, routine reports from the administration and routine board business that does not directly affect the operation, administration, or direction of the school district.Occasionally, other exceptions may be made for unusual or time-sensitive matters.

The primary purpose of Committee of the Whole meetings is to review actions the board or administration must undertake to ensure the district is progressing toward accomplishment of the district's annual or longer-term goals. The Committee may also address matters that may arise from time-to-time related to the board's role and responsibility in governing Charleston County Public Schools.

B. Agendas

1. In addition to routine items such as the appearance of visitors and adoption of minutes, the agenda for each meeting of the Committee of the Whole shall consist of five categories: Audit and Finance, Policy and Personnel, Strategic Education, Transportation/Operations and other business.

2. The agenda shall show within each category the precise issue and matter for discussion. Whenever possible, back-up material must accompany each agenda item and must be sufficient to notify Board members and the public of the nature of the item and of the relevant details. If the person submitting an agenda item expects the item to be discussed in executive session and there are confidential documents or other materials associated with the item, in either hard copy, electronic or other format, those materialsmust be available for discussion during executive session.

3. The committee may act as it deems appropriate on any item included on the agenda.

4. The superintendent shall prepare the agenda, after conferring with the COW chairman. Any board member may place an item on the agenda of the Committee of the Whole by submitting the item, with appropriate back-up material, on an official form prior to the deadline to submit agenda items. Board members must have a total of two Board members and the appropriate Agenda Liaison support their agenda item being placed on the agenda. The agenda shall indicate the persons who submitted the item for consideration.If the superintendent determines that any item submitted requires more than one hour of staff time to prepare, he/she will place the item on the agenda as a pending staff action with a projected response date.

5. The superintendent shall place each item submitted for the agenda in the category that most closely relates to that item and shall structure the agenda so that the committee uses its time efficiently, while still considering each agenda category separately. The board shall take up matters concerning it alone under the Policy and Personnel category.

6. The agenda will be closed at noon on the Monday preceding the COW meetingto allow time for the agenda to be prepared and delivered to members of the committee. The material must be delivered sufficiently in advance of the committee meeting to allow committee members to consider agenda items. The agenda will not be amended after it has been closed.Agenda items that receive theunanimous consent of the COW will be placed on the Potential Consent Agenda for the upcoming Board meeting. Members with questions may contact the Points of Contact (POC) indicated on the agenda cover sheet.

7. The October 28, 2013 approved charter of the Audit and Finance Committee includes three community members who will continue to serve and vote only during the Audit and Finance portion of the COW. A quorum of Board members is still required during the Audit and Finance portion of the agenda.

C. Chair andCommittee Liaisons

At the first Committee of the Whole meeting following the election of board officers the committee shall elect a Committee of the Whole Chair by a majority vote of the board. Within one week after the election of the COW Chair, the new COW chairman shall appoint board members to serve as agenda liaisons for the first four business agenda categories listed in section B.1 above and the board will affirm at its next Committee of the Whole meeting.The current liaisons will continue to serve until the new liaisons are appointed.The agenda liaison shall develop jointly with the superintendent (or his or her designee) that portion of the Committee of the Whole agenda, including back-up material that logically relates to the agenda category for which he or she serves as liaison. The liaison shall also chair that part of the Committee of the Whole meeting devoted to this category on the agenda. The Committee of the Whole chairman shall chair those portions of the Committee of the Whole meeting not assigned to an agenda liaison and, in the absence of a liaison, may designate another member to chair that portion of the meeting ordinarily assigned to the absent liaison.

D. Schedule

The Committee of the Whole shall normally meet at 1:00 p.m. or as determined by the board members on the second Monday of the month. The board chairman may change this date when necessary.

As long as it does not conflict with any times specified herein, the committee may meet in executive session for any proper reason at any time, but it may act on a matter discussed in executive session only when it reaches that matter on the advance agenda.

II. COMMITTEE AUTHORITY

Neither the Committee of the Whole nor any other committee may commit the Board of Trustees of the Charleston County School District to any course of action, including, but not limited to, expending district funds, obligating the district financially, hiring consultants, or entering into contracts or agreements. The role of the COW is solely to make recommendations to the full board. No committee will act on any matter without first allowing the administration to study and comment on the matter.

From Original Policy BDE

III. AD HOC COMMITTEES

The board may create special and/or ad hoc committees, the members of which are appointed by the chairman. The function of such special committees shall be fact-finding, deliberative, and advisory, but never legislative or administrative. Such committees shall serve until they have accomplished their purpose and/or until they are discharged.The chairman of the board may not serve on such committees

A board committee's existence and charge come from the board, and its work is intended to support the board's work. The only board committees are those created by the board and addressed through this policy. The board may consider and act upon such reports of ad hoc committees without consideration by the Committee of the Whole.

IV. COMMITTEE MEETINGS

All committee meetings shall be open to the public. All committees shall give timely notice of their meetings in accordance with applicable provisions of the South Carolina Freedom of Information Act, as amended.

During discussion, committee members shall have a maximum of two minutes each to address each agenda item including, but not limited to, questions asked and answers received, for a total debate time of 20 minutes on any one item. At the end of 10 minutes or when each member has had an opportunity to participate, the committee chairperson shall "call the question" and take the vote. If additional discussion is required, the committee chairperson shall require a two-thirds vote of the committee to continue the debate for a maximum of another ten minutes. Debate cannot be extended beyond a total of 20 minutes.

Two countdown timers shall be set up. One will monitor the full debate period of 10 minutes and the other will monitor the two minutes allowed to each board member.

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BOARD AGENDA ACTION FORM

May 21, 2016 Board Meeting

Section:	Policy and Personnel Committee		
Subject:	Creation of the Five Year Capital Maintenance Plan		
Name/Department:	Tom Ducker, Board Member, or Jeff Borowy/Ron Kramps		
Agenda Item Number:	9.4C		
Background:	The Board of Trustees approved the creation of a Capital Maintenance Plan.		
Discussion:	A policy is required to ensure the proper management of this plan and the associated spending.		
Goals & Budget:			
This recommendation supports CCSD goal #:	NA		
Overall budget for implementing CCSD goal:	This policy does not have a budget impact.		
Request approval for funds within that budget in the amount of $:	NA.	**Funding Source**	
		NA.	
Resulting positive impact for students in our District will be:	NA.		
Potential impact of this decision on other budget areas will be:	NA.		
Future Fiscal Impact:	NA.		
Recommendation:	☒ **Action**	☐ **Information**	
	☒ **Open Session**	☐ **Executive Session**	
It is hereby recommended that the Charleston County School District Board of Trustees approve the creation and **first reading** of Policy XXXX – Creation and Maintenance of the Capital Maintenance Plan.			
Person(s) Responsible for Implementation:	Jeff Borowy		
Superintendent's Approval:	Jessica Poststewait		
Board Member(s) Approval:	Tom Ducker		
Attachment(s):	☒ **Yes**	☐ **No**	

CAPITAL MAINTENANCE PLAN

Code **XXX** *Issued* **03/2016**

Purpose:
To establish a long-range plan for the care and maintenance of District facilities.

Definitions:
Project: a category of work to include painting, fire sprinklers, envelope, paving, doors, roofing, restrooms, flooring and HVAC. Each project has Board of Trustees-approved funding limits for each year of the program. Each project includes multiple tasks to be accomplished at multiple schools.

Task: work to be accomplished from a particular project at a specified school or facility. Each task is from a Board of Trustees-approved list of tasks.

Directives:
A Five Year Capital Maintenance Plan for the multi-year appropriation of sales tax funds will be created by the Superintendent and approved by the Board of Trustees.

- The plan will be submitted annually in conjunction with the first reading of the district budget.
- The plan will be updated quarterly or at the request of the Board of Trustees.
- The plan will project forward five years from the date of creation.
- The plan will, at a minimum, be presented by Facilities and Maintenance, will include the tasks required to maintain those facilities, as well as the estimated costs of those tasks.
- The plan will be prioritized by calendar year.
- Updates will, at a minimum, indicate actual costs and savings or shortfalls for each maintenance event.

The Capital Maintenance Plan will be executed in the order shown. However, the Superintendent may shift tasks within the approved projects as facility conditions, operational priorities shift and as facility decisions dictate.

The Superintendent shall not execute tasks beyond the planned amounts budgeted per approved project. The Superintendent has the authority to adjust funding amounts for approved tasks within the approved project's funding limits. The Superintendent will not add or remove new tasks to or from the approved project's funding limits without the approval of the Board of Trustees.

The Superintendent will not execute added tasks without the approval of the Board of Trustees. The Superintendent will not shift funds between projects without the approval of the Board of Trustees.

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BOARD AGENDA ACTION FORM

May 21, 2016 Board Meeting

Section:	Policy and Personnel Committee		
Subject:	Policy FF – Naming of Facilities – Otranto Campus		
Name/Department:	Erica S. Taylor, Executive Director, Strategy and Communications		
Agenda Item Number:	9.4D		
Background:	In accordance with CCSD Board of Trustees Policy FF – Naming of Facilities, a committee convened on January 6 2016, January 29, 2016, and February 22, 2016, to consider name for the middle school to be housed on the Otranto Campus.		
Discussion:	The naming committee convened February 22, 2016, and approved naming the middle school to be housed on the Otranto Campus, **Deer Park Middle School.**		
Goals & Budget:			
This recommendation supports CCSD goal #:			
Overall budget for implementing CCSD goal:	NA.		
Request approval for funds within that budget in the amount of $:	NA.	**Funding Source**	
Resulting positive impact for students in our District will be:	NA.		
Potential impact of this decision on other budget areas will be:	NA.		
Future Fiscal Impact:	NA.		
Recommendation:	☒ **Action**	☐ **Information**	
	☒ **Open Session**	☐ **Executive Session**	

It is hereby recommended that the Charleston County School District Board of Trustees approve the recommendation of the naming committee to name the middle school to be housed on the Otranto Campus, **Deer Park Middle School.**

Person(s) Responsible for Implementation:	Erica S. Taylor, Executive Director, Strategy and Communications	
Superintendent's Approval:	Jerica Rattigan	
Board Member(s) Approval:		
Attachment(s):	☐ **Yes**	☒ **No**

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BOARD AGENDA ACTION FORM

May 21, 2016 Board Meeting

Section:	Policy and Personnel Committee	
Subject:	Amend CCSD 2015-2016 Academic Calendar	
Name/Department:	Erica Taylor, Strategy and Communications	
Agenda Item Number:	9.4E	
Background:	As currently published, the 2015-2016 academic calendar shows April 27, 2016, as an early release/professional development day. When the calendar was approved by the board, State testing dates were not yet published. The District has recently received information that the South Carolina Department of Education has designated April 27, 2016, as a day for testing for ELA Session I - Reading. This date cannot remain an early release/professional development day.	
Discussion:	District administration, with input from teachers and principals, suggest making April 27, 2016, a full day of school with no consideration of rescheduling the early release day.	
Goals & Budget:		
This recommendation supports CCSD goal #:	NA.	
Overall budget for implementing CCSD goal:	NA.	
Request approval for funds within that budget in the amount of $:	NA.	**Funding Source**
Resulting positive impact for students in our District will be:	NA.	
Potential impact of this decision on other budget areas will be:	NA.	
Future Fiscal Impact:	NA.	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**

It is hereby recommended that the Charleston County School District Board of Trustees approve the recommendation of staff to amend the 2015-2016 academic calendar to allow April 27, 2016, to become a full day for students instead of the early release/professional development day published on the board approved calendar.

Person(s) Responsible for Implementation:	Erica Taylor, Strategy and Communications	
Superintendent's Approval:		
Board Member(s) Approval:		
Attachment(s):	☐ **Yes**	☒ **No**

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BOARD AGENDA ACTION FORM March 21, 2016		
Section:	Policy and Personnel Committee	
Subject:	JFABD - Admission of Homeless Students	
Name/Department:	Michele English-Waston, Executive Director, Department of Federal Programs	
Agenda Item Number:	9.4F	
Background:	Based upon suggested changes from the South Carolina School Board Association (SCSBA), the district has revised policy JFABD.	
Discussion:	Changes include, but are not limited to, the addition of information addressing unaccompanied youths and parental/legal guardian's right to request a state's review of the district's final decision regarding an enrollment issue and that under no circumstance shall the resolution of the dispute delay the enrollment. The revised policy further indicates that the district will not deny admission to any student based on race, religion, sex, disability, national origin, immigrant status, or English-speaking status. The policy passed first reading at the January 25, 2016 meeting.	
Goals & Budget:		
This recommendation supports CCSD goal #:	Priority Goal #2 – World Class Literacy.	
Overall budget for implementing CCSD goal:	Special Revenue Grant funded.	
Request approval for funds within that budget in the amount of $:	NA.	**Funding Source** (McKinney Vento Homeless Education Grant)
Resulting positive impact for students in our District will be:	All children will have the opportunity to participate and achieve in public schools. Students will not be discriminated against due to their homeless, immigration or English-speaking status.	
Potential impact of this decision on other budget areas will be:	NA.	
Future Fiscal Impact:	NA.	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**
It is hereby recommended that the Charleston County School District Board of Trustees approve **second** reading of the proposed revision to Policy JFABD – Admission of Homeless Students.		
Person(s) Responsible for Implementation:	Michele English-Waston, Executive Director, Department of Federal Programs and Sonya Jones, Department of Federal Programs	
Superintendent's Approval:		

Board Member(s) Approval:		
Attachment(s): Revisions to Policy JFABD.	☒ **Yes**	☐ **No**

ADMISSION OF HOMELESS STUDENTS

Code JFABD Issued ~~2/09~~

Purpose: ~~-~~To establish~~direct~~ the basic structure for the admission of~~superintendent on admitting~~ homeless students to schools within the district.~~in Charleston County School District.~~

Homeless~~The superintendent shall provide homeless~~ students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

A~~The superintendent shall designate a~~ liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

The district will~~superintendent shall~~ ensure that homeless students are not~~neither~~ stigmatized ~~n~~or segregated on the basis of their status.~~ as homeless.~~ A homeless student will~~shall~~ be admitted to the district school in the attendance area in which the student is actually living~~,~~ or to the student's school of origin~~,~~ as requested by the parent/legal guardian and in accordance with the student's best interest. Transportation will~~shall~~ be provided to and from the student's school of origin at the request of the parent/legal guardian~~,~~ or, in the case of an unaccompanied student, the district's liaison for homeless students.

An unaccompanied youth or the parent/legal guardian of a homeless student may request a state-level review of the district's final decision regarding an enrollment issue. Under no circumstances will the resolution of a dispute delay the enrollment of said student.

The district will not deny admission to any student on the basis of race, religion, sex, disability, national origin, immigrant status, or English-speaking status.

~~**Enrollment**~~

~~Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, homeless students may not have school enrollment documents available readily. Nonetheless, the school selected for enrollment must enroll any homeless child or youth immediately. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment.~~

~~Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent/legal guardian, non-parent caretaker, older sibling, or local liaison.~~

~~**Disputes**~~

~~If a dispute arises over any issue covered in this policy, the homeless child or youth will be admitted immediately to the school in which enrollment is sought, pending final resolution of the dispute. The student will also have the rights of a homeless student to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.~~

~~The school where the dispute arises will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent/legal guardian or youth to the local liaison immediately.~~

Adopted 11/28/05; Revised 2/9/09

~~The parent/legal guardian, unaccompanied youth, or school district may appeal the school district's decision as provided in the state's dispute resolution process.~~

The superintendent will develop administrative procedures to implement this policy.

Cf. EEA, IHBA, JFAA, JH, JRA

Adopted ^~~11/28/05; Revised 2/9/09~~

Legal references:

A. ~~A.~~ Federal Law:
1. McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C.A. Section 11431 *et seq.* - Provides that homeless children are entitled to a public education, including a public preschool education.
2. No Child Left Behind Act of 2001, Pub. L. No 107-110, 115 Stat. 1425, Section 4155. - Qualifications for teachers and paraprofessionals.
3. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c *et seq.* - Prohibits discrimination on the basis of race, color or national origin, among other factors, by public elementary and secondary schools.
4. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d - No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.

B. S. C. Code, 1976, as amended:
1. Section 59-63-40 - Discrimination on account of race, creed, color or national origin prohibited.

C. Federal Cases:
1. *Parents Involved in Community Schools v. Seattle School District No. 1*, 551 U.S. 701 (2007).
2. *Plyler v. Doe*, 457 U.S. 202 (1982).

D. State Board of Education Regulations:
1. R43-272.2 - Review process for homeless children and unaccompanied youth.

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BOARD AGENDA ACTION FORM March 21, 2016		
Section:	Audit & Finance	
Subject:	Facility Use Policy & Fees	
Name/Department:	Sean Hughes / Operational Planning	
Agenda Item Number:	9.4G	
Background:	Policy KF – Community Use of School Facilities – has not specifically required that all leases and rentals be cost neutral to the District at a minimum. The fees charged for community use of school facilities (also known as facility rentals or facility use) have not covered the costs borne by the District to support these activities. General operating funds have been spent to cover the basic costs related to facility rentals such as utilities, custodial, and site personnel.	
Discussion:	Policy KF – Community Use of School Facilities – has been revised to reflect a requirement that all leases are, at a minimum, cost neutral, except where the law requires otherwise. The facility use responsibilities for the District and two staff members are being relocated to Operational Planning from Community Education for the remainder of FY16. The facility use fees must be increased in order to cover these costs to make facility use cost neutral. Operational Planning will bring revised rates to the Board in March 2016 for approval for FY2017. This policy passed first reading at the January 25, 2016 board meeting.	
Goals & Budget:		
This recommendation supports CCSD goal #:	#4 – Present a plan for a more efficient, effective organizational alignment of district functions and positions.	
Overall budget for implementing CCSD goal:		
Request approval for funds within that budget in the amount of $:		
Resulting positive impact for students in our District will be:	Stopping the losses from the general fund incurred from current operations regarding community facility use.	
Potential impact of this decision on other budget areas will be:	N/A	
Future Fiscal Impact:	Facility rentals are cost neutral, at a minimum, going forward.	
Recommendation:	☒**Action**	☐**Information**
	☒**Open Session**	☐**Executive Session**
It is hereby recommended the Board approve **second** reading of changes presented to Policy KF – Community Use of School Facilities to include the responsibility shift for facility use to Operational Planning and the provision that all leases are, at a minimum, cost neutral, except where the law requires otherwise. Operational Planning will bring a revised rate structure for FY17 to the Board for approval in March 2016.		

Person(s) Responsible for Implementation:	Sean Hughes, Director of Operational Planning	
Supervisor's Approval:	Jeffrey T. Borowy, P.E., Deputy for Capital Programs	
Superintendent's Approval:		
Board Member(s) Approval:		
Attachment(s):	☒**Yes**	☐**No**

COMMUNITY USE OF SCHOOL FACILITIES

Code **KF** *Issued* **6/10**

Purpose: To authorize the superintendent to approve the community use of school facilities.

The superintendent shall encourage the public use of school facilities when school is not in session, provided a reasonable fee is charged to, at a minimum, cover any and all extra costs created by the use. With the exception of leases or long term rental agreements, the board requires that coordination and contractual arrangement for school use or rental be executed through the Operational Planning department ~~community education program~~. Use of school facilities by the community education program is not subject to the provisions of this policy.

When school facilities are used for purposes not related to schools, precautions must be taken to ensure the nature of the event shall not damage the facility or the reputation of the school and/or school district. Appropriate fees shall be collected for all requested areas, support personnel, and any usage of equipment, utilities and/or supplies. The group applying for facility use must obtain the required certificate of insurance.

External entities or individuals desiring to use schools to offer instructional or enrichment programming are eligible to rent or utilize school facilities only through Operational Planning. ~~community education or adult education offices.~~

The superintendent shall make district facilities available free of charge as polling places for primary, special and general elections, provided such activities do not interfere with the conduct of the school system.

The board of trustees shall approve facility use agreements that involve the leasing of non-operating or vacant school facilities which shall require a lease agreement between the district and the lessee. The superintendent shall not bring forth any lease agreements that would create any additional expenses for the district, such as the operating costs of the facility, repairs, renovations or any capital improvements.

The superintendent and staff shall provide the board of trustees with quarterly reports on facility use agreements under which permission has been given for schools to be used for monetary gain by any non-school affiliated group, where fundraising was permitted for any purpose when less than 100 percent of the funds collected benefited the school, and where ticket selling, donations, sale of merchandise or food was permitted.

Adopted 1/15/73; Revised 4/10/74, 6/12/78, 8/25/86, 9/28/98, 6/24/02, 9/22/03, 9/12/05, 6/14/10

Legal references:

A. S.C. Code of Laws, 1976 as amended:
   1. Section 7-9-110 - Conducting elections or primaries in a facility that receives state funds.
   2. Section 59-1-370 - Closing of educational institutions on general election day.

B. Court cases:
   1. Child Evangelism Fellowship of South Carolina v. Anderson School District Five, 470 F.3d 1062 (4th Cir. 2006).

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BOARD AGENDA ACTION FORM March 21, 2016		
Section:	Policy and Personnel Committee	
Subject:	IHBH – Charter Schools	
Name/Department:	John Emerson, Office of General Counsel	
Agenda Item Number:	9.4H	
Background:	Staff has recommended that all charter schools be granted a public hearing before the Board of Trustees.	
Discussion:	The one proposed change to this policy includes adding language stating that all charter school applications will receive a public hearing, within ninety days after receipt, before the Board of Trustees. This policy passed first reading at the January 25, 2016 board meeting.	
Goals & Budget:		
This recommendation supports CCSD goal #:	Priority Goal #2 – World Class Literacy.	
Overall budget for implementing CCSD goal:	NA.	
Request approval for funds within that budget in the amount of $:	NA.	**Funding Source**
Resulting positive impact for students in our District will be:	Parents will have the opportunity to enroll in their students in charter schools, increasing their school choice options.	
Potential impact of this decision on other budget areas will be:	NA.	
Future Fiscal Impact:	NA.	
Recommendation:	☒ **Action**	☐ **Information**
	☒ **Open Session**	☐ **Executive Session**
It is hereby recommended that the Charleston County School District Board of Trustees approve **second** reading of the proposed revision to Policy IHBH – Charter.		
Person(s) Responsible for Implementation:	John Emerson, Office of General Counsel	
Superintendent's Approval:		
Board Member(s) Approval:		
Attachment(s):	☒ **Yes**	☐ **No**

CHARTER SCHOOLS

Code **IHBH** *Issued* **10/13**

Purpose: To establish the basic structure for the board's decision to grant a charter.

A charter school is a public, nonsectarian, nonreligious, nonhome-based, nonprofit corporation forming a school that operates within a public school district. A charter school is accountable to the local school board that grants its charter.

A charter school shall have an education program, curriculum and student achievement standards that meet or exceed the state curriculum standards and any content standards adopted by Charleston County School District. The performance of charter schools shall be continually reviewed and an annual report given to the board.

All charter school applications shall be submitted to the board's Strategic Education Committee for review and recommendation to the full board of trustees for approval. The Board of Trustees shall, within ninety days after the District's receipt of the application, render a decision on it only after a public hearing, upon reasonable notice to the applicant.

Adopted 9/12/05; Revised 10/14/13

Legal references:

A. S.C. Code of Laws, 1976, as amended:
   1. Section 59-5-60 - General powers of board.
   2. Sections 59-40-10 through 59-40-210 - South Carolina Charter Schools Act of 1996.

B. State Board of Education Regulations:
   1. R43-600 - Charter school appeals.
   2. R43-601 - Procedures and standards for review of charter school applications.

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BOARD AGENDA ACTION FORM
March 21, 2016

Section:	Policy and Personnel Committee	
Subject:	Policy IHBG - Home Schooling	
Name/Department:	John Emerson, Office of General Counsel	
Agenda Item Number:	9.4I	
Background:	The District routinely receives applications from parents and guardians seeking approval to home school their children in compliance with the law. To date, the District has maintained no written policy or administrative rule on this process.	
Discussion:	In order to obtain recognition and credit for home schooling the parent/guardian of such children must be approved by the school district and follow certain guidelines to receive credit for each grade. The District has a procedure in place for review and approval of such applications but there is no policy or administrative rule that addresses or codifies the procedure, nor is there a written process for appeal. The proposed policy generalizes the home schooling process and the administrative rules tracks the current procedure and outlines the right of a parent or guardian to appeal a denial. This policy passed first reading at the January 25, 2016 board meeting.	
Goals& Budget:		
This recommendation supports CCSD goal #:	Priority Goal #2 – World Class Literacy.	
Overall budget for implementing CCSD goal:	NA.	
Request approval for funds within that budget in the amount of $:	NA.	**Funding Source**
Resulting positive impact for students in our District will be:	A clear, consistent path for home schooling.	
Potential impact of this decision on other budget areas will be:	NA.	
Future Fiscal Impact:	NA.	
Recommendation:	☒**Action**	☐**Information**
	☒**Open Session**	☐**Executive Session**

It is hereby recommended that the Charleston County School District Board of Trustees approve **second** reading of the proposed new Policy IHBG – Home Schooling.

Person(s) Responsible for Implementation:	John Emerson, Office of General Counsel	
Superintendent's Approval:		
Board Member(s) Approval:		
Attachment(s):	☒**Yes**	☐**No**

HOME SCHOOLING

Code **IHBG** *Draft* **1/2016**

Sponsor: Dr. Valerie Harrison

Purpose: To establish the basic approval procedures for home schooling.

Parents/Legal guardians in Charleston County School District may teach their children at home if the board approves instruction. The district will approve a home school program that follows the standards established by state law.

The Superintendent shall establish guidelines for an orderly manner to approve home schooling requests.
Adopted

Legal references:

A. S. C. Code of Laws, 1976, as amended.
   1. Section 59-65-10 - Responsibility of parent or guardian.
   2. Section 59-65-40 - Instruction at place other than school.
   3. Section 59-65-45 - Alternative home schooling requirements.
   4. Section 59-65-47 - Home schooling.
   5. Section 59-16-10, et. seq. - South Carolina Virtual School Program.

B. State Department of Education Regulations:
   1. R-43-246 - Instruction at place other than school.

BOARD UPDATE

To: Board of Trustees

From: Glenn Stiegman, Interim Chief Financial Officer

Topic: Monthly Capital Projects Report – January 2016

Date: March 9, 2016

Financial Report
Capital Projects

Dr. Gerrita Postlewait
Superintendent of Schools

Board Member

January
2016

Dr. Gerrita Postlewait
Superintendent of Schools

Operations Division

To: Board of Trustees

From: Dr. Gerrita Postlewait

Re: January 2016 Capital Projects Report

Date: March 9, 2016

Attached please find the Capital Projects Report for January 31, 2016.

- The 2005-2009 Capital Building Program has been completed. Program savings in the amount of $290,850, per Bond documents, will be applied towards June 1, 2016 debt service payment. A reallocation of project savings will be forthcoming. In the month of January, the District had no expenses.

- The 2010 - 2016 Capital Building Program: On August 9, 2010, the Board approved a Six Year Capital Program One Cent Tax Referendum (Item 9.8) and on November 2, 2010, the Charleston County voters approved the Referendum. Wave 1 & 2 projects are in the final stage for financial closeout. Wave 3, 4, 5, 6 and 7 projects of the program have commenced. In the month of January, the District processed and paid over $5.4M in expenses.

- The 2017-2022 Capital Program (Phase IV): On July 28, 2015, the Board Approved an Extension of the Previously Approved One Cent Educational Capital Improvements Sales and Use Tax Referendum (Item 11.4) and on November 4, 2014, the Charleston County voters approved the Referendum. On March 9, 2015, the Board approved the issuance of the Spring 2015 BAN which included $24,500,000 to begin execution of the Phase IV Early Out projects.

  Approved projects have commenced May 5, 2015. In the month of January, the District processed and paid over $393K in expenses.

- The Sinking Fund Capital Program: On February 9, 2015, the Board approved use of Sinking Funds for Capital Projects (Item 10.1D). Approved projects have commenced May 5, 2015. In the month of January, the District processed and paid over $469K in expenses.

- The Fixed Cost of Operations Program and the Classroom Modernization Program – FY 2016 is in the final stage for spending and completion.

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VISION 2016 — CHARLESTON ACHIEVING EXCELLENCE

PROJECT - TO - DATE EXPENDITURE REPORT
CAPITAL PROGRAM
January 31, 2016

Project #		Reallocations/ Adjustments	Working Budget	Expenditures Inception January-16	Projected Expenses To Go as of January-16	Notes
	2005-2009 BUILDING PROGRAM					
5788	NEW SULLIVANS ISLAND ES	25,094,562	27,122,708	27,122,706	0	
	Total Construction Management	**25,094,562**	**27,122,708**	**27,122,706**	-	
	PROGRAM CONTINGENCY / MANAGEMENT					
5599	BOND FUND ADMIN - ALL FUNDS	16,509,380	16,509,380	16,509,379	0	
5994	TECHNOLOGY CONST ENG & MGMT - FY 06-09-Britton	1,627,201	1,627,201	1,627,201	0	
9983	CONTINGENCY - REFUNDING - FUND 569	382	382	382	0	
9987	CONTINGENCY - BANFY10 - SEISMIC - FUND 570	(2,279,112)	888	889	0	
9994	CONTINGENCY-FCO-FY 07 - FUND 564	(83,417)	23,750	23,751	0	
9995	BLD PROGRAM 2006 CONTINGENCY-FUND 563	(8,323,889)	290,850	0	0	
9997	BLDG PROGRAM 05/09 CONTINGENCY-FUND 561	(8,047,264)	2,776,922	2,776,922	0	(1)
9999	CONTINGENCY - FCO-FY 06 - FUND 559	(65,888)	36,356	36,356	0	
	Total CCSD Projects	**(662,609)**	**21,265,727**	**20,974,879**	**0**	
	Total Capital Projects	**24,431,953**	**48,388,435**	**48,097,585**	**0**	

* Sulivans Island ES $400,000 funding from GO Bond 2014 & $3,400,000 funding from FALL FCO FY14

Notes:

(1) 05-09 Building Program Final Close Out. Program savings - project #9995 in the amount of $290,850. Per Bond documents, savings will be applied towards June 1, 2016 Debt Service payment

CAPITAL PROGRAM
2010 - 2016 BUILDING PROGRAM
One Cent Sales Tax
January 31, 2016

Project #			Revised Budget	CM Fees	Working Budget	Expenditures Inception January-16	Projected Expenses To Go as of January-16	Notes	% Construction Completed	% Expended	Anticipated Completion (mm/yy)
		CONSTRUCTION MANAGEMENT PROJECTS									
		WAVE 1									
5130		BUIST ACADEMY	31,095,000	(1,638,451)	29,456,549	29,446,430	10,118	(1), (7), (8)	100%	100%	Complete
5131		CHARLESTON PROGRESSIVE ES	22,871,000	(778,827)	22,092,173	21,906,630	185,543	(1), (2)	100%	99%	Complete
5132		JAMES SIMONS ES	26,949,000	(1,201,400)	25,747,600	24,621,565	1,126,035	(1)	100%	96%	Complete
5133		MEMMINGER ES	21,596,400	(959,356)	20,637,044	20,620,797	16,247	(4), (7), (8)	100%	100%	Complete
		WAVE 2									
5144		MONTESSORI SPRINGFIELD SUPPORT FACILITY	10,300,000	(273,928)	10,026,072	9,652,063	374,009	(5)	100%	96%	Complete
5148		CENTER FOR ADVANCE STUDIES at WANDO	44,700,000	(2,279,045)	42,420,955	40,914,439	1,506,516	(3), (6)	100%	96%	Complete
5150		HARBORVIEW ES	24,800,000	(1,209,847)	23,590,153	23,037,763	552,390	(6), (7)	100%	98%	Complete
		WAVE 3									
5143		CHICORA ES	28,000,000	(1,278,329)	26,721,671	16,111,337	10,610,334		73%	60%	May-16
5145	*	JENNIE MOORE ES	38,900,000	(1,570,519)	37,329,481	35,789,852	1,539,629		99%	96%	Aug-15
5149		ST ANDREWS MATH & SCIENCE ES	33,100,000	(1,516,613)	31,583,387	30,182,420	1,400,967		100%	96%	Jun-15
		WAVE 4									
5147	*, ^	LAING MS	42,574,411	(1,785,096)	40,789,315	37,837,934	2,951,381		99%	93%	Aug-15
5153	**	JAMES ISLAND CHARTER HS	25,466,726	(1,141,365)	24,325,361	21,133,780	3,191,581		99%	87%	Sep-16
5158		EMERGENCY OPERATIONS CENTER @ BRIDGE VIEW	2,500,000	(114,137)	2,385,863	78,990	2,306,873		4%	3%	Aug-16
		WAVE 5									
5151		SPRINGFIELD ES	28,800,000	(1,511,168)	27,288,832	10,770,342	16,518,490	(5)	63%	39%	Aug-16
5152		NORTH CHARLESTON CREATIVE ARTS ES	29,300,000	(1,237,240)	28,062,760	21,736,373	6,326,387	(7)	92%	77%	May-16
5154		MURRAY LASAINE ES	10,000,000	(456,546)	9,543,454	8,550,500	992,954		98%	90%	Dec-15
5155		ANGEL OAK ES	9,300,000	(424,588)	8,875,412	584,200	8,291,212		7%	7%	Aug-17
5159		LOWCOUNTRY TECH @ BURKE HS	5,000,000	(228,273)	4,771,727	732,808	4,038,919		8%	15%	Aug-16
		WAVE 6									
5182		MARY FORD ES	350,000	(20,000)	330,000	19,965	310,035		25%	6%	Jan-16
5183		NORTHWOODS MS	350,000	(20,000)	330,000	20,435	309,565		25%	6%	Jan-16
5184		C E WILLIAMS	300,000	(20,000)	280,000	20,715	259,285		25%	7%	Jan-16
5185		WEST ASHLEY MS	300,000	(20,000)	280,000	29,865	250,135		25%	11%	Jan-16
5186		DUNSTON ES	975,000	(55,000)	920,000	2,358	917,642		0%	0%	Jan-17
5188		GARRETT ACADEMY	1,000,000	(55,000)	945,000	2,358	942,642		0%	0%	Jan-17
5191		ST ANDREWS MS	30,000	0	30,000	0	30,000		0%	0%	Jan-17
		WAVE 7									
5156		PINEHURST ES	15,300,000	(698,516)	14,601,484	430,451	14,171,033		6%	3%	Aug-17
5161		CAROLINA PARK (LAND)	150,000	0	150,000	59,499	90,501		95%	40%	Aug-16
5165		CAROLINA BAY (LAND)	3,500,000	(35,000)	3,465,000	800	3,464,200		0%	0%	Aug-16
5171		INGLESIDE CAMPUS (LAND)	150,000	(35,000)	115,000	0	115,000		0%	0%	Dec-16
5173		DISTRICT 3 BUS LOT	3,300,000	(200,526)	3,099,474	13,680	3,085,794		0%	0%	Aug-16
5174		DISTRICT 4 BUS LOT	7,500,000	(435,926)	7,064,074	53,852	7,010,222		2%	1%	Aug-16

Project #		Revised Budget	CM Fees	Working Budget	Expenditures Inception January-16	Projected Expenses To Go as of January-16	Notes	% Construction Completed	% Expended	Anticipated Completion (mm/yy)
	WAVE 7 (cont.)									
5178	STONO PARK ES	6,000,000	(1,214,413)	4,785,587	81,662	4,703,925		2%	2%	Aug-16
5180	DISTRICT WIDE ATHLETIC IMPROVEMENTS	150,000	0	150,000	0	150,000		0%	0%	Aug-16
5136	CMFEE - CUMMING	0	4,578,036	4,578,036	4,578,035	-		N/A	100%	N/A
5137	CMFEE - CUMMING 2010-2016	0	18,141,475	18,141,475	15,189,635	2,951,840		N/A	84%	N/A
5137	Adjustment to Contract (projects not started)	0	(305,400)	(305,400)	0	(305,400)		N/A	N/A	N/A
9976	WAVE 1 PROGRAM CONTINGENCY	0	0	0	0	0	(2), (4), (6)	N/A	N/A	N/A
	Total Construction Management Projects	**474,607,537**	**0**	**474,607,538**	**374,211,534**	**100,396,004**				
	PROGRAM CONTINGENCY / MANAGEMENT									
5139	PROGRAM MANAGEMENT OFFICE (PMO)	2,830,301	0	2,830,301	2,512,272	318,029				
5140	CAPITAL PROJECTS ACCOUNTING	731,246	0	731,246	573,421	157,824				
5141	CONSTRUCTION PROCUREMENT	648,444	0	648,444	550,533	97,911				
5142	IT PROJECT MANAGEMENT	1,392,163	0	1,392,163	1,058,120	334,043				
5599	BOND FUND ADMIN	598,155	0	598,155	598,154	0				
9988	PROGRAM CONTINGENCY - BAN - FUND #573	7,222	0	7,222	0	7,222				
9989	PROGRAM CONTINGENCY -ONE CENT SALES TAX- FUND #574	311,515	0	311,515	0	311,515				
	Total Program Contingency / Management	**6,519,046**	**0**	**6,519,046**	**5,292,501**	**1,226,544**				
	TOTAL 2010 - 2016 BUILDING PROGRAM	**481,126,583**	**0**	**481,126,584**	**379,504,035**	**101,622,548**				

* Laing Middle School $3,400,000 and Jennie Moore Elementary School $4,500,000 funded GO Bond
∧ Laing Middle School $74,411 non-OCST funding source
** James Island Charter HS $466,726 non-OCST funding source

NOTES:

(1) Board Approved Reallocation - 7/23/12 - Item #11.3 - Project #5130 (3,050,000)
Board Approved Reallocation - 7/23/12 - Item #11.3 - Project #5131 3,501,000
Board Approved Reallocation - 7/23/12 - Item #11.3 - Project #5132 (451,000)

(2) Board Approved Reallocation - 11/12/12 - Item #12.2 - Project #5131 650,000
Board Approved Reallocation - 11/12/12 - Item #12.2 - Project #9976 (650,000)

(3) Board Approved Name Change-3/11/13 - Items #10.1B - Project #5148

(4) Board Approved Reallocation - 6/10/13 - Exec I Item #1.5 - Project #5133 400,000
Board Approved Reallocation - 6/10/13 - Exec I Item #1.5 - Project #9976 (400,000)

(5) Board Approved Reallocation - 8/12/13 - Exec I Item #1.4 Project #5151 4,300,000
Board Approved Reallocation - 8/12/13 - Exec I Item #1.4 Project #5144 (4,300,000)

(6) Board Approved Sales Tax Capital Program Cash Flow Management
Board Update/Approved Project Savings - 9/20/13 - Project #5148 (5,000,000)
Board Update/Approved Project Savings - 9/20/13 - Project #5150 (1,000,000)

(7) Board Approved Reallocation - 8/11/14 - Item #10.1G - Project #5130 (1,000,000)
Board Approved Reallocation - 8/11/14 - Item #10.1G - Project #5133 (500,000)
Board Approved Reallocation - 8/11/14 - Item #10.1G - Project #5150 (700,000)
Board Approved Reallocation - 8/11/14 - Item #10.1G - Project #5152 2,200,000

(8) Board Approved Reallocation - 4/13/15 - Item #10.1D - Project # 5130 (555,000)
Board Approved Reallocation - 4/13/15 - Item #10.1D - Project # 5133 (303,600)

CAPITAL PROGRAM
2017 - 2022 CAPITAL PROGRAM PHASE IV
One Cent Sales Tax Extension
January 31, 2016

Project #			Working Budget	Expenditures Inception January-16	Projected Expenses To Go as of January-16	Notes	% Construction Completed	% Expended	Anticipated Completion (mm/yy)
		CAPITAL BUILDING PROJECTS							
5206		DISTRICT 4 LAND (NORTHWOODS)	6,465,000	5,828,276	636,724		98%	90%	Aug-16
5207	*	BURNS ES	1,812,600	13	1,812,587		0%	0%	Dec-16
5208	*	C E WILLIAMS MS	954,000	0	954,000		0%	0%	Dec-16
5209	*	SEWEE ACADEMY (CAROLINA PARK ES)	39,114,000	40,997	39,073,003		0%	0%	Sep-17
5210	*	CAS @ WEST ASHLEY HS	954,000	0	954,000		0%	0%	Dec-16
5212	*	EAST COOPER HS	3,103,500	2,359,157	744,343		76%	76%	Dec-16
5213	*	FT JOHNSON MS	954,000	0	954,000		0%	0%	Dec-16
5214	*	JAMES SIMONS MONTESSORI UPFIT	2,375,000	127,921	2,247,079		0%	5%	Sep-16
5215	*	MURRAY LA-SAINE MONTESSORI UPFIT	954,000	612,944	341,056		80%	64%	Dec-15
5241		CUMMING - CM FEE 2017-2022	2,478,900	785,000	1,693,900		N/A	32%	N/A
		Adjustment to Contract	35,000	0	35,000				
		Total Capital Building Projects	**59,200,000**	**9,754,308**	**49,445,692**				
		CAPITAL MAINTENANCE PROJECTS							
5270		HVAC	844,769	131,636	713,133	(2)	0%	16%	May-16
5271		ROOFING	346,048	283,364	62,684	(1), (2)	95%	82%	Aug-15
5272		PLUMBING & RESTROOMS	75,500	45,179	30,321	(2)	0%	60%	May-16
5273		EXTERIOR ENCLOSURE	96,399	20,675	75,724	(2)	0%	21%	May-16
5274		PARKING LOTS & SIDEWALKS	237,300	0	237,300		0%	0%	May-16
5275		ELECTRICAL	75,900	0	75,900	(2)	0%	0%	May-16
5278		PAINTING	108,284	68,500	39,784	(2)			
5276		CUMMING - CM FEE 2017-2022	213,200	71,724	141,476	(1)	N/A	34%	N/A
		Total Capital Maintenance Projects	**1,997,400**	**621,078**	**1,376,322**				
		TOTAL CAPITAL PROJECTS	**61,197,400**	**10,375,386**	**50,822,014**				
		PROGRAM CONTINGENCY / MANAGEMENT							
5242		PROGRAM MANAGEMENT OFFICE (PMO)	0	0	0				
5243		CAPITAL PROJECTS ACCOUNTING	0	0	0				
5244		CONSTRUCTION PROCUREMENT	0	0	0				
5245		IT PROJECT MANAGEMENT	11,860	2,652	9209				
5599		BOND FUND ADMIN	42,362	42,362	0				

Project #		Working Budget	Expenditures Inception January-16	Projected Expenses To Go as of January-16	Notes	% Construction Completed	% Expended	Anticipated Completion (mm/yy)
	PROGRAM CONTINGENCY / MANAGEMENT (cont.)							
9971	PROGRAM CONTINGENCY - BAN - FUND #584	21,394	0	21,394				
9970	PROGRAM CONTINGENCY -ONE CENT SALES TAX EXT- FUND #585	2,600	0	2,600	(1)			
	Total Program Contingency / Management	**78,216**	**45,014**	**33,203**				
	TOTAL 2017 - 2022 CAPITAL PROGRAM	**61,275,616**	**10,420,400**	**50,855,217**				

* Board Approved Early Out Funding: $24.5M BAN2015 ($22.5M Capital Building; $2M Capital Maintenance). Authorized budgets loaded

NOTES:

(1)	Board Approved Reallocation - 5/11/15 - Item #10.1D - Project # 5271	550,000
	Board Approved Reallocation - 5/11/15 - Item #10.1D - Project # 5276	173,600
	Board Approved Reallocation - 5/11/15 - Item #10.1D - Project # 9970	(723,600)
(2)	Board Approved Reallocation - 11/9/15 - Item #9.2A - Project # 5270	(217,678)
	Board Approved Reallocation - 11/9/15 - Item #9.2A - Project # 5270	483,547
	Board Approved Reallocation - 11/9/15 - Item #9.2A - Project # 5271	(317,852)
	Board Approved Reallocation - 11/9/15 - Item #9.2A - Project # 5272	(2,700)
	Board Approved Reallocation - 11/9/15 - Item #9.2A - Project # 5273	(98,601)
	Board Approved Reallocation - 11/9/15 - Item #9.2A - Project # 5275	45,000
	Board Approved Reallocation - 11/9/15 - Item #9.2A - Project # 5278	108,284

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VISION 20/1 CHARLESTON ACHIEVING EXCELL

CAPITAL PROGRAM
SINKING FUND
January 31, 2016

Project #		Working Budget	Expenditures Inception January-16	Projected Expenses To Go as of January-16
	SINKING FUND			
5088	WANDO HS-HVAC	2,950,000	2,564,724	385,276
5089	SIMMONS PINCKNEY	2,207,000	1,186,973	1,020,027
5090	ST ANDREWS MS	1,060,000	465,432	594,568
5091	WEST ASHLEY MS	1,850,000	1,582,080	267,920
5092	OLD WHITESIDE	1,450,000	1,148,712	301,288
5094	PORTABLE RESTROOMS (CARIO, PINCKNEY, CE WILLIAMS)	154,177	146,686	7,491
5095	CTE IMPROVEMENTS (N CHS & WEST ASHLEY)	1,000,000	14,697	985,303
5096	CC BLANEY	182,783	179,581	3,202
5097	MOBILE CLASSROOM MOVES (VARIOUS)	100,000	70,094	29,906
5099	TRAILER MOVES (VARIOUS)	500,000	18,283	481,717
5100	MT ZION ES	60,000	46,176	13,824
5101	CALHOUN STREET	180,000	84,985	95,015
5102	WANDO HS-BAND TOWER	170,000	4,050	165,950
5103	ST JOHNS HS	110,000	27,500	82,500
5121	WEST ASHLEY HEAD START	25,000	1,320	23,680
	Total CCSD Projects	**11,998,960**	**7,541,294**	**4,457,667**
	PROGRAM CONTINGENCY / MANAGEMENT			
5599	BOND FUND ADMIN	0	0	0
9968	PROGRAM CONTINGENCY - SINKING FUND - FUND 586	25,206	0	25,206
	Total Program Contingency / Management	**25,206**	**0**	**25,206**
	TOTAL CAPITAL PROGRAM	**12,024,167**	**7,541,294**	**4,482,873**

NOTES:

(1) Board Approved Reallocation - 5/11/15 - Item #10.1 E - Project #5088 (750,000)

Project #		Working Budget	Expenditures Inception January-16	Projected Expenses To Go as of January-16
NOTES: (cont.)				
	Board Approved Reallocation - 5/11/15 - Item #10.1 E - Project #5089	500,000		
	Board Approved Reallocation - 5/11/15 - Item #10.1 E - Project #5094	450,000		
	Board Approved Reallocation - 5/11/15 - Item #10.1 E - Project #5096	(200,000)		
(2)	Board Approved Reallocation - 10/12/15 - Item #8.1.E - Project #5089	207,000		
	Board Approved Reallocation - 10/12/15 - Item #8.1.E - Project #5090	60,000		
	Board Approved Reallocation - 10/12/15 - Item #8.1.E - Project #5091	(150,000)		
	Board Approved Reallocation - 10/12/15 - Item #8.1.E - Project #5094	(10,823)		
	Board Approved Reallocation - 10/12/15 - Item #8.1.E - Project #5096	(1,117,217)		
	Board Approved Reallocation - 10/12/15 - Item #8.1.E - Project #5099	500,000		
	Board Approved Reallocation - 10/12/15 - Item #8.1.E - Project #5100	60,000		
	Board Approved Reallocation - 10/12/15 - Item #8.1.E - Project #5101	150,000		
	Board Approved Reallocation - 10/12/15 - Item #8.1.E - Project #5102	170,000		
	Board Approved Reallocation - 10/12/15 - Item #8.1.E - Project #5103	110,000		
	Board Approved Reallocation - 10/12/15 - Item #8.1.E - Project #5121	25,000		
	Board Approved Reallocation - 10/12/15 - Item #8.1.E - Project #9968	(3,960)		

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CAPITAL PROGRAM
FIXED COST OF OWNERSHIP/CLASSROOM MONDERIZATION
January 31, 2016

Project #		Working Budget	Expenditures Inception January-16	Projected Expenses To Go as of January-16	Notes
	FCO / CM - FY15				
5518	CC BLANEY (FCO - FY15) - KRAMPS	1,388,948	1,388,948	0	
5599	BOND FUND ADMIN	800	800	0	
9973	PROGRAM CONTINGENCY - FCO/CM-FY 15 - FUND 582	140,350	0	140,350	
	FCO / CM - FY16				
5045	FACILITY SERVICES - FCO FY16	5,113,912	3,957,807	1,156,105	
5046	RISK MANAGEMENT - FCO FY16	400,000	400,000	0	
5047	SECURITY - FCO FY16	600,000	213,872	386,128	
5048	FF&E - FCO FY16	1,200,000	520,756	679,244	
5049	ARTS - FCO FY16	196,666	0	196,666	
5057	CTE - FCO FY16	250,667	40,374	210,293	
5058	ATHLETICS - FCO FY16	250,667	92,678	157,989	
5068	DESIGN AND CONSULTING - FCO FY16	200,000	79,987	120,013	
5069	CONTINGENCY A-D - FCO FY16	340,000	0	340,000	
5070	MEDIA CENTER MODERNIZATION - CM FY16	1,100,000	483,615	616,385	
5071	ADMIN PC REPLACEMENT - CM FY16	237,500	100,989	136,511	
5074	GENERAL LAB REPLACEMENT - CM FY16	475,000	452,271	22,729	
5076	CTE REPLACEMENT - CM FY16	475,000	474,999	0	
5077	INFORMATION TECHNOLOGY - CM FY16	1,437,500	235,765	1,201,735	
5078	IT SOFTWARE - CM FY16	3,371,584	1,926,355	1,445,229	
5080	SOUND SYSTEM - CM FY16	471,000	46,207	424,793	
5081	PRINTER REPLACEMENT - CM FY16	0	0	0	(3)
5083	TECHNOLOGY UPGRADE - CM FY16	6,489,450	5,062,427	1,427,023	(3)
5084	IT CONTINGENCY - CM FY16	0	0	0	
5086	CM ADMINISTRATION - CM FY16	594,966	393,946	201,020	
5599	BOND FUND ADMIN	0	0	0	
9967	PROGRAM CONTINGENCY - FCO/CM-FY 16 - FUND 587	441,896	0	441,896	
	PROGRAM CONTINGENCY / MANAGEMENT				
5599	BOND FUND ADMIN	63,659	63,659	0	
9978	PROGRAM CONTINGENCY - FCO/CM-FY 13 - FUND 578	70,116	0	70,116	
5599	BOND FUND ADMIN	28,345	28,345	0	
9969	PROGRAM CONTINGENCY - FCO/CM-FY 14 - FUND 580	27,285	0	27,285	

Project #		Working Budget	Expenditures Inception January-16	Projected Expenses To Go as of January-16	Notes
	PROGRAM CONTINGENCY / MANAGEMENT (cont.)				
5599	BOND FUND ADMIN	800	800	0	
9975	PROGRAM CONTINGENCY - GO FALL FCO-FY 14 - FUND 581	7,281	0	7,281	
	TOTAL FIXED COST OF OWNERSHIP/CLASSROOM MODERIZATION	**25,373,392**	**15,964,598**	**9,408,793**	

NOTES:

(1) Board Approved Reallocation - 10/13/14 - Item #10.1 J - Project # 5480 (551,000)
Board Approved Reallocation - 10/13/14 - Item #10.1 J - Project # 5481 551,000

(2) Board Approved Reallocation - 2/23/15 - Item #12.1 A - Project # 5480 (277,088)
(Reallocate FCO FY15 funds originally planned for wireless upgrades, to fund purchase of calculators for new ASPIRE test)

(3) Board Approved Reallocation - 9/28/15 - Item #8.1 B - Project # 5081 (580,000)
Board Approved Reallocation - 9/28/15 - Item #8.1 B - Project # 5083 580,000

Charleston County SCHOOL DISTRICT
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AUDIT & FINANCE AGENDA FORM
March 7, 2016

Section:	Information		
Subject:	Audit Report – Compensation and Classification Study Implementation		
Name/Department:	Cathleen Milne / Internal Audit		
Agenda Item Number:	9.5B		
Background:	Included in the audit plan.		
Discussion:	None.		
Goals & Budget:			
This recommendation supports CCSD goal #:	Goals for Standard 2 and 4 – Governance & Leadership and Resources & Support Systems		
Overall budget for implementing CCSD goal:			
Request approval for funds within that budget in the amount of $:	n/a	**Funding Source** (GOF, IDEA, Title I, Capital, etc.)	
Resulting positive impact for students in our District will be:			
Potential impact of this decision on other budget areas will be:			
Future Fiscal Impact:			
Recommendation:	☐ **Action**	☒ **Information**	
	☒ **Open Session**	☐ **Executive Session**	

It is hereby recommended that the Audit & Finance Committee accept the audit report as information.

Person(s) Responsible for Implementation:	Cathleen Milne Cathleen Milne	
Superintendent's Approval:	Dr. Nancy Gartman	
Board Member(s) Approval:		
Attachment(s):	☒ **Yes**	☐ **No**

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COMMITTEE REPORT

To: Members of the Audit & Finance Committee

CC: William Briggman, Executive Director of Human Resources
Valerie Harrison, Interim Chief Academic Officer
Glenn Stiegman, Interim Chief Financial Officer

From: Cathleen M. Milne

Topic: 2014-04 Compensation and Classification Study Implementation

Date: March 7, 2016

Attached is the report on an audit of the Compensation and Classification Study Implementation as approved in the audit plan for 2015. The Fox Lawson Compensation and Classification Study was implemented with fidelity; however, there are items that continue to cause inequities in the District's pay structure. The more significant observations in this report relate to decisions at the State- and Board–level.

- In accordance with Board action and as permitted by the State, the District utilizes the RC decision band for retired teachers and reduces their annual pay by fifteen percent. This practice was not evaluated as part of the study. (Observation 1-6 and 2-1)
- The District utilizes the NC decision band for non-certified teachers and reduces their annual pay by twenty percent. This practice was not evaluated as part of the study. (Observation 1-3, 1-6, and 2-1)
- Verification of an employee's years of experience (step) is complicated by past and current practices. An effort to remove inequities caused by District practices was researched by Human Resources in March 2013; however, the proposal was not brought forward for Board action as part of the 2014 Budget. (Observation 3-2)
- There was ambiguity in the amount approved by the Board for implementation. Documentation of the early budget decision of February 2014 did not agree to the 2015 final budget document. (Observation 4-1)

This audit report was discussed with William Briggman, Executive Director of Human Resources; Robert Bowers, Compensation Officer; Glenn Stiegman, Interim Chief Financial Officer; Terri Shannon, Executive Director of Finance; and Kellie Meyer, Assistant Executive Director of Finance on February 23, 2016. Management's response was received from Mr. Briggman, Director of Human Resources, on March 1, 2016.

Prepared/Submitted by:

Cathleen M. Milne, CPA, CIA, CRMA
Director of Internal Audit

Dr. Gerrita Postlewait
Superintendent

Charleston County SCHOOL DISTRICT
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Charleston County School District Audit Report

2014-04 Compensation and Classification Study Implementation

Issue Date
March 7, 2016

Objective, Background and Scope

Charleston County SCHOOL DISTRICT > excellence is our standard

Purpose / Objective	Background	Scope
1. Verify the fidelity of implementation of the Fox Lawson and Associates compensation and classification study. 2. Verify all teachers are assigned to "C" series grades on the DBM Matrix. 3. Ensure implementation was within the $8.5 million approved budget for General Fund-funded salaries. 4. Verify employees moved one step on the salary scale.	The Board of Trustees commissioned Fox Lawson and Associates (FLA) to conduct an intensive Classification and Compensation Study. The purpose of the study was to better understand and define classification systems and pay structures that would benefit Charleston County School District (CCSD) employees. The study took a deeper look at the job employees were performing to ensure they were classified correctly, paid competitively, and fairly. During the budget process for FY 2015, the Board approved implementing the results of the study. On February 10, 2014 the Board approved the early budget decision for implementing the Fox Lawson Salary Study at 50% of the difference from our current salary structure to the full market value for all employee groups. This meant they approved $8.5 million to execute the plan.	Analysis based on active employees as of January 28, 2015. Pre-implementation data was pulled from MUNIS on July 7, 2014. Payroll allocations were brought into ACL Analytics via ODBC connection to MUNIS as of February 2, 2015.

Overall Audit Rating

Charleston County SCHOOL DISTRICT excellence is our standard

Overall Conclusion / Rating Description	Rating Scale
The Fox Lawson Compensation and Classification Study was implemented with fidelity; however, there are items that continue to cause inequities in the District's pay structure. The more significant observations in this report relate to decisions at the State- and Board-level. 1. In accordance with Board action and as permitted by the State, the District utilizes the RC decision band for retired teachers and reduces their annual pay by fifteen percent. This practice was not evaluated as part of the study. (Observation 1-6 and 2-1) 2. The District utilizes the NC decision band for non-certified teachers and reduces their annual pay by twenty percent. This practice was not evaluated as part of the study. (Observation 1-3, 1-6, and 2-1) 3. Verification of an employee's years of experience (step) is complicated by past and current practices. An effort to remove inequities caused by District practices was researched by Human Resources in March 2013; however, the proposal was not brought forward for Board action as part of the 2014 Budget. (Observation 3-2) 4. There is ambiguity in the amount that was approved by the Board for implementation. Documentation of the early budget decision of February 2014 did not agree to the 2015 final budget document. (Observation 4-1)	EXCELLENT GOOD **SATISFACTORY** NEEDS IMPROVEMENT UNSATISFACTORY

Issue Summary

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11 Observations

Issue ID	Title	Rating
Observation 1-2	Documentation not on file for classification as Senior Teacher Assistant	LOW
Observation 1-3	Job Class not tied to DBM Matrix	MEDIUM
Observation 1-4	Position upgrade without salary review	LOW
Observation 1-6	DBM RC42-45 and NC43 not on DBM Matrix	MEDIUM
Observation 2-1	Teachers not on 'C' DBM	MEDIUM
Observation 3-1	Current year step <> 1	LOW
Observation 3-2	Classified employee steps inconsistently applied over time	MEDIUM
Observation 4-1	Clarity in Board Action	MEDIUM
Observation 4-2	HR Projection Excluded Vacancies	LOW
Observation 4-4	HR Projection Difference in Starting Salary	MEDIUM
Observation 4-6	Change in Calendar Days	LOW

Observations

Objective 1: Verify fidelity of implementation of the Compensation and Classification Study.

The District has three groups of employees based on job classification. These groups are identified to a DBM evaluation (grade) as follows:

- Hourly Classified – Job Class 5000 series – DBM Evaluation Series A and B
- Administrators – Job Class 6000 series – DBM Evaluation Series C, D, and E
- Teachers – Job Class 7000 series – DBM Evaluation Series C

Using analytics, we verified fidelity of implementation by comparing 2014 job pay screen information to 2015 job pay screen information.

- For Teachers, assignment within the C Series DBM is based on education level, we verified 2015 DBM Evaluation agreed to education level identified by the 2014 grade or was otherwise supported by a change on the teacher certificate.
- For Series A, B, D, E, and non-teacher C, assignment within the series is based on job class. The job class was also restructured as part of the compensation and classification study. We verified the 2015 Job Class transitioned from the 2014 Job Class based on a cross-walk document prepared by Human Resources or was otherwise supported by an Employee Service Form. We verified all job classes were tied to the correct DBM Evaluation as identified on the DBM Matrix provided by Fox Lawson & Associates. We scanned the cross-walk document prepared by Human Resources for reasonableness and verified all employees were tied to a job class identified on the cross-walk. With the exception of employees in negotiated-salary positions, we verified all employees were in a DBM evaluation as defined on the DBM Matrix provided by Fox Lawson & Associates. For Principals and Assistant Principals, we further verified the DBM grade was based on the FY 2015 projected enrollment.

Observation 1-1: For teachers assigned to C Series DBM Evaluations, we used 5 analytic tests to identify 152 anomalies where the 2015 DBM did not agree to the level of education identified by the 2014 grade. We verified all of the employees transferred to a new position or gained additional education as evidenced by Employee Service Forms and state certifications.

Observation 1-2: For DBM Evaluation Series A, B, D, E, and non-teacher C, we used 153 analytic tests to verify the 2015 job classes transitioned from the 2014 job classes as identified on the cross-walk document prepared by Human Resources. 137 anomalies were identified. Employee Service Forms were verified to clear 135 of the anomalies, as the employees transferred or received revised job classification based on salary review. All of the revisions appeared reasonable. Two exceptions were noted. Verification of degree, paraprofessional, or bilingual status was not on file for two employees classified as Senior Teacher Assistants.

Recommendation 1-2: As part of the hiring process, management should verify documentation that supports DBM assignment. For the two exceptions noted, the employment applications and resumes stated the employees met the requirements for the classification as Sr. Teacher Assistants, this information should have been verified and documented in the employee file prior to assignment as Sr. Teacher Assistants.

Management Response: Current process requires documentation of education level. A training session will be conducted to ensure processes are followed, resulting in proper documentation being on file.

Expected Action Date: 04/04/2016

Observation 1-3: For all DBM Evaluation Series, we used 25 analytic tests to verify job classes were tied to the correct DBM grade as indicated on the DBM Matrix. Testing identified a total of 195 anomalies. Of these, 10 are considered exceptions.

- DBM NC 41 is defined on the matrix for Occupational Therapist Assistants, job class 7026. Nine 190-day teachers were assigned to this DBM pending receipt of their teaching certificates. Per Human Resources, these employee assignments were considered temporary and not a part of the DBM matrix.
- There was one exception in which the employee's job class did not correctly correspond to the DBM Evaluation. Due to the employee's pay being frozen, he was neither over- nor underpaid as a result of this error. The employee's DBM has been corrected by management.

Recommendation 1-3: All positions should have been evaluated by Fox Lawson to ensure compensation and classification are fair and equitable. Use of NC41 DBM should be evaluated to ensure it is clearly defined, fair, and equitable. Once substantiated, DBM NC41 should be added to the matrix.

Management Response: DBM NC41 is used for two positions: Occupational Therapist Assistants and Teachers pending receipt of their teaching certificates. Occupational Therapist Assistants are on the DBM Matrix. With the help of Fox Lawson, management will review the DBM for Occupational Therapist Assistants to ensure the position is at the correct DBM. Teachers pending receipt of their teaching certificates (DBMs NC41-NC43) will be added to the DBM Matrix.

Expected Action Date: 03/04/2016

Observation 1-4: Prior to the compensation and classification study, the Bookkeeper I position at a school was upgraded to Bookkeeper II. Based on discussion with Human Resources, this was documented as a school-based decision and did not go through the District's salary review process.

Recommendation 1-4: All position upgrades should be made through the salary review process. This requires review of the job description in comparison with the DBM matrix in an effort to ensure that positions within the District are compensated fairly and consistently.

Observations

Management Response: A defined process has been created and implemented for requesting new positions and for requesting position upgrades. Positions will not be added or upgraded without routing through the process and obtaining the appropriate approval. Business Manager positions are now in place and one of their duties is to review all funding change requests, including new positions and position upgrades, ensuring the appropriate approvals are received.

Expected Action Date: 10/06/2014

Observation 1-5: An analytic test verified that all employees were assigned to job classes included on the HR cross-walk document. The test disclosed 143 anomalies. All were researched with Human Resources to ensure they were placed on the correct DBM, none were considered exceptions.

Observation 1-6: Using an analytic test, we verified all DBM's in use were included on the DBM Matrix provided by Fox Lawson. 107 anomalies were noted including 6 employees with negotiated salaries and 11 First Step Employees. The remaining 90 items are included in the RC and NC Decision Bands. These were not included on the DBM matrix and appear to not have been evaluated by Fox Lawson.

- There are 81 positions (including 9 for employees assigned to multiple locations) assigned to grades RC42 through RC45. These represent certified teachers that have retired from the South Carolina Retirement System. In accordance with State provision, their pay is reduced 15% below the District's salary schedule.
- There are 9 employees assigned to grade NC43. This is a temporary DBM for employees occupying certified positions, but for whom a certificate is not yet issued.

Recommendation 1-6: All positions should have been evaluated by Fox Lawson to ensure compensation and classification is fair and equitable. It should be noted, for example, that the RC Decision Bands are restricted to retirees from the South Carolina Retirement System. If a teacher were to become employed by the District after retiring from any other state, the RC Decision Band would not be used and the related salary would not be reduced.

Management Response: DBMs RC41, RC42, RC43, RC44, RC45, NC41, NC42, and NC43 will be added to the DBM Matrix.

Expected Action Date: 03/04/2016

Observations

Observation 1-7: Two analytic tests validated DBM's assigned to Principals and Assistant Principals were correctly identified based on 2015 enrollment projections. No exceptions were noted as a result of this testing.

Observation 1-8: Based on the analyses detailed above, the crosswalk document developed by Human Resources in consultation with Fox Lawson appears to consistently classify the District's various job categories. Consistency in classification will be subject to additional verification as part of the District's forensic audit.

Objective 2: Verify all teachers are assigned to "C" series grades on the DBM matrix.

Using analytics, we verified all teachers were assigned to a 'C' series Decision Band. This testing was performed for the 2015 job pay grade for all employees assigned to a budget grouping starting with a T and excluding TEMP.

Observation 2-1: There were 91 teachers (excluding duplicates) assigned to an NC or RC DBM rather than a C DBM.

DBM	Count
NC41	10
NC43	9
RC42	15
RC43	15
RC44	41
RC45	1
Total	91

As mentioned in observation 1-3 and 1-6, NC41 is assigned to Occupational Therapy Assistants rather than teachers and DBM NC 43 and RC42-45 are not on the DBM Matrix provided by Fox Lawson.

Recommendation 2-1: All positions should have been evaluated by Fox Lawson to ensure compensation and classification is fair and equitable. Use of the above DBM's should be evaluated to ensure they are fair and equitable. Once substantiated, they should be added to the matrix.

Management Response: DBMs RC41, RC42, RC43, RC44, RC45, NC41, NC42, and NC43 will be added to the DBM Matrix.

Expected Action Date: 03/04/2016

Observations

Objective 3: Verify all employees received one step.

Using analytics, we verified all eligible employees received one step on the salary schedule for their year of experience.

Observation 3-1: An analytic test identified 171 anomalies when verifying all employees increased one step for their year of experience. Of these, 169 are considered false positives, as the employees step increase was impacted by their hire date, full-time equivalent percentage, a change reflected on the state certificate, or other documented correction by Human Resources. 2 items are considered exceptions:

- One employee was entered with an additional step in error. The employee's salary was frozen for 2015, so there was no impact on pay.
- One employee transferred to a new position and did not receive credit for his year of experience. Per Human Resources, the underpayment is being corrected in 2016.

Recommendation 3-1: Care should be taken to ensure credit for experience is captured when employees transfer positions. Each of the above exceptions appear to be the result of human error.

Management Response: Experience and compensation calculations are completed when any employee transfers positions. Management is finalizing a new procedure to ensure consistency and multiple levels of reviews for experience and compensation calculations.

Expected Action Date: 04/04/2016

Observation 3-2: As stated in Audit 2012-04, verification that classified, hourly employees are paid the correct salary for the years of experience (step) is complicated by the change of District practices over time. At various times the District has placed the following restrictions on the calculation of years of experience for classified employees:

- Classified employees were previously required to provide proof of relevant prior employment. This practice has been discontinued.
- Classified employees received one year of experience for every three years of relevant prior work. This practice has been discontinued.
- No experience is given for part-time employment.
- Work experience for classified employees is capped at twelve years of relevant prior work.
  - If an employee within this group transfers to another position within the district, they are granted full credit for experience without a cap.

Recommendation 3-2: The Board should consider revisiting the classified compensation study as prepared by Human Resources in 2013 to evaluate how years of experience are assigned to classified, hourly employees. Funding for implementation of the study was previously declined; however, it is a piece of compensation and classification that continues to result in inequities. The study was intended to bring the calculation for years of experience in line with other District positions. As of March 2013, Human Resources estimated the cost of implementing the study as $1,295,000. Attrition and the hiring of new employees would impact the total cost as of any future implementation date. As of March 2013, there were approximately 290 employees that were hired after July 1, 2005 with work experience capped at 12 years. It would cost approximately

$755,000 to pay these employees for their total work experience. In addition, HR identified approximately 260 additional employees that reported additional work experience hired prior to July 1, 2005. The estimated cost of paying these employees for the reported work experience is $540,000.

Management Response: Management will continue to follow the current procedure until a change is approved by the Board.

Expected Action Date: 03/01/2016

Objective 4: Verify 2015 implementation was within budget.

In addition to implementation, the 2015 salary increases were impacted by a step increase, increases in education for certified positions, and job transfers. Accordingly, we were unable to identify the portion of salary increases directly affiliated with implementation of the Compensation and Classification study. As an alternative procedure, we verified the reasonableness of the projection used by Human Resources to ensure implementation stayed within Board approval. We also verified the 2015 salary schedules aligned to the salary recommended by Fox Lawson and Associates.

Observation 4-1: The February 10, 2014 Board minutes and the financial minutes for the early budget decision to implement the compensation and classification study refer to the $8.5 million approval as funded from General Fund and Special Revenue Funds. During budget discussions and in the 2015 final budget, the $8.5 million is only the General Fund's portion of the cost to implement the study. The 2015 cost of implementation per the HR Projection was $9,971,445 for all funds.

Recommendation 4-1: Board minutes, financial minutes, and action items should be clearly stated to avoid confusion and misinterpretation.

Management Response: Management presented the General Operating Fund value of $8.5 to implement Fox Lawson. The cost to implement all funds, GOF and special revenue, was $9.9. Management will ensure more transparency in reporting to the Board.

Expected Action Date: 03/01/2016

Observation 4-2: The data provided for use in projecting the cost of implementation was from active employee job pay screens. Accordingly, the projection excluded the impact for vacant positions.

Recommendation 4-2: While the impact to the projection is limited to the incremental increase in salaries and related benefits, future projections should be improved through the use of data for all authorized positions, including are vacant.

Observations

Management Response: Management will create a procedure for future cost projections. The procedure will include capturing all filled and vacant positions. This will ensure all authorized positions are captured in future cost projections.

Expected Action Date: 04/04/2016

Observation 4-3: Using analytics, we compared the HR Projection (employees as of February 2014) to the pre-implementation data from the employee job pay screens as of July 2014. There were 534 unmatched records. We sampled 15, all were terminated or retired, and potentially rehired, or transferred to a new position within the District; none are considered exceptions. The HR Projection appears to reflect all employees impacted by the compensation and classification study.

Observation 4-4: Using analytics, we compared the starting salary reflected on the HR Projection (February 2014) to the pre-implementation data from the job pay screens as of July 2014. There were 55 employees with a difference in starting 2014 salary greater than $5. Seven exceptions were noted.

- 48 false positives, as the employee had an adjustment based on certification or transfer.
- For seven, the incorrect starting salary was used on the HR Projection. This resulted in a $85,543.62 understatement of the impact of implementation.

Recommendation 4-4: While estimating the impact of implementation of the study was arduous and complex, additional care should be exercised in future projections to ensure sound, reliable information is provided for decision making.

Management Response: Management will create a procedure for future cost projections. The procedure will include a means to capturing any changes to employee DBMs or salary that occur after information is pulled from Munis. This will ensure all salary information remains current ensuring sound, reliable information is provided for decision making.

Expected Action Date: 04/04/2016

Observation 4-5: Using an analytic test, we recalculated the new hourly rate for all 5,915 records on the HR Projection from the 2014 Fox Lawson salary schedule. All hourly rates were recalculated within 1 cent using the following data from Human Resources.

- Calculations based on 2014 step, as 2015 step increases were a separate budget decision.
- The Fox Lawson salary schedule was prepared in 2014; increased 1.9% for 2015 market rates.
- Implemented at 95.12%, except DBM C41 which was implemented at 98.9%.

Observations

- Annual pay for retired and non-certified teachers is reduced to 85% and 80%, respectively.
- If an employee's 2014 pay is greater than that provided by Fox Lawson implementation, they continued at the 2014 pay.

Note: Post-implementation job pay screens were not tied to the HR Projection, as they included the 2015 step increases, transfers, new hires, and certification changes. However, we agreed the HR Projection ending hourly rate to the MUNIS salary tables for the grade and step prior to the step increase without exception.

Observation 4-6: For employees that did not change jobs during the audit period, we verified the calendar days used in the HR projection to the calendar days assigned for fiscal year 2015. The comparison revealed 154 changes in calendar days for individuals that appeared to not experience a job transfer. Of these, 104 were decreases in calendar days. The remaining 50 were increases in the number of calendar days, which would result in increases in annual salary payments. In verifying other areas of the audit, we validated 40 of the 50 employees with increases in calendar days beyond that reflected in the HR projection as Head Start Family Service Specialists and Infant Childcare Providers.

Recommendation 4-6: Management should continue to monitor changes in calendar days for potential budget impact.

Management Response: Business Manager positions are now in place and one of their duties is to review all funding change requests, including changes in calendar days, ensuring the appropriate approvals are received.

Expected Action Date: 12/11/2014

Observation 4-7: Using an analytic test, we compared the MUNIS salary tables to the Fox Lawson Salary Schedule using the hourly rate calculations noted in 4-5. All hourly rates were recalculated within 1 cent.